



INTRODUCTION TO SOCIOLOGY

Soc 101 – Spring 2025
(1/13/25 – 4/30/25)

Course Syllabus

Meets: Meets MWF 2-2:50 in Multi-Disciplinary Science Building (725 Rose St.)
Rm.220

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Please use university email for course-related communication.

Office Hours: Mon & Weds 4:00 – 5:00 p.m. via Zoom:
<https://uky.zoom.us/j/84300313051> (Mondays)
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COURSE ROADMAP

This syllabus is designed to serve as a roadmap for your success in the course. It provides information about course expectations, readings, assignments, grading, communication, and the course schedule. Please use it as a first reference when questions arise. If you cannot find the information you need, please reach out—I am happy to help.

STUDENT SUPPORT

I want you to succeed in this course, and I encourage you to reach out whenever you have questions or encounter circumstances that may affect your learning. The earlier you communicate with me, the more effectively I can help. I welcome students from all backgrounds and am committed to creating a respectful and supportive learning environment.

WELCOME TO INTRODUCTION TO SOCIOLOGY!

Sociology provides tools for understanding how people, institutions, and societies are organized—and how those arrangements change over time. In this course, we will develop a global sociological perspective by examining social life across societies and exploring topics including culture, socialization, race and ethnicity, gender and sexuality, social class, politics, conflict, globalization, and social change.

Throughout the course, we will use sociological concepts, theories, and empirical research to examine how social forces shape individual experiences and collective life.

This course emphasizes sociological inquiry into the world around us. Throughout the semester, we will investigate questions such as:

- What is society, and how is social order created and maintained?
- How do societies change over time?
- What does it mean to be a member of a society?
- How do social institutions and relationships shape our identities, beliefs, attachments, and conflicts?
- How does globalization affect societies and social relationships?
- How are individual experiences connected to broader social structures?
- How are power and inequality organized within and across societies?
- Under what conditions do individuals and groups challenge or transform existing social arrangements?

We will approach these questions using sociological concepts, theories, and empirical research.

THROUGHOUT THE COURSE, WE WILL EXAMINE:

1. **Social structure and social interaction** — how institutions, organizations, groups, relationships, and everyday interactions organize social life.
2. **Social inequality and stratification** — how social resources, opportunities, status, and power are distributed and reproduced across societies.
3. **Culture and socialization** — how people develop shared meanings, identities, beliefs, practices, and patterns of behavior.
4. **Institutions and social organization** — how major institutions, including education, religion, government, the economy, and family, shape individual and collective life.
5. **Race, class, gender, and sexuality** — how social categories and identities are constructed, experienced, and organized within particular historical and cultural contexts.
6. **Globalization and social change** — how societies influence one another and how economic, political, cultural, technological, and demographic changes reshape social life.
7. **Power, conflict, and social change** — how power operates within and across institutions and societies, how inequalities are maintained, and how individuals and groups respond to or transform existing arrangements.
8. **Historical and global perspectives** — how colonialism, imperialism, globalization, and other historical processes have shaped contemporary institutions, identities, and social relationships.

I look forward to working with you this semester and exploring these questions together!

COURSE OBJECTIVES

By taking this course, students will learn how to:

1. **Explain** major sociological concepts, theoretical perspectives, and empirical findings relevant to the study of society.
2. **Apply the sociological imagination** to analyze relationships between individual experiences ("personal troubles") and broader social conditions ("social problems").
3. **Apply and evaluate sociological theories and concepts and evaluate** their usefulness in explaining social behavior and social phenomena.
4. **Analyze** how social structures, institutions, and social processes shape individual experiences and collective life across micro, meso, and macro levels.
5. **Explain** how social phenomena are socially constructed, reproduced, and transformed across different cultural and historical contexts.
6. **Analyze how power, hierarchy, and inequality operate within and across societies**, including the ways race, ethnicity, social class, gender, sexuality, colonialism, imperialism, and globalization have shaped social life and institutions.
7. **Evaluate sociological claims and empirical evidence**, recognizing the strengths and limitations of different explanations, research findings, and forms of evidence.
8. **Apply sociological knowledge and evidence to contemporary social problems**, including communicating sociological insights clearly and contributing to informed public discussion.

