

**SOCY 260.01: Development of Social Thought  
Spring 2019**

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**Important College Administrative Dates**

- January 14: Last day of Drop/Add for full semester classes
- January 21: Martin Luther King, Jr. Holiday...No Classes.
- February 1: Last day to submit application for spring '19 graduation
- March 11: Registration begins for Maymester & Summer
- March 17-23: Spring Break
- April 24: Reading Day
- May 2: Last day of final exams

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

- What are the causes of economic inequality?
- Why does poverty and concentrated wealth persist over time?
- 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?
- How do expectations of drug users and others shape how drugs effects are experienced by them?
- What role do schools play in where we end up as adults?

These are just a few of the thousands of the 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.

\* Portions 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 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 of 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. 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).

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](mailto: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 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 (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 they are listed on those checklists.**

### Communication

For issues of a personal nature, please send me an e-mail at [hoffmannh@cofc.edu](mailto: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.

## 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 embrace 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 and VoiceThread—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.

[Skype](#). (Optional) 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, general study skills and personal well-being, respectively.

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

### General Policies for Graded Coursework

1. *Unauthorized Collaborations:* Please do not collaborate with other students when completing assignments unless I have permitted you to do so for a particular assignment. You are welcome to talk with other students about the materials we are covering in class and talk with them about assignments, but the work you turn in should reflect your own effort (again, unless I give you the option of working with another student on an assignment).

You should not request or receive assignments from students who have previously taken my class or from any other source in which you submit another person's work as your own. If I find that you have done any of these, or somebody has completed an assignment for you, you will be reported to the Dean of Students for violating the College of Charleston's honor code.

2. *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 an assignment deadline, I will not extend the assignment deadline. So, you are responsible for making arrangements with me prior to the unit's deadline unless an emergency makes it impossible to do so.
3. *Quality Writing Matters:* While this is not an English writing class, I expect your written work to be well organized, follow conventional writing rules for grammar and syntax and to communicate an understanding of the content about which I am asking you to write. So, I expect you all to use complete sentences, organize your papers into discrete paragraphs that each coalesce around a main idea with supporting evidence/statements (rather than a single paragraph running multiple pages). Writing well is difficult and takes time so please do not wait until the last minute to begin writing for this class and be willing to ask others to read your work, whether at the Writing Lab in the Center for Student Learning, a roommate, a family member or another student in this class.

### Reflection and Application Assignments

Instead of quizzes or exams, we will have weekly (sometimes every other week) assignments in which I will 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. The specifics of these assignments will be spelled out in each unit in OAKS.

VoiceThread Commentary and Participation (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 typically will be asked to participate by commenting 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 than do 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.

*Rubric for Evaluating VoiceThread Commentary and Lecture Participation*

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
<i>Discussion/Participation</i>	<i>(5 points)</i>	<i>(4 points)</i>	<i>(3 points)</i>	<i>(2-0 points)</i>
<b>Demonstrates Application and Comprehension of Unit Materials</b>	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.
<b>Supporting Evidence</b>	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.
<b>Clarity of Ideas</b>	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.

*Intergenerational Comparative Sociological Analysis: Applying the Sociological Imagination*

We will begin the semester discussing C. Wright Mills’ sociological imagination. Mills conceived of the sociological imagination as a “state of mind” and “the vivid awareness of the relationship between personal experience and the wider society.”

Instead of a final exam, I will ask you to revisit the sociological imagination by creating a final product (more details are forthcoming) that examines your life and how it has been shaped by the “wider society.” A part of this autobiographical analysis I will ask you to interview a parent or grandparent to learn how that person’s personal experience was shaped by the wider society. This interview will help to identify ways in which your life has been shaped by social forces and historical events beyond your personal control. Additional details will be provided later in the semester.

The final exam period for online classes is Sunday, April 28<sup>th</sup> from 4-7 p.m. but this project instead will be due Monday, April 29<sup>th</sup> at 9 a.m.

*Course Assessment Quiz (Extra Credit)*

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 (approximately 30 multiple choice questions). If you complete the assessment quiz, you will be eligible for up to 2% of extra credit—those percentage points will be added to your final percentage for the class.

**Summary of Graded Coursework**

<b>Assignment</b>	<b>Weight</b>	<b>Due Date</b>	<b>Submission Location</b>
Reflection and Application Assignments	45%	Ongoing	OAKS & VoiceThread
VoiceThread Commentary and Participation	30%	Ongoing	OAKS & VoiceThread
Intergenerational Comparative Analysis	25%	Mon. 4/29, 9 a.m.	OAKS
Course Assessment Quiz (Extra Credit)	2%	Sun. 4/28, 7 p.m.	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 students' completed work as quickly as I can. However, this is one of 3 classes I am teaching and each involves a good bit of grading on my end. My goal is to post your grade (usually along with feedback) in OAKS within one week after the assignment due date. If you ever have questions about your grade and/or I have not provided much feedback do not hesitate to contact me with questions or a request for feedback.

