

**SOCY 260.02: Development of Social Thought
Fall 2017**

Syllabus Content Quick Links

- [Instructor Information](#)
- [Important Dates](#)
- [Course Description](#)
- [Course Pre-Requisites](#)
- [Student Learning Outcomes](#)
- [Class Delivery Format](#)
- [Class Organization](#)
- [Community Statement](#)
- [-Netiquette](#)
- [Required Course Materials
And Technology](#)
- [Accessibility Statement](#)
- [Student Honor Code](#)
- [Graded Coursework](#)
- [-Unit Quizzes](#)
- [Quiz Makeup Policy](#)
- [-Discussion & Participation](#)
- [-Reaction and Application](#)
- [-Grading Rubric](#)
- [-Final Presentation](#)
- [-"In the News" Extra Credit](#)
- [Summary Graded Coursework](#)
- [Final Letter Grade](#)
- [Weekly Course Schedule](#)

Instructor: Heath C. Hoffmann
19 St. Phillip, Rm. 302
e-mail: hoffmannh@cofc.edu
Office: 843.953.8182
Cell: 843.696.5388

Office Hours: By appointment
Class Hours: Online

Important College Administrative Dates

August 28: Last day of Drop/Add for full semester classes
 October 16-17: Fall Break
 October 26: Last day to withdraw with a grade of "W"
 November 22-26: Thanksgiving Holiday
 December 4: Last day of full semester classes
 December 5: Reading Day
 December 13: Last day of final exams

Course Description: In this class, we explore Big Ideas* by Big Thinkers in sociology who have tried to answer big questions like:

- What is society?
- What are the causes of economic inequality?
- What are the causes of poverty and wealth?
- How has the ubiquity of the internet and social media influenced our relationships with each other?
- What factors influence whether or not we are "more successful" than our parents?
- What role do schools play in where we end up as adults?

These are just a few of the thousands of big questions that Big Thinkers—sociologists and other social scientists—have asked and continue to ask about the social world. 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:

SOCY 101: Introduction to Sociology
 SOCY 102: Contemporary Social Issues
 HONS 167: Honors Introduction to Sociology

Student Learning Outcomes

1. 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. Demonstrate the ability to apply the Big Ideas of sociology to contemporary social issues and policy discussions.
3. Identify the Big Ideas and concepts that sociology's Big Thinkers have contributed to the discipline.

* Sections of this syllabus are adapted with permission from the syllabus developed by Dr. Lisa Brush at the University of Pittsburgh.

Class Delivery Format

This is a distance education 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 DISTANCE EDUCATION CLASSES ARE EASIER THAN TRADITIONAL FACE-TO-FACE CLASSES. THIS IS NOT TRUE. IN FACT, DISTANCE EDUCATION 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 readings and other assignments.

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 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 right hand 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 of the course homepage), complete readings, etc. I will use OAKS to update you on class events and assignments and you can use OAKS to communicate with me and/or your classmates via e-mail (click on the Communication link on the toolbar, then click on Classlist and you can send me or your classmates an email from there). Regularly communicating with each other will enhance the learning experience for us all.

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

As you will see below, I have broken the class down into discrete units. Each unit consists of assigned readings, short lecture(s), related assignments, quizzes and sometimes videos that I ask you to watch. Each unit will open at 12:01 a.m. on the day specified on the course outline below (see pages 8-9) and the due dates for assignments are listed in that outline as well.

Each unit contains an OAKS checklist for the readings and assignments associated with that unit. 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 I have listed them in those checklists.

Community Statement

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.

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.
You have to click on the VoiceThread link within our SOCY260 OAKS class page in order for your access to go smoothly.

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

Amazon, iTunes or Netflix Account. 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

Unit Quizzes

Most units will include a quiz based on the readings and lectures assigned for that particular unit. The format of the quizzes will vary but, in general, the quizzes will consist of a mix of multiple choice/objective questions, short answer and essay questions. The quizzes will be timed so you will not have an infinite amount of time to look up the answer or to consult your notes from the lectures to answer every single question. The quizzes will account for 35% of your grade.

It is critical that, in answering the short answer and essay questions, that you use complete sentences and fully, completely and explicitly articulate your ideas (e.g., please do not treat this like a Facebook post or Twitter feed). Please do not assume that I will know what you are talking about as I cannot make such assumptions when grading written responses to quiz questions.