PEDAGOGICAL APPROACH

The course is informed by the American Sociological Association's "Sociological Literacy Framework," which emphasizes the integration of sociological concepts, theoretical perspectives, empirical evidence, and disciplinary skills. Course activities, discussions, and assessments are designed to give students opportunities to develop sociological skills, apply sociological knowledge, evaluate evidence, and communicate sociological ideas.

The course also incorporates research-informed teaching practices that support the development of foundational knowledge and higher-order skills through retrieval, application, analysis, feedback, and connections between sociological ideas and real-world experiences.

Learning is assessed throughout the course, both formally and informally. In addition to graded assignments and examinations, class discussions, activities, questions, and other forms of participation provide opportunities for me to assess students' developing understanding, identify areas that may require clarification or additional practice, and provide feedback during the learning process.

Throughout the course, students have repeated opportunities to practice the forms of sociological reasoning emphasized in the learning objectives—including applying concepts and theories, evaluating explanations and evidence, making connections across levels of analysis, and communicating sociological arguments—before demonstrating those skills in graded assessments.

COURSE MATERIALS

Required readings:

1. Course syllabus.
2. Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2024. *Introduction to Sociology*. 13th ed. New York, NY: W. W. Norton & Company. (Hereafter referred to as “GDAC”).
3. All readings and materials assigned in the weekly schedule.
4. Course announcements, instructions, and other materials posted during the semester.

Recommended resource:

“Effective Note-Taking in Class”

<https://www.dashannestokes.com/pdfs/note-taking.pdf>

I recognize that the cost of course materials is an important consideration for students. Students are not required to purchase the textbook, but they are responsible for obtaining access to the assigned readings.

Please use the edition listed above. Assigned readings and page references correspond to this edition, and earlier editions may not contain all of the assigned material. Students may purchase, rent, borrow, or otherwise obtain access to the text.

COURSE EXPECTATIONS

Successful participation in this course depends on consistent preparation, engagement, and practice. Students are expected to:

- Attend and participate in class discussions, activities, and other opportunities for active learning.
- Complete assigned readings before class and come prepared to discuss and apply course concepts.
- Engage actively with course material by asking questions, contributing ideas, listening carefully to others, and responding thoughtfully to course activities and discussions.
- Complete assigned work by the stated deadlines and follow instructions for assignments and assessments.
- Stay informed about course announcements and materials posted through the university's learning-management system and email.
- Take responsibility for their learning by preparing for class, seeking clarification when needed, and using available resources and feedback to improve their understanding and performance.

Because the course emphasizes the development of sociological reasoning and analytical skills, participation is not limited to attendance. Students will have regular opportunities to practice

applying concepts, evaluating evidence, discussing sociological questions, and connecting course material to social phenomena.

ATTENDANCE AND PARTICIPATION

Learning through participation

Sociological thinking is a skill that develops through practice. Class meetings therefore provide opportunities to apply concepts and theories, evaluate evidence, discuss sociological questions, and learn from the perspectives and contributions of others.

Attendance and active participation are important components of the course. Students should come to class prepared to engage with the assigned material and participate in discussions, activities, and other opportunities for practice and feedback.

Participation can take many forms, including:

- asking questions;
- responding to questions and classmates' ideas;
- connecting course concepts to assigned readings or examples;
- contributing to group and whole-class activities;
- listening carefully and responding thoughtfully to others;
- applying sociological concepts and theories to examples discussed in class; and
- reflecting on or revising one's understanding in response to evidence and discussion.

You do not need to speak in every class meeting to participate meaningfully. **The goal is thoughtful and sustained engagement with the course rather than simply maximizing the number of times you speak.**

Attendance

Because substantial portions of the course involve discussion, activities, practice, and feedback, regular attendance is required. Attendance will be recorded for course-management purposes, but attendance is not graded and attendance alone does not constitute participation. I reserve the right to modify this policy if attendance becomes a problem.

If you miss a class, you are responsible for reviewing the assigned material and obtaining information about activities or announcements you missed. If you have questions after doing so, please contact me.

