

# Sociology 1 Syllabus, Fall 2024

<b>INSTRUCTOR</b>	<b>Course overview</b>
Dr. Julia Rogers	Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; from the divisions of race, gender and social class to the shared beliefs of a common culture. (21st Century Careers with an Undergraduate Degree in Sociology, 2014). Sociology is the scientific study of society — of people, organizations, institutions, policies, cities, and countries, the ways in which they interact, and the outcomes they create. This course will introduce you to questions, hypotheses, research findings, and arguments on some important and topical issues.
<b>CALENDLY</b> <a href="https://calendly.com/jerogers-ucsd">HTTPS://CALENDLY.COM/JEROGERS-UCSD</a>	<b>REQUIRED TEXT</b>
<b>EMAIL</b> jerogers@ucsd.edu	Course materials will be made available through Canvas and on Electronic Reserves through the library.
<b>OFFICE LOCATION</b> SSB 467	<b>COURSE LOCATION</b>
<b>OFFICE HOURS</b> In Person, Tuesdays 2 – 3PM Online, Wed 9 -10AM	Lecture is held Center Hall room 101

## SECTIONS

Discussion sections are held weekly and led by a Graduate Teaching Assistant. These are graduate students who are also teaching professionals and part of your overall teaching team. Your TA will lead section, take attendance, and may assign in-class work or homework. Your TA will also hold their own office hours, either online or in-person. You must attend the section in which you enrolled, you cannot informally move to a different section date and time.

SECTION ID	LOCATION AND TIME	TA
A01	M 8 – 8:50AM SSB 101	<b>Yunpeng Chen</b> yuc176@ucsd.edu
A02	M 9 – 9:50PM SSB 101	<b>Yunpeng Chen</b> yuc176@ucsd.edu
A03	M 12 – 12:50PM SSB 101	<b>Sophie Webb</b> s7webb@ucsd.edu
A04	M 1 – 1:50PM SSB 101	<b>Ashley Valencia</b> amvalenc@ucsd.edu
A05	F 10 – 10:50AM SSB 101	<b>Samantha Tesfaye</b> stesfaye@ucsd.edu
A06	F 11 – 11:50AM SSB 101	<b>Samantha Tesfaye</b> stesfaye@ucsd.edu

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A07	F 12 – 12:50PM SSB101	Yilin Zhu yiz247@ucsd.edu
A08	F 1 – 1:50PM SSB 101	Yilin Zhu yiz247@ucsd.edu
A09	F 9 – 9:50AM SSB 101	Ashley Valencia amvalenc@ucsd.edu

## ATTENDANCE

Attendance at lectures is expected, however due to course size we will not take attendance at lecture. Attendance and participation at section is required and will comprise 15% of your overall grade.

ITEM	PERCENTAGE	DESCRIPTION
Midterm Exam 1	25%	In-class Blue Book Exam on 10/31
Final Paper	25%	Due at the end of the assigned final exam period 12/12/2024, 10:59AM
Section	15%	Attendance plus any other requirements from your TA
Reading Quizzes	10%	Weekly reading quiz (except week 0) due by 5PM on Friday.
Interview Project	25%	Multiple Due Dates throughout the Quarter

## GRADING AND ASSESSMENTS



- **Regrade Policy:** Wait 24 hours before challenging a grade - be certain to read all comments. You must have a specific grade grievance, somewhere or something that you can identify where points were omitted in error.
- **Grade "Bumping":** I will not "bump" your grade, do not ask.
- **Grade Complaints:** Complaints should have an academic basis and proposed resolution. It is inappropriate to write to your professor simply to vent anger at your grade outcome.
- **Incompletes -** I will only authorize an incomplete for circumstances that meet the university guidelines for an incomplete grade. The policy is available here (section B):

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Regulations/500>

## COURSE EXPECTATIONS

WHAT I EXPECT OF YOU	WHAT YOU CAN EXPECT OF ME
<b>Be informed.</b> Read this syllabus carefully and completely so you understand the course structure and expectations. Regularly read the course announcements and check in on the weekly modules.	<b>Enthusiasm.</b> To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.
<b>Be attuned.</b> Keep up with faithful completion of the reading assignments, and regular and informed participation in discussions.	<b>Responsiveness.</b> To respond to emails by the end of the next business day. I often respond faster than this. Please use "SOCI 1" in the subject line to prevent your email being