YOU SHOULD NOT COLLABORATE WITH OTHER STUDENTS WHEN TAKING QUIZZES UNLESS I HAVE PERMITTED YOU TO DO SO FOR A PARTICULAR UNIT. YOU SHOULD NOT HAVE REQUESTED OR RECEIVED PREVIOUS QUIZZES FOR THIS CLASS TO PREPARE YOU FOR A QUIZ. IF I FIND THAT YOU HAVE DONE ANY OF THESE, OR SOMEBODY HAS TAKEN THE QUIZ FOR YOU, YOU WILL BE REPORTED TO THE DEAN OF STUDENTS FOR VIOLATING THE COLLEGE'S HONOR CODE.

Quiz and 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 immediately 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 so you are responsible for making arrangements with me prior to the unit's deadline.**

Discussion Board Participation and Lecture Commentary (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 participate in a discussion of the material. You will be asked to participate in at least two ways. First, you will be asked to participate by responding to discussion questions that I have posted on the OAKS Discussion board relating to assigned readings or related issues (the Discussion board is located within the Communications link in OAKS). Second, you will be asked in some units to comment and/or pose questions on the lectures I present within VoiceThread.

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 posts 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 participation (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. Your posts should be grammatically clear enough not to present [me or a lay person] with a problem in understanding your point. It’s not a formal writing forum, but it’s not Facebook [or a Tweet or text message] either.”

Special Note on VoiceThread Lecture Participation: 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.

On the next page there is a rubric showing the criteria I will use to evaluate your participation via the Discussion Board in OAKS and your lecture commentary in VoiceThread. Please be sure to consider these criteria when participating in class. Most required (as opposed to optional/bonus participation opportunities) participation assignments are worth 5 points each. Participation is worth 25% of your final grade.

Reaction and Application Assignments

Most units will include an assignment that asks you to react to and/or apply the Big Ideas covered in that unit to a specific contemporary issue. The format for these assignments will vary from writing a short paper to creating a visual presentation on a particular topic.

There will be at least 10 Reaction and Application Assignments over the course of the semester but I only ask you to complete 3 of these assignments. Each unit’s Reaction and Application Assignment will be due at the same time as other materials for that particular unit. These assignments are worth 15% of your final grade.

Rubric for Evaluating Discussion Board Posts, VoiceThread Lecture Participation and Reaction and Application Assignments

	Exemplary	Accomplished	Developing	Beginning
<i>Reaction/Application</i>	<i>(10 points)</i>	<i>(8 points)</i>	<i>(6 points)</i>	<i>(4-0 points)</i>
<i>Discussion/Participation</i>	<i>(5 points)</i>	<i>(4 points)</i>	<i>(3 points)</i>	<i>(2-0 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.

Final Exam

The final exam will be cumulative, covering the material discussed throughout the semester. The format will primarily consist of essay questions. I will provide you with something like 10 questions, requiring all students to answer 1 or 2 of those questions but otherwise allowing you to select which questions you answer from those that remain. The final exam is worth 25% of your final grade.

"In the News" Bonus Participation Points

The Discussion Board in OAKS includes a forum titled "In the News." This is a place for you to start discussions with the class around the Big Ideas we are discussing in class that help to make sense of news that is being discussed in contemporary legitimate news outlets. Posting a link to a news piece and providing a narrative of what the news story is about and how the Big Ideas we are discussing or have discussed in a previous or current unit relate to the news story you selected will make you eligible for bonus participation points. **Voluntarily responding to other classmates' "In the News" posts AND/OR regularly scheduled discussion board and/or VoiceThread lecture participation also entitles you to bonus participation points.**

Summary of Graded Coursework

Assignment	Weight	Due Date	Submission Location
Unit Quizzes	35%	Ongoing	OAKS
Discussion and Participation	25%	Ongoing	OAKS & VoiceThread
Reaction and Application Assignments	15%	Ongoing	OAKS & VoiceThread
Final Exam	25%	Monday, Dec. 11, 9 a.m.	OAKS
"In the News" Bonus Participation	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.

Course Schedule of Readings and Assignments

The topics and schedule below is a preliminary outline of the organization of our class and the topics are subject to change depending on students' progress and expressed interests. The unit start and end dates will largely remain unchanged.