Students who anticipate an extended absence or who encounter circumstances that significantly affect their ability to participate should communicate with me as early as possible so that we can identify appropriate options consistent with university policies.

Classroom engagement

Please help create a classroom environment in which everyone can learn. Students are expected to:

- give their attention to the class during class time;
- avoid activities unrelated to the course;
- silence or appropriately manage personal devices;
- listen respectfully when others are speaking;
- disagree with ideas without disparaging the people expressing them; and
- contribute to discussion in ways that support the learning of others.

Devices may be used when they support course activities, note-taking, accessibility, translation, or other legitimate learning needs.

YOUR ROLE IN THE COURSE

A successful course is a shared intellectual enterprise. I will provide the course structure, materials, instruction, feedback, and opportunities for practice; your role is to engage actively with the material, ask questions, contribute to discussions, and make use of those opportunities.

You are not expected to arrive with all the answers. Curiosity, thoughtful questions, and a willingness to reconsider an initial understanding are important parts of sociological learning.

There are many ways to participate meaningfully. Some students contribute frequently to whole-class discussions; others contribute through small-group activities, written responses, questions, or careful engagement with course materials. The goal is active intellectual engagement, not simply speaking as often as possible.

COURSE REQUIREMENTS, ASSESSMENT, AND GRADING

Assessment and Learning

Learning is assessed throughout the course, both formally and informally. Class discussions, activities, questions, and other forms of participation provide opportunities for me to assess students' developing understanding, identify areas that may require clarification or additional practice, and provide feedback during the learning process. Not all learning activities are graded.

Graded assessments provide more formal opportunities for students to demonstrate their developing mastery of the course objectives.

Overview of Graded Course Requirements

Assessment in this course is designed to help you develop and demonstrate sociological knowledge and skills over the course of the semester. Graded work draws on material from assigned readings, lectures, discussions, activities, and other course materials.

Assessments are aligned with the course objectives and are designed to provide opportunities to practice and demonstrate the kinds of sociological reasoning emphasized throughout the course, including explaining and applying theories, evaluating evidence, comparing competing explanations, and constructing sociological arguments.

Assessments will focus particularly on major concepts, theories, empirical findings, and analytical questions emphasized across the course. Unless an assignment specifically calls for outside research, you will not be expected to conduct additional research beyond the assigned course materials.

Because course material builds cumulatively over the semester, some assessments may ask you to connect concepts or ideas introduced at different points in the course.

Quizzes

Ten short quizzes will be administered during the semester. Quizzes are designed primarily as low-stakes opportunities to review and reinforce important course concepts, theories, and readings.

Quizzes may include multiple-choice, matching, true/false, fill-in-the-blank, and other brief-response questions. Unless otherwise specified, quizzes are open-note and students may consult assigned course readings.

Specific dates will be posted (TBA).

Short Sociological Analysis

This assignment asks students to apply sociological concepts and theories to a concrete experience and sociologically analyze how broader social structures and institutional forces shape individual experiences connected to central topics of the course. The assignment is not a personal narrative. Rather, it functions as a miniature case study: the experience and the student's firsthand observations of it serve as empirical material through which students develop and support a sociological explanation using concepts and theoretical perspectives from the course.

Purpose of the assignment: This assignment provides an opportunity to practice applying sociological knowledge to a concrete case while developing several of the skills emphasized throughout the course. You will practice using sociological terms and concepts, applying theoretical ideas to social phenomena, developing and supporting analytical arguments, critically examining connections and assumptions, and communicating sociological ideas clearly and concisely. The assignment also provides practice connecting individual experiences with broader social forces and issues and considering how experiences that may initially appear personal or individual can be understood in relation to the larger social world.

Students will select a specific event and use two sociological concepts or theories from the course to develop a focused analysis of how and why larger social forces shaped the experience. The assignment emphasizes the sociological imagination, critical thinking, theoretical analysis and integration, and the ability to make explicit connections between individual experiences and broader social structures.