### Course Schedule of Readings and Assignments

The topics and schedule below reflect a preliminary outline of the organization of our class. The topics are subject to change depending on students' progress and expressed interests. The unit "open" and "due" dates will largely remain unchanged. Please follow the unit checklists in OAKS for a complete list of each unit's readings and assignments.

Module Number and Topic	Assignments	Due Date
<b>Unit 1: What is this class about and how is it organized?</b>	Please follow the Unit 1 Checklist for readings and associated assignments	<b>OPENS:</b> Tues., 1/8, 12:01 a.m. <b>DUE:</b> Wed., 1/16, 9:00 a.m.
<b>Unit 2: What is sociology and what makes an idea a "Big Idea"?</b>	Please follow the Unit 2 Checklist in OAKS.	<b>OPENS:</b> Wed., 1/16, 12:01 a.m. <b>DUE:</b> Wed., 1/23, 9:00 a.m.
<b>Unit 3: Big Sociological Thinker #1: Karl Marx</b>	Please follow the Unit 3 Checklist in OAKS.	<b>OPENS:</b> Wed., 1/23, 12:01 a.m. <b>DUE:</b> Wed., 1/30, 9:00 a.m.
<b>Unit 4: Big Sociological Thinker #2: Emile Durkheim</b>	Please follow the Unit 4 Checklist in OAKS.	<b>OPENS:</b> Wed., 1/30, 12:01 a.m. <b>DUE:</b> Wed., 2/6, 9:00 a.m.
<b>Unit 5: Big Sociological Thinker #3: Max Weber</b>	Please follow the Unit 5 Checklist in OAKS.	<b>OPENS:</b> Wed., 2/6, 12:01 a.m. <b>DUE:</b> Wed., 2/13, 9:00 a.m.

<b>Unit 6: "It's not what you know, it's who you know."</b>	<b>Please follow the Unit 6 Checklist in OAKS.</b>	<b>OPENS: Wed., 2/13, 12:01 a.m.</b> <b>DUE: Wed., 2/20, 9:00 a.m.</b>
<b>Unit 7: Is Education an Escalator, an Elevator or a Moving Sidewalk?</b>	<b>Please follow the Unit 7 Checklist in OAKS.</b>	<b>OPENS: Wed., 2/20, 12:01 a.m.</b> <b>DUE: Wed., 2/27, 9:00 a.m.</b>
<b>Unit 8: "I don't care what people think of me": Presentation of Self in Everyday Life.</b>	<b>Please follow the Unit 8 Checklist in OAKS.</b>	<b>OPENS: Wed., 2/27, 12:01 a.m.</b> <b>DUE: Wed., 3/6, 9:00 a.m.</b>
<b>Unit 9: "What happens in Vegas, stays in Vegas": Backspaces for the Self.</b>	<b>Please follow the Unit 9 Checklist in OAKS.</b>	<b>OPENS: Wed., 3/6, 12:01 a.m.</b> <b>DUE: Wed., 3/13, 9:00 a.m.</b>
<b>Unit 10: "I don't care what people think of me": Stereotypes, Status and Performance.</b>	<b>Please follow the Unit 10 Checklist in OAKS.</b>	<b>OPENS: Wed., 3/13, 12:01 a.m.</b> <b>DUE: Wed., 3/27, 9:00 a.m.</b>
<b>Unit 11: Labeling Theory.</b>	<b>Please follow the Unit 11 Checklist in OAKS.</b>	<b>OPENS: Wed., 3/27, 12:01 a.m.</b> <b>DUE: Wed., 4/10, 9:00 a.m.</b>
<b>Unit 12: Social Context and Drug Effects</b>	<b>Please follow the Unit 12 Checklist in OAKS.</b>	<b>OPENS: Wed., 4/10, 12:01 a.m.</b> <b>DUE: Wed., 4/17, 9:00 a.m.</b>
<b>Unit 13: Patterns of Law and the Geometry of Social Life.</b>	<b>Please follow the Unit 13 Checklist in OAKS.</b>	<b>OPENS: Wed., 4/17, 12:01 a.m.</b> <b>DUE: Tues., 4/23, 9:00 a.m.</b>