

Portland State University
Soc 200: Intro to Sociology
Spring 2022

Instructor: Tina Burdsall, PhD
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OFFICE HOURS: Tuesdays 11-12

TA: Mari Rodriguez
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Course Description

Students in this course will develop an understanding of how the sociological imagination is used to explore society and social experiences. The class emphasizes the complex relationship between individuals and society and challenges students to look at everyday life to see the patterns and processes that shape the social world. The course is designed to provide a comprehensive overview of sociological concepts. Some of the topics that we will cover include how:

- What is sociology / the sociological imagination
- Sociological methods
- Socialization
- Stratification
- Poverty

Required Readings:

The book an open source book (no cost):

<https://openstax.org/details/books/introduction-sociology-3e>

Additionally there will be articles that are available through the library or freely available online.

NOTE: I reserve the right to make changes to the syllabus as needed; you are responsible for keeping up with any changes. Please check Canvas regularly to get the most current information. I will always give adequate warning to changes in the syllabus.

Our approach in this course is academic. It is fun, illustrative, and good for class environment to sometimes discuss our own experiences. Our academic goals are best served, however, through a strong focus on the best research and analysis on how society is shaped by major social forces, inequalities, and hegemonic images and moralities. My **course objectives** are to:

- a. Provide students with a broad understanding of the sociological approach
- b. Enhance students' understanding of social foundations
- c. Provide students with a basic understanding of the wide variety of subjects that are studied within sociology

Learning Outcomes:

After completing the course, students will be able to:

1. Identify and describe social processes that influence human behavior
2. Identify and describe how identity is socially constructed and how this may influence interactions with others
3. Identify and describe major social structures and social institutions
4. Critically evaluate the impact of social inequality in relation to class, race/ethnicity, and gender.

Course format and expectations

This course is designed with the belief that students are capable and active learners, yet the situation that we find ourselves in may not be conducive to learning for everyone. This class is required to be held in person, unless there is a COVID-19 surge that indicates the need to move to remote classes.

This class is designed for students to do individual work as well as to learn from one another. Participation in class discussions is therefore mandatory, although I will make reasonable adjustments if there are specific concerns. Additionally, participation in this course requires that your involvement is thoughtful and respectful. We will be talking about some topics that may challenge your personal beliefs or opinions. Much of the work that sociologists do have academic, political and personal implications. You may feel uncomfortable if you have never engaged with this material before. This discomfort will be minimized by approaching the readings and discussions with a curious mind. We will be talking about issues from a sociological lens, and the expectation is that we are using research and solid theoretical understanding to back our discussions about topics that can be personal in nature.

As we are all learning and growing in our knowledge, mistakes will happen and occasionally things will be said that you may wish were said differently or that you find difficult to read. I ask that you remember that not everyone will be at the same place on our educational journey and our goal is to help each other learn. Discussions should remain educational, relevant, and respectful.

My primary expectations for everyone in this class is that we always assume good intentions and that we interact with compassion.

Attendance

If you have any symptoms of ill health that is out of the ordinary for you, please stay home. Not only are we all responsible for minimizing community spread of Covid-19, we also deserve to rest and take care of ourselves when not feeling well. This also applies if you need to take care of chronic conditions, mental health concerns, or any other time you need to prioritize yourself. That said, you are still responsible for learning during this course. Please email me if you need to miss more than a couple of classes so we can plan how to make up any work. Also, please make sure to connect with other students in the class who are willing to share notes.

Course requirements and evaluation

Your final grade in this class will be based on how many points you earn. All of the assignments, except the game days, are designed so that you can complete them even if you are unable to attend all of the classes as discussed above. If you happen to be sick on the game days, the expectation is that you are in communication with both your group and with me as soon as you know. We will substitute a 1:1 presentation with me once you are better, and will consider how much work you had completed and your communication with your peers for your grade. Your peers grade will not be affected if you do not participate, but your preparation prior to the game day will impact everyone's learning so please take that responsibility seriously.