Students may select an experience connected to any substantive area addressed in the course, provided that the experience can be meaningfully analyzed using sociological theories and larger social or institutional forces. Students should select an experience they are comfortable analyzing in an academic context. Personal information shared in an assignment will be treated respectfully and will not be shared beyond the purposes of course evaluation except as required by university policy. Students may use pseudonyms or otherwise omit identifying information about other individuals. Students are not required to disclose traumatic, highly sensitive, or otherwise private experiences.

Why use a personal experience? A concrete experience from everyday life provides a familiar starting point for applying the more abstract concepts and theories we study. Connecting course material to experiences you have encountered directly can make sociological ideas more understandable, meaningful, and memorable while helping you recognize sociological patterns and processes in everyday life. The experience is therefore a starting point for sociological analysis, rather than the focus or endpoint of the assignment.

The assignment is intentionally concise. Students will focus on developing a sustained analysis rather than attempting to address numerous concepts or issues. A detailed rubric will provide transparent criteria for evaluating the quality of the analysis, use of sociological concepts, supporting examples, and clarity of reasoning. The rubric is provided with the assignment so that students can understand the expectations for successful work before completing it.

Pedagogical note: This assignment is adapted from the instructor's peer-reviewed teaching resource published through the American Sociological Association's TRAILS project (Stokes 2022). The assignment is designed to give students structured practice applying sociological theory to concrete social experiences and developing evidence-based sociological analysis.

Exams

Two exams will assess students' understanding and application of course concepts, theories, and empirical material. Exams will draw from assigned readings, lectures, discussions, and other course materials.

Exams may include selected-response and short-answer questions and may require students to identify concepts, interpret examples, compare explanations, and apply sociological concepts or theories to social phenomena.

There is no final exam.

GRADING

Grades are based on demonstrated performance on the graded course requirements described below. Each assessment is assigned a specific number of points, and the final course grade is determined by the total number of points earned. Students are encouraged to make use of class activities, feedback, office hours, and other course resources to support their learning and performance.

Each graded item is worth a set number of points that count towards your final grade.

Item	Points Possible
Short Sociological Analysis	100 points
Ten quizzes	100 points (10 points each)
Two exams	200 points (100 points each)
<i>Total</i>	400 points

Based on the above point system, your grade will be determined by the total points you earn as follows:

<i>Total Points</i>	<i>Letter Grade</i>
360-400	A
320-359	B
280-319	C
240-279	D
0-239	F (E)

Grades are calculated using total points earned rather than the percentage displayed in Canvas or other university systems. Canvas percentages may be used to estimate your current standing, but the final course grade is determined by the total points earned according to the grading scale above.

LATE WORK AND MAKE-UP POLICY

Deadlines are an important part of the course because timely completion of assignments allows students to receive feedback and remain engaged with the sequence of course material.

Students should contact me as soon as possible if circumstances arise that may affect their ability to complete graded work by the stated deadline. Any extension, make-up, alternative assignment, or other modification of a course requirement must be discussed with me and approved by me in advance whenever circumstances permit. Students should not assume that an alternative arrangement has been approved unless I have explicitly confirmed it.

When an alternative arrangement is approved, I will communicate the revised deadline and any

applicable conditions clearly. Any changes to deadlines, assignments, or other course requirements should be discussed with me and approved in advance.

If an unexpected emergency prevents advance communication, students should contact me as soon as reasonably possible afterward. Extensions and alternative arrangements will be considered in accordance with university policies and the circumstances of the situation.

TENTATIVE SCHEDULE OF TOPICS

Your learning is my principal concern, so I may modify the schedule or content if it will facilitate your learning. We may also discover that we want to spend more time on certain topics and less time on others. I'll consider changing our schedule if it will help most students in the class. Changes will be announced. Also note that we will meet as a class for all dates specified below, through and including 4/30, unless otherwise explicitly announced. All assigned readings below are required.

Readings should be completed before the week they will be discussed in class lecture.

Also note that all due dates and times are EST. Be sure to take this into account when travelling.

Please note that all graded work is due by 11:59 p.m. (midnight) on the due dates posted.
Please do not confuse this with noon.