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	sorted into spam. If you do not get a timely response, please resend.
<b>Respect.</b> Treat all members of the teaching team and your fellow students with respect and courtesy. This includes timely attendance, a distraction free environment, civility in disagreement, and avoidance of unnecessary late work.	<b>Respect.</b> In turn, the teaching team will also treat you with respect and courtesy. This includes making efforts to learn your names, use your preferred pronouns, creating a stimulating educational environment, civility in disagreement, and timely return of your graded course materials
<b>Integrity.</b> An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration.	<b>Integrity.</b> To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
<b>Be flexible.</b> Sometimes my schedule gets affected by unavoidable illness or childcare needs, necessitating some office hour rescheduling at the last minute or occasional shifting of course participation to online. Additionally, in my efforts to be responsive to student interests and needs, we may occasionally change out readings or adjust the reading and lecture schedule. Your flexibility in response to such changes is appreciated.	<b>Reasonable accommodation</b> and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course, unless authorized by OSD or a similar institution.

## CLASSROOM NORMS AND BEHAVIOR

The following, normative expectations hold for this class. Dr. Rogers reserves the right to ask you to leave the class if you routinely or egregiously flout them.

- You are bound by the Student Code of Conduct:

[https://sage.ucsd.edu/\\_files/policies-process/prior-years/standards-of-conduct.pdf](https://sage.ucsd.edu/_files/policies-process/prior-years/standards-of-conduct.pdf)

and the principles of community:

<https://ucsd.edu/about/principles.html>

- Attendance and Timeliness:** Regular and timely attendance at lectures and sections is expected. As a rule, you are expected to arrive and seat yourself in the classroom at or before the official beginning of the class period. Additionally, you are not to depart or prepare to depart prior to the official end of the class period. If you are tardy to class please do your best to not disrupt class as you enter.
- Electronics:** You may use your computer or cell phone for course related materials or taking notes. Please do not use these devices for other purposes while in class as it is disrespectful to the speaker and distracting to those people around you. Please silence your phone while in class. If you have a job or life obligation that necessitates that you take phone calls during class, please keep your phone on vibrate and depart the classroom to take the call. Do not be disruptive toward others in your coming and going.

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- **Professional Conduct:** I expect you all to conduct yourself in alignment with professional behavior. If you have complaints or concerns regarding the course or grading, you are to bring these concerns to the attention of the teaching team in a fashion that remains genial and seeks to resolve the issue. I will not tolerate rude or disrespectful behavior towards your TA's.
- **Name & Gender Pronouns:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester so that I may make appropriate changes to my records.

**INSTRUCTOR EMAIL:** I check my e-mail (jerogers@ucsd.edu) every weekday - it is probably the most effective way to reach me. However, in an effort to preserve some semblance of work-life balance, I rarely check email in the evening and on weekends. This means that if you email me after the end of business on Friday you will likely not hear back from me until Sunday evening or Monday morning. Please plan your communication accordingly. This does not mean that I do not want to hear from you! If you have not heard back from me by the end of the next business day please resend your email. To prevent your email from being filtered as spam, please include "SOC1 1" in the subject line of your email. Email is best kept for simple questions, for more lengthy inquiries I recommend attending my office hours or requesting an appointment.

**OFFICE HOURS:** I have 1 hour of "drop in, in-person" office hours for this course on Tuesdays from 2PM – 3PM in my office (SSB 467) and 1 hour of online office hours on Wednesdays, from 9AM - 10AM which you may sign up for using my Calendly (<https://calendly.com/jerogers-ucsd/officehours>).

**STUDENT EMAIL:** I will frequently contact you via email or through the announcement function on Canvas. This contact will include any changes to course content or scheduling and other vital communication. You are responsible for checking your UCSD email regularly, if you have a forward to a personal email, be aware that forwards can fail and that you should still log into your UCSD account regularly to be certain that you are not missing communications.

