

**SOCY 260.01: Big Ideas and Big Thinkers in Sociology
Spring 2020**

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Office Hours: By appointment
Class Hours: Online

Important Administrative and Class Dates

Wednesday, January 8: Classes Begin
Wednesday, January 15: Last day of Add/Drop for Full Semester Classes
Monday, January 20: Martin Luther King, Jr. Holiday...No Classes
Friday, March 6: Midterm Grades Due at Noon for Full Semester Classes
Friday, March 13: Last Day to Withdraw from Full Semester Classes with a "W"
Sun., March 15-Sat., March 21 No Class...Spring Break!
Wednesday, April 22: Last Day of Full Semester and Express II Classes
Friday, April 24 by 9 a.m. Final Project is Due
Wednesday, April 29: Last Day of Final Exams
Monday, May 4: Final Grades Due by 12 p.m.

Course Description: In this class, we explore Big Ideas* by Big Thinkers in the social sciences. These Big Thinkers have a story to tell. These stories are not always easy to read or comprehend so how you approach reading for this class will be different than how you have read for other sociology courses. However, together we will dig into and dissect the Big Thinkers' stories to understand the Big Ideas they have developed.

Course Pre-Requisites: SOCY101: Introduction to Sociology, HONS167: Honors Introduction to Sociology, or SOCY102: Contemporary Social Issues.

Student Learning Outcomes

1. **Schools of Sociological Thought:** There are several unique schools of thought into which sociologists' Big Ideas can be organized (e.g., functionalism, conflict theory and symbolic interaction). By the end of this class, you will demonstrate the ability to distinguish between how these different schools of thought make sense of social issues.
2. **Practical Application:** Demonstrate the ability to apply the Big Ideas of sociology to contemporary social issues and policy discussions.
3. **Concept Identification and Application:** Identify the Big Ideas and concepts that sociology's Big Thinkers have contributed to the discipline.

Life-College Balance and Self-Care

Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics.

If you experience one or more of these things during our class and you are struggling to complete coursework, please communicate with me. There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines. I have created a website containing resources relating to mental health, alcohol and other drug use, food and housing support, etc. That site can be accessed by [clicking on this hyperlinked text](#).

Depending on what you are going through and the extent to which it is affecting your life, withdrawing from the class is sometimes the best option—Friday, March 13th is the deadline for withdrawing from full semester classes. Regardless of your circumstances, please reach out to me or somebody else for support.

Class Delivery Format

This is a distance education (DE) course, which means that our interaction will occur entirely online and not in a traditional face-to-face classroom setting. Distance education courses require students to be self-motivated, disciplined, organized and task-driven. **Some students are under the impression that DE classes are easier than traditional face-to-face classes. This is not true. In fact, DE courses are often more challenging than traditional classes and you should be prepared to spend several hours on this class each day, including additional time on the weekends.** It is critical that you complete work for this class each day and not wait until the day before a deadline to begin working on the assignments for a unit.

In this class, you will be able to complete readings and assignments when it is most convenient to you—you are not required to login to the Internet at a specific time each day to interact with your classmates or me. **However, you must have regular access to a computer with a reliable high-speed internet connection and computer with a microphone and/or web-cam throughout the duration of this course. Computer failure/unavailability does not constitute an excuse for not completing assignments (including assigned readings) by the due dates.** So please do not wait until the last minute to complete work for a unit, remembering that the College's library is open late for you to use computers located there.

This class will be administered through OAKS, the College of Charleston's learning management system. To access OAKS go to <http://my.cofc.edu> and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen.

Since we are not meeting face-to-face for class, I expect you to regularly login to OAKS to complete assignments, look for course updates (in the News section on the course homepage), complete readings, etc. Please also check your email regularly as I will send e-mail updates to the class through OAKS to update you on class events and assignments.

If you are one who feels uncomfortable with technology, the College offers a number of resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit <http://blogs.cofc.edu/studentreadinessforonlinelearning/> to access those resources. And, if you experience technological problems during the class, please contact me immediately at hoffmannh@cofc.edu.

Class Organization: Units and Checklists

The class is broken down into discrete units, consisting of assigned readings, short lecture(s), related assignments and sometimes videos (e.g., documentaries or TED Talks) that I ask you to watch. Each unit is organized around an OAKS checklist and the best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which they are listed on those checklists.