Week 1 (1/13 – 1/19)

- Intro to the class
- Read syllabus in its entirety and GDAC Chapter 1 (“What is Sociology?”)

Week 2 (1/20 – 1/26)

- No class Jan. 20
- Class 1/22 will be pre-recorded and posted online (no class in-person this day)
- Read GDAC Chapter 2 (“Asking and Answering Sociological Questions”)

Week 3 (1/27 – 2/2)

- Class 1/31 will be pre-recorded and posted online (no class in-person this day)
- Read GDAC Chapter 3 (“Culture and Society”)

Week 4 (2/3 – 2/9)

- Read GDAC Chapter 4 (“Socialization and the Life Course”)

Week 5 (2/10 – 2/16)

- Read GDAC Chapter 6 (“Networks, Groups, and Organizations”)

Week 6 (2/17 – 2/23)

- Read GDAC Chapter 7 (“Conformity, Deviance, and Crime”)

Week 7 (2/24 – 3/2)

- Read GDAC Chapter 8 (“Stratification, Class, and Inequality”)

Week 8 (3/3 – 3/9)

- Read GDAC Chapter 9 (“Global Inequality”)
- Exam 1 due 3/9 by 11:59 p.m. EST (opens 11:59 p.m. 3/4)

Week 9 (3/10 – 3/16)

- Read GDAC Chapter 10 (“Gender and Sexuality”)

Week 10 (3/17 – 3/23)

- No class. Spring break 3/17 to 3/22

Week 11 (3/24 – 3/30)

- Read GDAC Chapter 11 (“Race, Ethnicity, and Racism”)

Week 12 (3/31 – 4/6)

- Read GDAC Chapter 12 (“Aging”)

Week 13 (4/7 – 4/13)

- Read GDAC Chapter 19 (“Population”)

Week 14 (4/14 – 4/20)

- Read GDAC Chapter 16 (“Education”)

Week 15 (4/21 – 4/27)

- No class 4/23. Content will be pre-recorded and posted online (no class in-person this day)
- Read GDAC Chapter 13 (“Government, Political Power, and Social Movements”)
- Exam 2 due 4/27 by 11:59 p.m. EST (Opens 4/22 at 11:59 p.m.)

Week 16 (4/27 – 4/30)

- Last class session: 4/30
- Read GDAC Chapter 20 (“Globalization in a Changing World”)

****Reminder: There is no final exam for this course.**

ADDITIONAL CLASS POLICIES AND PRACTICES

Classroom Environment

Students are expected to contribute to a classroom environment characterized by professionalism, respect, and intellectual engagement. Sociological questions may involve disagreement, competing interpretations, and difficult

or unfamiliar topics. Students are encouraged to examine ideas critically, ask questions, and disagree with one another's interpretations without disparaging the people expressing them.

Class Recordings

Course lectures, discussions, activities, and other instructional materials may not be recorded, reproduced, distributed, or publicly shared without my prior permission, except as required or permitted by university policy or approved accommodations.

Readings, Lecture Notes, and Preparation

Students are expected to complete assigned readings before the class meeting in which they will be discussed. Course readings provide foundational material for lectures, discussions, activities, and assessments.

Lecture notes are provided as a supplement to class participation rather than as a complete transcript of class meetings. Lectures and activities may include examples, explanations, applications, and discussions that extend beyond the posted notes or assigned readings.

Students should approach readings actively and critically, looking for key concepts and arguments, connections among ideas, supporting evidence, assumptions, contradictions, and possible applications.

Office Hours and Open-Door Policy

I welcome students to office hours for questions about course material, assignments, academic planning, research opportunities, or other matters related to their academic development. Students who cannot attend scheduled office hours may contact me to arrange an alternative meeting time.

Students are welcome to drop in during office hours. If you know you need an extended meeting, please contact me in advance so that I can reserve sufficient time.

Workload

Many universities use approximately 2–3 hours of work outside class for each hour spent in class as a general guideline for college-level coursework. This is a planning guide rather than a fixed requirement, and the amount of time needed will vary depending on the week's readings, activities, assessments, and other circumstances.