**COURSE MATERIALS:** Course lecture videos, lecture slides, and course prompts are intellectual property of the professor, do not post course materials, lecture slides, recordings of lectures, exams, or other materials on the internet or provide them to a third party to do so. **Do not post any recordings of lecture online or otherwise share the podcasts of the lectures.**

### THE FINE PRINT

#### Emergencies and Instructor Illness:

In the event of an emergency, or in the case of instructor illness, you will be notified, by email/canvas notification as early as possible. If it is safely and humanely possible, class




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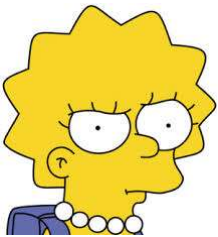
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will shift to online delivery via Zoom. A Zoom lecture will be scheduled via Canvas, and you will be sent an invitation. If class is held over Zoom it will be recorded and the recording will be made available. If the instructor is too ill, or emergency circumstances do not permit a Zoom delivery of class the class meeting will be considered canceled, and the reading/lecture schedule will be adjusted.

### Students with Disabilities:

In adherence with “Appendix 3: Policy on Students with Disabilities and Steps for Academic Accommodation” if you require disability accommodations for this course you should be registered with the OSD and provide your accommodation letter to Professor Rogers and the Sociology Department Disability Coordinator as early in the quarter as possible. Accommodations cannot be granted retroactively or without a letter from OSD.

For further information please see: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/3>



### UCSD Statement of Academic Integrity:

Plagiarism is using the ideas or words of someone else without acknowledging them as the other person's. The minimum punishment for plagiarism on any written assignment or exam in this course is **a failing grade for the course**. Even if you would numerically be able to pass the course with a zero on the plagiarized assignment, you will still receive a failing grade.

Students are responsible for producing their own, original work in this class without unauthorized aid of any kind, including the use of generative AI programs such as ChatGPT to complete any portion of a written assignment. Don't replace yourself with *ChatGPT*, you have come to the university for a reason and that reason cannot be accomplished by allowing a computer program to complete your coursework for you. Representing someone (or something) else's work as your own will not be tolerated, as outlined in the UCSD Policy on Academic Integrity published in the UCSD General Catalog. All assignments for this course where sources are used (except Blue Book Exams) should include a bibliography. Work that is not your own should always be cited.

As noted in the FAQ page from AIO:

“As a Triton, you're expected to know some of the basics of excelling with integrity. For example:

- Cite your sources.
- Complete in-class tests and take-home tests independently.
- Complete your own homework assignments.

In general, the AI Office recommends that before you engage in an action related to academic course work, assignments or exams, run your action through the following three tests:

- VALUES - is the action honest, responsible, respectful, fair, and trustworthy?
- STANDARDS - does the action honor the integrity standards set by the University and/or by the course instructor?
- EXPOSURE - if my action was exposed to the course instructor or the AI Office, would I be okay with that, or would they approve?

If the answer to ANY of the tests is a NO, then the action is likely a violation of academic integrity so avoid it!”

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Please familiarize yourself with the definitions of cheating. <http://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html> ; <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

### **TITLE IX Mandated Reporter Policy**

UCSD Faculty, Staff, and Students believe in creating a community free from interpersonal violence, including sexual assault, partner violence, and stalking, in which all members feel safe and respected. I believe each student deserves a safe environment to pursue an education and I understand the devastating impact forms of power-based personal violence (i.e. sexual assault, dating/domestic violence, and stalking) may have. I am dedicated to make our campus safe.

Please know that all faculty and staff on campus are mandatory reporters. This means that if you disclose an experience of sexual misconduct to me, I must report the experience to UCSD's Title IX Coordinator, office. If you would like to co-report your experience in a way that feels comfortable for you, we can discuss that process. Filing a sexual misconduct report does not mean you will have to get involved with an investigation or go to court. For more information on UCSD policy regarding nondiscrimination, sexual harassment, and sexual violence see: <https://www.ucsd.edu/catalog/front/shpp.html>

If you have experienced sexual violence and wish to reach out there is support available through UCSD via CARE at SARC (<https://care.ucsd.edu/>) or CAPS (<https://wellness.ucsd.edu/CAPS/about/Pages/contact.aspx>). If you wish to seek assistance outside of the University system you can also contact RAINN via 800.656.HOPE (4673) or online (RAINN.org) where they have online chat services available or dial 411.