Community of Learning

Learning is something you do, not something that is done to you. Thus, in every class I teach, I expect students to be active participants in the learning process. In my face-to-face classes, I sometimes lecture but most of the class time is spent with me facilitating students' discussion of the assigned readings. The success of this format is contingent on students reading the assigned articles and chapters before coming to class and to be willing to engage me and their classmates in thoughtful discussion. While the online format of this class is obviously different than a face-to-face class, my expectations are the same.

You will get the most out of this class by completing the readings, participating in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics we cover in this class. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process and the potential for experiencing intellectual growth and development.

If you are one who is shy and generally feels uncomfortable talking in class, the distance education format is perfect for you. However, the key is that each of you remain committed to engaging the class through OAKS—I've structured the class so that you are actively engaged with each other and me in the learning process.

The class will be as good as you make it—so, let's make it great. And since this is an online class, below are a set of recommendations for "netiquette" in this class.

Netiquette

Netiquette is a combination of the term "Network Etiquette." Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

- Be sensitive to and reflective about what others are saying.
- Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
- Be mindful of "flames"-- These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language. At the same time...
- Be forgiving. Anyone can make a mistake.
- Be supportive of others' attempts to learn by embracing your ability to enhance others' learning experiences.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
- Keep the dialogue collegial and professional.

Communication

For issues of a personal nature, please send me an e-mail at hoffmannh@cofc.edu or you are welcome to send me a text on my cell phone at 843.696.5388.

For issues relating to the class (e.g., a link in OAKS is not working or you have questions relating to the clarification of an assignment) please post those questions in the OAKS "Course Lounge" discussion board topic.

During the week, I will respond to your emails and texts within 24 hours; over the weekend, I will respond within 48 hours.

Required Course Materials

All assigned readings are available electronically in OAKS. To locate the readings, select the “Content” link on the main toolbar. All articles are posted as PDF files, which will require you to use Adobe Acrobat Reader (all library computers should have this program) to view these files. Please make sure you have an updated version of Acrobat Reader (version 11.0 is now available) installed on your home computer. To download or update your Acrobat Reader, go to <http://get.adobe.com/reader/> and click “Download Now” for the program you want and it will be installed on your computer legally and for free.

Hardware: You need regular access to a computer with a reliable high-speed Internet connection.
Your laptop, tablet or computer needs to have a microphone and/or a Webcam.

Software: [Firefox Mozilla Internet Browser](#) (OAKS is said to work best within this browser)
[Adobe Reader](#)
[Adobe Flash Player](#) (necessary to view some of the lectures)

Other: [Voice Thread](#). There is a link to VoiceThread on the right-hand side of OAKS homepage for our class. Click on that link and you will be taken directly to the VoiceThread content for this class.

[Skype](#). Download and create a Skype account for optional live office hours with me by appointment.

Amazon, iTunes, Netflix or Similar. There will be one or more movies that I ask you to rent and stream from an online source of your choosing.

Accessibility Statement

The College of Charleston is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to fully participate in this class, complete course requirements, or benefit from the College’s programs or services, contact the Center for Disability Services (CDS) (Lightsey Center, Suite 104) as soon as possible. To receive any academic accommodation, you must be appropriately registered with the Center for Disability Services. The CDS works with students confidentially and does not disclose any disability-related information without their permission. The CDS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the CDS.

Each of us learns in different ways, and the organization of any course will accommodate each student differently. Please talk to me at the beginning of the semester about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Center for Student Learning (Addlestone Library, room 116) and the Counseling Center (843.953.5640), are available to assist you with writing, mathematics and general study skills.

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements with me now.

Student Honor Code

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (e.g., cell phone during an exam), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

You can find a complete version of the Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>.

Graded Coursework

Reflection and Application Assignments

We will have weekly (sometimes every other week) assignments in which I ask you to reflect on and/or apply the "Big Ideas" covered that week to your own life and/or to contemporary events happening around us. The format for these assignments will vary from writing a short paper to creating a visual or oral presentation in VoiceThread or, in a few units, a quiz in which the questions call for you to apply the ideas we have studied. The specifics of these assignments will be spelled out in each unit in OAKS.