	Number	possible points per	total possible points
Participation Papers	3	3	9
Participation Grade	1	4	4
In-class writing	14	2	28
midterm	1	10	10
final	1	15	15
game	1	10	10
		Total points possible from required assignments	76
Your choices for remaining points:			
Value of being "disturbed" reflection	3	10	30
Creative Project	3	10	30

Final grades will be based on how many points you earn

Grade	Points	Grade	Points
A	92-100	C	72-77.9
A-	90-91.9	C-	70-71.9
B+	88-89.9	D+	68-69.9
B	82-87.9	D	62-67.9
B-	80-81.9	D-	60-61.9
C+	78-79.9	F	< 60

Instructor availability

Both the TA and I are available to answer questions via email, or by appointment. We try to respond to emails within 24-48 hours during the week. We will NOT be checking your emails over the weekends. It is your responsibility to ensure that your important messages are received in a timely manner - do not wait until just before an assignment is due and expect either of us to respond to you immediately.

A couple of added notes about emails:

- Please use your pdx.edu email and send to my pdx.edu email (tdb@pdx.edu)
- **I have multiple classes that I teach and I receive a lot of email. Please make sure that your subject line is clear, you include what class you are in, and include your full name. Without this information, I am unlikely to respond to your email.**
- If a week has gone by and I have not responded, please follow up again.

Confidentiality

In respecting each other's experiences and creating a safer environment, students should maintain confidentiality at all times. Students' individual experiences regarding class may be discussed with friends and colleagues outside of class. However, students may not discuss other students' experiences, and must refrain from using any identifying information about their colleagues. As the instructor I reserve the right to break confidentiality if I am concerned about a student's mental or physical well-being. If you become concerned about another student, please contact me directly.

Recording Technology Notice

We may use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

Written work

All written work should be academic, proofread, and written at a college level. This includes proper spelling, complete sentences, and proper citations and references. It also means that what you write needs to be based on facts and appropriate sources. With the ability to use features like spell-check, and the availability of help from the writing center, academic quality of writing is expected. To be a bit more nuanced: while organizations of thoughts, grammar, and spelling will be considered in grading all assignments, quality of thought and engagement with the material will be considered more important. Documents that are turned in through Canvas should be prepared and submitted in a standard word processing format (.doc, .txt, .pdf. PLEASE DO NOT TURN IN .PAGES I cannot open them and therefore cannot grade them).

Due dates will be loosely enforced, depending on the particular assignment. Please contact both me and the TA if you are going to be more than two days late on any assignment so that we can discuss what options will best meet all of our needs.

Academic Integrity

Students are expected to maintain the highest standards of academic integrity. Cheating or plagiarism will not be tolerated. The University describes academic dishonesty in the Student Code of Conduct as “the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts. This includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) The buying or selling of all or any portion of course assignments and research papers; (e) Performing academic assignments (including tests and examinations) for other persons; (f) Unauthorized disclosure or receipt of academic information; (g) Falsification of research data; and (h) Unauthorized collaboration.” Students who are caught breaking the student code of conduct will be reported to the Office of Student Affairs and receive a zero on any relevant assignments.

Defining plagiarism

- According to the MLA Handbook, plagiarism is “using another person’s ideas, information or expressions without acknowledging that person’s work.”
 - How to avoid plagiarizing
 - Rule #1: If you use another person’s ideas, you must cite your source (author last name and year)
 - Rule #2: If you use another person’s exact words, you must put those words in quotation marks as well as cite your source (author last name, year, and page number)
- If any portion of your assignment includes plagiarized material, you will fail the assignment and you will be reported to the university. If in doubt, cite the source!

Examples of plagiarism and appropriate citations (Used with permission from Dr. Kelly)

- Text from original source:
Karen's transgressive campiness is also manifest in her flagrant sexuality.
- Examples of plagiarism:
 - Karen's transgressive campiness is also manifest in her flagrant sexuality. [copy and paste, no quotation marks, no citation]
 - In *Will and Grace*, Karen's transgressive campiness is shown in her flagrant sexuality. [almost identical language, no citation]
- Examples of appropriate citation
 - Karen's sexuality is subversive and campy (Cooper 2003) [paraphrased, with citation]
 - The character of Karen shows "transgressive campiness" (Cooper 2003:519). [phrase quoted, with citation]
 - Cooper stated, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (2003:519). [full quote with citation]
 - As one scholar observed, "Karen's transgressive campiness is also manifest in her flagrant sexuality" (Cooper 2003:519). [full quote with citation]