### **Incomplete, late or missing work/Difficulties with the course**

If you are experiencing strains or circumstances that are getting in the way of the course, technical difficulties, or difficulties with course content I encourage you to reach out to me or your TA sooner rather later. The sooner that the teaching team is alerted to your struggles the better we are able to assist you.

Late assignments present difficulties for both the professor and the student and are best avoided. I will not accept late papers without prior arrangement and documentation of extenuating circumstances. In cases of documented and unavoidable circumstances arrangements for late work after the fact will be considered. Make-up exams will not be given in this course except in the event of extraordinary and unusual circumstances that must be documented. Do not take this course if you will have to miss the exam.

### **Extra Credit and Grade Bumping**

I will not assign extra credit to the class as a whole or to individuals, please do not ask to be assigned extra credit. Grade cut-off points are set to reflect a policy of rounding to the closest percentage point. As a matter of academic integrity grade cut-offs must exist and they must be consistent. Please do not email me or your TA to request a "grade bump" or "rounding up" of your grade at the end of the academic quarter. I empathize with the frustration that a near miss of a desired grade engenders, but I cannot arbitrarily bump course grades.

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## Difficulty with Course Subject Matter and Civility Expectations

Sociology is the study of society and as such any sociology course will deal with a variety of sensitive and “hot button” issues. It is understandable that course materials may bring up personal concerns and history for students. In this course we will discuss a variety of topics, including, but not limited to: violence, racial conflict, sex, extreme poverty, cultural differences, and others. It is impossible to anticipate all triggers for any group of people, but I will include a warning if a reading or video includes discussion of sexual assault or suicide. If you have specific topics that you would like to know in advance if they are included in a reading you may consult with me in office hours. I am not able to excuse you from work as a result of these types of concerns.

We will engage in a great deal of discussion both in lectures and in the discussion sections. I encourage you to draw upon your own unique perspective and experiences in these discussions. At times, this type of sharing may be uncomfortable for others in the classroom to hear, but I encourage you all to engage with making our classroom a “brave space.” Personal experiences, although powerful, are still anecdotal data and you may be challenged to contextualize your experience within the purview of scientific data.. Disagreements in the classroom are to be expected and are part of the vigorous academic learning process, however disagreements should always be resolved through the use of logic, reason, data, and argumentation – not personal attacks. A lack of courtesy will result in you being dismissed from class or discussion.

## RESOURCES FROM THE UNIVERSITY AND SURROUNDING COMMUNITY

UCSD Writing Hub - <https://writinghub.ucsd.edu/for-undergrads/index.html>

OASIS Program - <https://oasis.ucsd.edu/>

Campus Resources - <https://thecolleges.ucsd.edu/nonresidentinfo/resources/campus-resources.html>

CAPS Central Office and Urgent Care: 858-534- 3755

CAPS After-Hours Crisis Counseling (24 hours): 858-534-3755

Suicide Crisis Hotline: 988 - Chat option available on their website: <https://suicidepreventionlifeline.org>

San Diego Warm Line (Non-emergency, but in need of support): 800-930-9276

NAMI San Diego Family and Peer Support Helpline: 619-543-1434, 800-523-5933

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# Course Schedule – subject to change

Week and Date	Topic	Assignments
Week 0	Welcome/Introduction	
9/26	Readings: Course Syllabus	Syllabus Quiz
Week 1	Understanding the sociological vision; Concepts for making the social world intelligible	
10/1	Readings: Mills, C. Wright. The sociological imagination. Oxford University Press, 2000. Bonnie Erickson, "Social Networks: The Value of Variety," Contexts 2(2003): 25-31	Reading Quiz due Friday by 5pm
10/3	Weber, M. (1969). Basic concepts in sociology. Greenwood Press. Chapter 1: "Basic Sociological Terms"	
Week 2	Why Go To College?	
10/8	William Beaver, "A Matter of Degrees," Contexts 8(2009): 22-26 April Yee, "Degree by Default," Contexts 11(2012): 46-50	Reading Quiz due Friday by 5PM
10/10	Karin Fischer, "The Return of College as a Common Good," Chronicle of Higher Education Oct. 3, 2022	
Week 3	The Practice of Sociological Research – The Interview Assignment	
10/15	No Reading	Reading Quiz due by Friday
10/17	Kathleen E. Hull, Ann Meier and Timothy Ortyl, "The Changing Landscape of Love and Marriage," Contexts 9(2010): 32-37 Molly Goin, "Looking for Love in Hookup Culture," The Society Pages, January 10, 2014 Lauren Harris, "What <i>The Golden Bachelor</i> Gets Right About Older Adult Dating," Contexts Blog, November 30, 2023 <a href="https://contexts.org/blog/golden-bachelor/">https://contexts.org/blog/golden-bachelor/</a>	