Assignment Makeup Policy: Life often hits us with unforeseen circumstances that make it difficult for us to fulfill our obligations. If you find yourself in such a situation, contact me as soon as you can to discuss options for completing the work for that week's unit. **If you do not reach out to me before a quiz or assignment deadline, I will not extend the deadline unless your circumstances prohibit you from contacting me beforehand.**

VoiceThread Commentar and Analysisy (some of the material below is adapted/quoted from <https://onlinelearning.rutgers.edu/resource-grading-threaded-discussions-model>)

Each unit of the course will include several required and/or optional (bonus) opportunities for you to reflect on the materials we have read and apply the concepts and ideas to contemporary issues. Th

These discussions are the way that we participate in class. So, I expect you all to post thoughtful and meaningful messages with the goal of moving the conversation forward in a constructive way. Responding with "Yeah, I agree," and "Me, too" are not acceptable and will not earn any points. "After the [Unit] due date for the discussion, you will be graded on your overall participation...**Late [submissions] are welcome for their intellectual value but will not be considered in your grade**" unless you have previously arranged with me to turn in late material because of an excused absence.

Your reflections and comments (whether in OAKS, VoiceThread or some other format) "should show that you have read the material" covered in the Unit. "You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it."

Special Note on VoiceThread Lecture Reflections: VoiceThread allows for you to comment on lectures using video, audio or text responses—I expect you to at least provide an audio or video lecture response. Past experience has proven to me that students’ audio or video participation offers much more depth and quality of response than text responses. More importantly, audio and video responses force us to practice public speaking (in a way) and help to humanize the distance education course that is mediated by technology.

Below is a rubric showing the criteria I will use to evaluate your performance on the reflection and application assignment. Please be sure to consider these criteria when participating in class. Most required assignments (as opposed to optional/bonus participation opportunities) are worth 10 points each.

Rubric for Evaluating Discussion and Participation

	Exemplary	Accomplished	Developing	Beginning
<i>Discussion/Participation</i>	<i>(10 points)</i>	<i>(8 points)</i>	<i>(6 points)</i>	<i>(4-2 points)</i>
Demonstrates Application and Comprehension of Unit Materials	Demonstrates grasp of key concepts and ideas.	Demonstrates grasp of most concepts and ideas.	Demonstrates a shallow/superficial grasp of the material.	Shows no understanding or familiarity with content.
Supporting Evidence	Provides ample examples as supporting evidence.	Provides some evidence to support opinions.	Offers inadequate levels of support.	No evidence or examples offered to support opinions.
Clarity of Ideas	Ideas are expressed clearly and appropriate vocabulary is used.	Some signs of disorganization with expression.	Ideas are not clearly articulated such that the message is difficult to discern.	Posts and/or comments read more like Facebook or Twitter feeds.

Course Assessment Quiz

The Sociology program is assessing the Student Learning Outcomes listed on page 1 of the syllabus. At the end of the semester, I will ask you to complete a short quiz in OAKS that is worth 2% of your final grade

Final Project

Instead of a final exam, I am asking you to complete a project that challenges you to apply one or more of the Big Ideas we study to your own life. I provide you with several options from which you can select a final project that most interests you. More information about those options and the expectations for the project is posted in OAKS.

Extra Credit

There will a number of extra credit opportunities made available to you during the class. You can receive a max of 3% of extra credit. The opportunities will be posted on OAKS Content page and I will send emails to the class to announce extra credit options as they become available.

Turnitin

All written assignments will be submitted to an OAKS Dropbox and analyzed by Turnitin to detect plagiarism and to evaluate writing and grammar. By submitting your written work to Turnitin, “you hereby grant to Turnitin, its affiliates, vendors, service providers, and licensors a non-exclusive, royalty-free, perpetual, worldwide, irrevocable license to use such papers, as well as feedback and results, for the limited purpose of a) providing the Services, and b) for improving the quality of the services generally. If you have any questions, please refer to the End User Agreement found at <https://turnitin.com/agreement.asp>”

Summary of Graded Coursework

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>	<u>Submission Location</u>
Reflection and Application	43%	Ongoing	OAKS
VoiceThread Commentary & Analysis	35%	Ongoing	OAKS & VoiceThread
Final Project	20%	Friday, April 24, 9 a.m.	OAKS
Course Assessment Quiz	2%	Wednesday, April 29, 9 a.m.	OAKS
Extra Credit	3% max	Ongoing	OAKS

Final Letter Grades

Your final grade will be calculated by adding the weighted scores on the above graded elements. OAKS will be set up to make these calculations throughout the semester and you can check your progress at any time (go to OAKS and click on “Grades”).