Access and Inclusion for Students with Disabilities

As an instructor, my goal is to create classes that are inclusive to students with any form of disability. Below, you will find university language relating to students formally assessed as having a disability/disabilities. However, please know that I will do my best to meet the needs of those with self-assessed disabilities as the process of going through these official channels can be difficult and there are many reasons someone may choose not to officially disclose a disability. Remember, not all faculty accept self-assessed disabilities, so going through the official channel may still be helpful for your other classes. This is still (and always) a work in progress. If you have suggestions on ways to make the class more accessible, please come and talk to me.

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable. That said, if you find the classroom seating is not useable for any reason, feel free to use the accessible tables or chairs—you do not have to explain why and I will not ask any questions about your need to use those resources
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information

Title IX Reporting Obligations and other Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe(r) learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our college and classes. You may officially report any incident of discrimination or discriminatory harassment, including sexual harassment, to the Office of Equity and Compliance, or the Office of the Dean of Student Life. Please be aware that as a faculty member and as a researcher associated with medical and Safety Net Health Plan institutions, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination as well as abuse of infants and children, people who are elderly or dependent, individuals with mental illness or developmental disabilities, and residents of nursing homes and other health care facilities. If you would rather share information about sexual harassment, sexual violence, or abuse, confidentially to an employee who does not have this

reporting responsibility, you can let me know that you would like to be connected to a confidential advocate (I will not ask any questions) or you can find a list of those individuals here: <http://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX, please complete the required student module Creating a Safe Campus in your D2L.

Access and Inclusion for Parents, Guardians, people with pets, roommates, etc

So far as I can determine, PSU does not have a formal policy on children in the classroom. The policy described below is simply a reflection of my own beliefs and commitments to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting or other dependent-care status.

If you are a parent or guardian (or otherwise have responsibility of another person, such as a sibling or adult with a disability) and find that your planned care will be cancelled during a class, please feel free to bring your child or dependent to class. Breastfeeding babies are welcome in class as often as necessary. For older babies, children, or adults needing care, I understand that unforeseen disruptions in care often put students in the position of having to miss class to stay home with a child or disabled adult. While this is not meant to be a long-term care solution, occasionally bringing them to class in order to cover gaps in care is perfectly acceptable.

If your child or dependent is showing signs of illness, please do not bring them to class and stay home with them.

In all cases where babies, children, or other dependents come to class, I ask that you sit close to the door so that if your loved one needs special attention and is disrupting other students' learning, you may step outside until the need has been met. Additionally, this will allow you to step out if the conversation becomes inappropriate for children, as is absolutely possible in a sociology classroom.

(NOTE: Clearly this was written specifically with a face-to-face classroom in mind. I absolutely expect to see cats, dogs, children, room-mates, partners etc show up in zoom. But, the concern about the nature of possible conversations is still valid. We will work together to find solutions as needed)

Support Services

PSU offers specialized services to meet a variety of student needs, some of which are summarized here. If you need assistance or support of any kind, please send your Mentor or me an email.

If you find that you are struggling (whether it is to successfully pass your courses this term, experiencing barriers to education due to a disability, or just feeling stressed) there are many resources for you to connect with. I would recommend starting with the resources listed here: <https://www.pdx.edu/dmss/student-resources>

Writing and Academic Support:

Students who would like assistance writing, formatting, or proofreading their written work should make an online appointment with the PSU Writing Center. This is important for all written work. This is a free resource, though it does get busy towards the end of the quarter so it is important to make appointments early. Students may schedule regular appointments for assistance throughout the quarter. <http://www.writingcenter.pdx.edu/index.php>

For additional support services and study skills assistance students may refer to the Skills Enhancement and Tutoring Center (SETC), also a free resource for all PSU students. <http://www.pdx.edu/tutoring/>

Students who need assistance locating academic resources should consult the PSU Millar Library. . <https://library.pdx.edu/services/students/> Kimberly Willson (willsons@pdx.edu) is a librarian that has knowledge of the University Studies expectations and is a wonderful resource for you to get to know.