Students should plan sufficient time each week to complete assigned readings, prepare for class, participate in activities and discussions, and complete graded work. Some weeks will require more time than others, particularly when preparing for examinations or completing more substantial assignments.

Academic Integrity

To ensure fair evaluation of student work, all work submitted for this course should represent the student's own intellectual work. Unless I explicitly authorize otherwise, students may not receive or provide substantive assistance with graded work. This includes substantive review, critique, editing, rewriting, or contributions to the work's ideas or content by other people, programs, applications, or services.

Students for whom English is a second language may receive limited assistance with grammar and readability from a peer. Such assistance may not alter, develop, or contribute to the substantive content or ideas presented in the student's work.

Suspected violations of the University's Academic Offenses policy will be addressed through the University's established procedural process. View the complete policy at <https://universitysenate.uky.edu/academic-offenses-rules-undergraduate-and-graduate-students>

Generative AI Policy

This policy is intended to support the learning objectives of the course, not to discourage students from learning about or eventually using generative AI. The course is designed to help students develop independent sociological knowledge and skills, including the ability to analyze theories, evaluate evidence, construct arguments, and communicate sociological ideas clearly. Students need opportunities to develop and demonstrate these skills themselves in order to gain meaningful mastery of them.

Developing independent competence is also important for responsible use of generative AI. Generative AI systems can make mistakes and can produce inaccurate, incomplete, or misleading information. Students therefore need sufficient knowledge and skills to evaluate, verify, and, when necessary, correct AI-generated information rather than relying on it uncritically. The goal of this policy is consequently to ensure that students develop the knowledge and skills necessary to use such tools thoughtfully and responsibly if and when they choose to do so.

Intellectual integrity is essential to an academic community and to my ability to evaluate your work fairly. All work completed and/or submitted for this course must be your own and must be completed in accordance with the University's Guidelines on Academic Integrity. Unless I expressly authorize its use for a particular course activity, students may not use ChatGPT or other generative AI applications in completing or preparing course work, including graded assignments, quizzes, examinations, or other submitted work.

All required graded work may be subject to textual-similarity and related review using services such as, but not limited to, Turnitin, Grammarly's plagiarism checker, ZeroGPT, and GPTZero for the detection of plagiarism and other potential violations. Submitted work may be included as source material in the reference databases associated with these services for the purpose of detecting plagiarism or other academic-integrity violations. Use of these services is subject to the usage and privacy policies posted by the respective services.

Accessibility and Accommodations

Students who require disability-related accommodations should contact the University's Disability Resource Center and communicate with me as early as possible so that approved accommodations can be implemented appropriately. DRC will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://studentsuccess.uky.edu/disability-resource-center>.

Religious Observances

Students who anticipate a conflict between religious observances and course meetings or deadlines should contact me as early as possible so that reasonable arrangements can be made consistent with University policies.

Communication and Email

Course announcements and materials will be posted through Canvas, and course-related communication should be sent by University email. Students are responsible for reviewing course communications and announcements regularly.

Questions that require substantial explanation or discussion are often best addressed during office hours or by arranging a meeting.

Late Admissions Students

Students who enroll after the course begins are responsible for reviewing the syllabus, assigned readings, course materials, and posted deadlines and should contact me promptly after enrollment. Any necessary arrangements concerning missed work, make-up work, or extensions must be discussed with and approved by me.

Late-enrollment arrangements will be handled in accordance with University policies and the circumstances of the student's enrollment.

Extra Credit and Curves

Extra-credit assignments are not offered in this course. Course grades are determined according to the published grading structure.

If circumstances indicate that an adjustment to the grading structure is warranted, I will communicate any such adjustment to the class.

Questions About Grades

Students should review graded work when it is returned and contact me promptly if they believe there has been an error in grading or recording. Questions about a grade should normally be raised within seven calendar days of the grade being posted so that concerns can be addressed while the relevant assignment and grading criteria are readily available.

Work Submission Policy

Students are responsible for confirming that electronic submissions have been successfully uploaded to the designated course platform and should retain copies of submitted work and submission confirmations until final grades have been posted.

Technical problems should be reported promptly to both the University's technology support services and me, with appropriate documentation when available.