Module Number and Topic	Assignments	Due Date	
Unit 1: What is this class about and how is it organized?	Please follow the Unit 1 Checklist for readings and associated assignments	OPENS:	Tues., 8/22, 12:01 a.m.
		DUE:	Wed., 8/30, 9:00 a.m.
Unit 2: What is sociology and what makes an idea a Big Idea?	Please follow the Unit 2 Checklist in OAKS.	OPENS:	Tues., 8/22, 12:01 a.m.
		DUE:	Wed., 8/30, 9:00 a.m.
Unit 3: The Dead Biggest Thinkers in Sociology.	Please follow the Unit 3 Checklist in OAKS.	OPENS:	Wed., 8/30, 12:01 a.m.
		DUE:	Wed., 9/6, 9:00 a.m.
Unit 4a: "Where everybody knows your name": Solidarity, Belonging and Community Online.	Please follow the Unit 4a Checklist in OAKS.	OPENS:	Wed., 9/6, 12:01 a.m.
		DUE:	Wed., 9/13, 9:00 a.m.
Unit 4b: Finding Community in the Face of Tragedy.	Please follow the Unit 4b Checklist in OAKS.	OPENS:	Wed., 9/6, 12:01 a.m.
		DUE:	Wed., 9/13, 9:00 a.m.

Unit 5: "It's not what you know, it's who you know."	Please follow the Unit 5 Checklist in OAKS.	OPENS:	Wed., 9/13, 12:01 a.m.
		DUE:	Wed., 9/20, 9:00 a.m.
Unit 6: Is Education an Escalator, an Elevator or a Moving Sidewalk?	Please follow the Unit 6 Checklist in OAKS.	OPENS:	Wed., 9/20, 12:01 a.m.
		DUE:	Wed., 9/27, 9:00 a.m.
Unit 7a: On Authority.	Please follow the Unit 7a Checklist in OAKS.	OPENS:	Wed., 9/27, 12:01 a.m.
		DUE:	Wed., 10/4, 9 a.m.
Unit 7b: "Take a number please. Next!": The Joy and Pains of Living, Working and Dying in Bureaucracies.	Please follow the Unit 7b Checklist in OAKS.	OPENS:	Wed., 9/27, 12:01 a.m.
		DUE:	Wed., 10/4, 9 a.m.
Unit 8: "I've got class, yes I do. I've got class, how about you?"	Please follow the Unit 8 Checklist in OAKS.	OPENS:	Wed., 10/4, 12:01 a.m.
		DUE:	Wed., 10/11, 9 a.m.
Unit 9a: For Sale: Authentic Experiences.	Please follow the Unit 9a Checklist in OAKS.	OPENS:	Wed., 10/11, 12:01 a.m.
		DUE:	Thur., 10/19, 9 a.m.
Unit 9b: Why do we keep up with the Kardashians?	Please follow the Unit 9b Checklist in OAKS.	OPENS:	Wed., 10/11, 12:01 a.m.
		DUE:	Thur., 10/19, 9 a.m.
Unit 10: "Those people must have a screw loose!": Edgework and Risk.	Please follow the Unit 10 Checklist in OAKS.	OPENS:	Wed., 10/18, 12:01 a.m.
		DUE:	Wed., 10/25, 9 a.m.
Unit 11a: "I don't care what people think of me": Presentation of Self in Everyday Life.	Please follow the Unit 11a Checklist in OAKS.	OPENS:	Wed., 10/25, 12:01 a.m.
		DUE:	Wed., 11/1, 9 a.m.
Unit 11b: "What happens in Vegas, stays in Vegas": Backspaces for the Self.	Please follow the Unit 11b Checklist in OAKS.	OPENS:	Wed., 11/1, 12:01 a.m.
		DUE:	Wed., 11/8, 9 a.m.
Unit 11c: "I don't care what people think of me": Stereotypes, Status and Performance.	Please follow the Unit 11c Checklist in OAKS.	OPENS:	Wed., 11/8, 12:01 a.m.
		DUE:	Wed., 11/15, 9 a.m.
Unit 12: "Which wave are you on?": Explorations of the New F Word.	Please follow the Unit 12 Checklist in OAKS.	OPENS:	Wed., 11/8, 12:01 a.m.
		DUE:	Wed., 11/15, 9 a.m.
Unit 13: "I don't see race": Checking in on a "Post-Racial" America.	Please follow the Unit 13 Checklist in OAKS.	OPENS:	Wed., 11/15, 12:01 a.m.
		DUE:	Wed., 11/22, 9 a.m.
Unit 14: Patterns of Law and the Geometry of Social Life.	Please follow the Unit 14 Checklist in OAKS.	OPENS:	Wed., 11/22, 12:01 a.m.
		DUE:	Mon., 12/4, 9 a.m.