Percentage	Letter Grade (Quality Pts.)	Percentage	Letter Grade (Quality Pts.)
96.0-100%	A (4.0)	74.0-76.9%	C (2.0)
90.0-95.9%	A- (3.7)	70.0-73.9%	C- (1.7)
87.0-89.9%	B+ (3.3)	67.0-69.9%	D+ (1.3)
84.0-86.9%	B (3.0)	64.0-66.9%	D (1.0)
80.0-83.9%	B- (2.7)	60.0-63.9%	D- (0.7)
77.0-79.9%	C+ (2.3)	≤59.9%	F (0)

NOTE: I do not round grades up. If your final percentage is 89.9%, you will receive a “B+”. And, extra credit assignments will not be given after the last day of class.

Timeline for Receiving Grades and Feedback

I try to grade your completed work as quickly as I can. My goal is to post your grade (usually along with feedback) in the OAKS Gradebook **no more than three days after the due date for the assignment**. If you ever have questions about your grade and/or I have not provided significant feedback do not hesitate to contact me with questions or to request more detailed feedback.

Course Schedule and Unit Topics

Incident Weather, College Closure and the Class Schedule

If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

Course Schedule and Unit Topics, *continued*

The topics and schedule below reflect a preliminary outline of the organization of our class. The topics, open dates and due dates are subject to change depending on students' progress and expressed interests. Therefore, for the accurate timeline of course events, ***please follow the unit checklists on the OAKS Content page.***

<u>Unit Number and Topic</u>	<u>Assignments</u>	<u>Due Date</u>
Unit 1: What is this Class about and How is it Organized?	Please review the Unit 1 Checklist in OAKS	OPENS: Wed., 1/8, 12:01 a.m. DUE: ASAP; 1/17, 9:00 a.m.
Unit 2: Sociology and the Sociological Imagination	Please review the Unit 2 Checklist in OAKS.	OPENS: Wed., 1/8, 12:01 a.m. DUE: Thurs., 1/23, 9:00 a.m.
Unit 3: Big Thinker #1: Karl Marx	Please review the Unit 3 Checklist in OAKS.	OPENS: Thurs., 1/23, 12:01 a.m. DUE: Thurs., 1/30, 9:00 a.m.
Unit 4: Big Thinker #2: Emile Durkheim	Please review the Unit 4 Checklist in OAKS.	OPENS: Thurs., 1/30, 12:01 a.m. DUE: Thurs., 2/6, 9:00 a.m.
Unit 5: Big Thinker #3: Max Weber	Please review the Unit 5 Checklist in OAKS.	OPENS: Thurs., 2/6, 12:01 a.m. DUE: Thurs., 2/13, 9:00 a.m.
Unit 6: It's not what you know, it's who you know.	Please review the Unit 6 Checklist in OAKS.	OPENS: Thurs., 2/13, 12:01 a.m. DUE: Thurs., 2/20, 9:00 a.m.
Unit 7: Is Education an Escalator, an Elevator or a Moving Sidewalk?	Please review the Unit 7 Checklist in OAKS.	OPENS: Thurs., 2/20, 12:01 a.m. DUE: Thurs., 2/27, 9:00 a.m.
Unit 8: I don't care what people think of me"": Presentation of Self in Everyday Life.	Please review the Unit 8 Checklist in OAKS.	OPENS: Thurs., 2/27, 12:01 a.m. DUE: Thurs., 3/12, 9:00 a.m.
SPRING BREAK		
Unit 9: "I don't care what people think of me": Stereotypes, Status and Performance.	Please review the Unit 9 Checklist in OAKS.	OPENS: Mon., 3/23, 12:01 a.m. DUE: Thurs., 4/2, 9:00 a.m.
Unit 10: Do labels affect how we see ourselves and how we behave?	Please review the Unit 10 Checklist in OAKS.	OPENS: Thurs., 4/2, 12:01 a.m. DUE: Thurs., 4/9 9:00 a.m.
Unit 11: Final Project, Part I	Please review the Unit 7 Checklist in OAKS.	OPENS: Thurs., 4/9, 12:01 a.m. DUE: Mon., 4/13, 9:00 a.m.
Unit 12: Final Project, Part 2	Please review the Unit 7 Checklist in OAKS.	OPENS: Thurs., 4/16, 12:01 a.m. DUE: Friday., 4/24, 9:00 a.m.
Final Project Due	DUE by 9:00 a.m. on Friday, April 24, 2020	
Sociology Program Assessment Quiz	DUE by 9:00 a.m. on Wednesday, April 29, 2020	