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	<p>"You're Paid What You're Worth and Other Myths of the Modern Economy (In Conversation with Jake Rosenfeld)" Washington Center for Equitable Growth</p> <p>Shelley J. Correll, "Constraints into Preferences: Gender, Status, and Emerging Career Aspirations," <i>American Sociological Review</i> 69(2004): 93-113</p>	
<b>Week 7</b>	<b>The Nature of Work In the Modern Economy</b>	
11/12	Ofer Sharone, "Engineering Overwork: Bell-Curve Management at a High-Tech Firm," in Cynthia Fuchs Epstein and Arne L. Kalleberg, eds., <i>Fighting for Time: Shifting Boundaries of Work and Social Life</i> (New York: Russell Sage Foundation, 2004), pp. 191-218	Reading Quiz due Friday by 5pm
11/14	<p>Anna North, "The Death of the Job: What If Paid Work Were No Longer the Centerpiece of American Life?" <i>Vox</i>, August 24, 2021</p> <p>Antonio Garcia Martinez, "How Mark Zuckerberg Led Facebook's War to Crush Google Plus," <i>Vanity Fair</i>, June 3, 2016</p>	Week of Nov. 11th in section: Draft of part 3 due to your TA.
<b>Week 8</b>	<b>Poverty and Homelessness</b>	
11/19	<p>Wolf, Jennifer Price. "Sociological theories of poverty in urban America." <i>Journal of Human Behavior in the Social Environment</i> 16, no. 1-2 (2007): 41-56.</p> <p>Edin, Kathryn, and Joanna M. Reed. "Why don't they just get married? Barriers to marriage among the disadvantaged." <i>The Future of Children</i> (2005): 117-137.</p>	Reading Quiz due Friday by 5pm
11/21	<p>Filed under: The hardest part about growing up poor was knowing I couldn't mess up. Not even once. By, David Tran, Sep 27, 2016 <a href="https://www.vox.com/first-person/2016/9/27/13062230/poor-college-scholarship-opportunity">https://www.vox.com/first-person/2016/9/27/13062230/poor-college-scholarship-opportunity</a></p> <p>Ehrenreich, B. "It Is Expensive to Be Poor" <i>The Atlantic</i> January 13, 2014.</p> <p>David A. Snow and Leon Anderson, "Street People," <i>Contexts</i> 2(2003): 12-17.</p>	
<b>Week 9</b>	<b>Understanding Big Social Change: Modernization, Secularization, and Urbanization</b>	
11/26	<p>Peter L. Berger, "Further Thoughts on Religion and Modernity," <i>Society</i> 49(2012): 313-316</p> <p>David Voas and Mark Chaves, "Is the United States a Counterexample to the Secularization Thesis?" <i>American Journal of Sociology</i> 121(2016): 1517-56</p>	Reading Quiz Due <b>WEDNESDAY</b> 11/27 by 5PM
11/28	Thanksgiving – No Class	

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Week 10	Modernity and Mental Health	
12/3	<p>Turkle, Sherry. "Always-on/always-on-you: The tethered self." In <i>Social Theory Re-Wired</i>, pp. 485-495. Routledge, 2023.</p> <p>Klinenberg, Eric, and Jenny K. Leigh. "On our own: Social distance, physical loneliness, and structural isolation in the COVID-19 pandemic." <i>Social Problems</i> (2023): spad003.</p>	Reading Quiz Due Friday by 5PM
12/5	Eric Levitz, "4 Explanations for the Teen Mental-Health Crisis," New York: Intelligencer March 27, 2023	
Final Exam, Thursday, Dec. 12 <sup>th</sup> 8:00AM - 10:50AM		

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