If you are struggling specifically with this class, please contact me via email, I am happy to help think through options needed for you to be successful in this class. As a college student, the expectation is that you will reach out to your professors when you need help – do not expect your professors to contact you if you miss an assignment or your grades are slipping.

If you decide that you wish to withdraw from the class please keep these important dates in mind <https://goo.gl/78ezPE>

Culturally Specific Resources:

There are a number of Cultural Resource Centers on campus that are available to all PSU students. For more information on the centers and what they offer: <https://www.pdx.edu/cultural-resource-centers/>

A Note on Immigration status and DACA: PSU is a Sanctuary Campus which means that they will not consent to immigration enforcement on campus and will not disclose immigration status of students. My class is a “Sanctuary Class” where you and your families status, documented or not, will not be held against you. There are resources available for students (and immediate family members) who have questions or need support regarding immigration status: <https://www.pdx.edu/insidepsu/deferred-action-for-childhood-arrivals-daca-resources>

Mental Health

If you find that you are struggling (whether it is to successfully pass your courses this term, experiencing barriers to education due to a disability, or just feeling stressed) there are many resources for you to connect with. I would recommend starting with the resources listed here: <https://www.pdx.edu/student-life/support-services>

SHAC has partnered with My Student Success which connects students with free, confidential mental health and wellbeing support conveniently available 24/7 via the My SSP app, telephone and web: <https://www.pdx.edu/health-counseling/my-ssp>

Housing and Food Insecurity:

A good place to find a variety of resources is: <https://www.pdx.edu/dean-student-life/student-homelessness-and-economic-crisis>

Food insecurity is a real issue for many students. If you are experiencing food insecurity, there are resources for you: <https://www.pdx.edu/student-access-center/food-assistance>

If you are experiencing houselessness, facing eviction, or feel that you are being treated unfairly by your landlord, there are resources on campus and in the community. On campus, you can start by looking at the resources listed here for houselessness and other economic challenges: <https://www.pdx.edu/dos/student-homelessness-and-economic-crisis>

Student Legal Services is also available to help with landlord-tenant issues: <https://www.pdx.edu/sls>

Emergency Funds:

The university has some funds set aside for students who are facing financial challenges that may impact the ability to complete classes. If you are facing significant financial challenges the place to look for support is: <https://www.pdx.edu/student-access-center/>

At any point, if you need help finding resources (whether you can't find them or feel too overwhelmed to find them) you are welcome to talk to me. I may or may not be able to help you find resources, but I am willing to help connect you to people who may be able to.

Acknowledgements

Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. By recognizing these communities, we honor their legacy, their lives, and their descendants.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built.

We remember that our country is built on the labor of enslaved people who were kidnapped and brought to the US from the African continent and recognize the continued contribution of their survivors. We also acknowledge all immigrant labor including voluntary, involuntary, trafficked, forced, and undocumented peoples who contributed to the building of the country and continue to serve within our labor force. We acknowledge all unpaid care-giving labor and its contributions to society.

Finally, we acknowledge that our institution relies on hourly, student, contingent, and unpaid labor and we recognize those contributions.

These acknowledgments will be discussed throughout the term. Please take the time now to think about what they mean and how we can honor them throughout the term.

Monday		Wednesday	
Week One			
		Chapter 1: What is Sociology	
Week Two			
Chapter 2: Sociological Research	Participation Paper One	Chapter 3: Culture	
Week Three			
Chapter 4: Society and Social Interaction		Chapter 5: Socialization	
Week Four			
Chapter 6: Groups and Organization		Chapter 7: Deviance, Crime, and Social Control	
Week Five			
Study Day		Midterm	Participation Paper Two
			Turn in In-class writings
Week Six			
Chapter 9: Social Stratification in the US		Chapter 10: Global Inequality	
Week Seven			
Chapter 11: Ethnicity and Race		Chapter 12: Gender, Sex, and Sexuality	
Week Eight			
Chapter 13: Work and the Economy		Chapter 14: Relationships, Marriage, and Family	
Week Nine			
Chapter 16: Education	Turn in In-class writings	Work Day	
Week Ten			
Game Day		Game Day	Participation Paper 3
Finals Week			