

**University of Maryland College Park**  
**Introduction to Sociology: SOCY 100 Section 401 Fall 2022**  
**Lecturer: Robert Pernick, MBA, Ph.D.: rpernick@umd.edu**  
**Teaching Assistant: Dalton Lackey: djlackey@umd.edu**  
**T&TH 12:30-1:45 P.M.**  
**Tydings Hall 0117**  
**Dr. Pernick's office: Arts/Sociology Building: room 4125**  
**Office hours: By appointment**

This course is designed to be a broad introduction to the field of sociology. We encounter some of the most influential theories used by sociologists to think and investigate the social world. We explore and acquire a familiarity with the concepts sociologists typically use in their work. For instance, students gain an understanding and appreciation of what sociologists mean when they talk about culture, socialization, sexuality, deviance, stratification, social structure, environmental sustainability and social institutions such as families, religion and work.

This is a CORE Distributive Studies course (Area D: Social and Behavioral Sciences). Distributive Studies courses are designed to ensure you will take a look at several different academic disciplines and the ways they create and analyze knowledge about the world (see the CORE website at <http://www.ugst.umd.edu/core/>). Under the new General Education Program, SOCY100 meets one of the DSHS (History and Social Science) requirements.

**Learning Objectives.** Students who successfully complete this course will be able to:

- Define the sociological imagination and its usefulness for gaining a deeper understanding of the social world
- Describe the major theorists and three main paradigms for understanding the social world, and some strengths and weaknesses of each paradigm
- Explain, in a cursory fashion, the relationship between the three paradigms and the eleven social institutions in which much of social life plays out
- Explain some ways social forces shape individual perceptions, attitudes and behavior
- Express in classroom discussions and written assignments some of the character, challenges and opportunities facing the modern social world
- Identify a debate sociological topic, highlight the pros and cons and reach a logical conclusion on your position. (Optional in lieu of final exam)

**Required Reading**

1. Henslin, James (2019) Essentials of Sociology (13<sup>th</sup> ed.) NY: Pearson  
REVEL online. ISBN: 9780134739892
2. Henslin, James M. (2007). Down to Earth Sociology: Introductory Readings (Ed.) (14<sup>th</sup> Ed.) NY: Free Press/Simon & Schuster. Paperback ISBN: 9781416536208.
3. Harrison and Wilson article excerpts posted to ELMS

## Recommended Podcast

- *Thinking Aloud*. BBC Radio 4. Sociologist Laurie Taylor discusses “new research on how society works.” <https://www.bbc.co.uk/programmes/b006qy05>
- *Sean Carroll’s Mindscape*. [www.mindscape.com](http://www.mindscape.com).

## Recommended reading

### Artificial Intelligence

- Brockman, John (2019). *Possible minds: 25 ways of looking at AI*. NY: (Ed.) Penguin
- Crawford, Kate (2021). *Atlas of AI*. New Haven, CN: Yale University Press.
- Kissinger, H.A., Schmidt, E., & Huttenlocher, D. (2021). *The age of AI and our human future*. NY: Little, Brown & Company.
- Mitchell, Melanie (2018). *Artificial intelligence: A guide for thinking humans*. NY: Farrar, Straus & Giroux.
- Woolridge, Michael (2020). *A brief history of artificial intelligence: What it is, where we are and where we are going*. NY: Flat Iron Press.

### Biology

- Rutherford, Adam (2013). *Creation: How science is reinventing life itself*. NY: Penguin.
- Walter, Chip (2013). *Last ape standing: The seven-million-year story of how and why we survived*. NY: Bloomsbury.

### Chemistry

- Keen, Sam (2011). *The disappearing spoon*. NY: Little, Brown & Company.

### Economics

- Heilbroner, Robert (1980). *The worldly philosophers*. (5<sup>th</sup> ed.) NY: Simon & Schuster.

### General Science

- Bryson, Bill (2003). *A short history of nearly everything*. NY: Broadway Books.

### History

- Harari, Yuval (2015). *Homo Deus: A brief history of tomorrow*. NY: HarperCollins.

### Physics

- Carroll, Sean (2016). *The big picture*. NY: Penguin.
- Tyson, Neal deGrasse (2021). *Cosmic queries. Who we are, how we got here and where we’re going*. Washington, DC: National Geographic Partners.

### Writing

- Zinsser, William (1995). *On writing well: An informal guide to writing nonfiction* (5<sup>th</sup> ed.). NY: HarperCollins.

### Course Requirements and point contribution to final grade

|                                                                     |             |
|---------------------------------------------------------------------|-------------|
| 1. Chapter quizzes and embedded written assignments in primary text | 510 points  |
| 2. In-class quizzes to Henslin's <i>Introductory Readings</i>       | 240 points  |
| 3. Research report                                                  | 250 points  |
| <b>OR</b>                                                           |             |
| Final Exam                                                          | 250 points  |
| Total                                                               | 1000 points |

### Some guidelines to fulfill course requirements:

1. **Complete weekly chapter quizzes and written responses no later than Monday 11:59P.M. REVEL locks users out every week after the time and date deadline.**  
Your account cannot be reopened without expressed permission from me or Dalton, which will only be approved in exceptional circumstances and may result in a point deduction.
2. **Read assigned article(s) from Henslin's reader, answer quiz question posted to ELMS and be prepared to discuss the articles in class.** Bring the Henslin reader and digital device of your choosing to each class.
3. **Final exam.** Multiple choice, 70 questions from textbook, reader and lectures. **OR**
4. **Optional assignment in lieu of a final exam.**
  - a. Research a debatable sociological proposition, e.g., "Artificial Intelligence has gone too far, or not far enough." "Designer babies offer a promising future for humankind." "Billionaires benefit society." "Human population has overwhelmed the Earth's carrying capacity." "Identity politics causes social divisions, or not?"
  - b. Choose a topic that you are especially interested in learning about. Avoid the easy choice, i.e., something you already know.
  - c. See Files for 70+ propositions. You are not limited to this list.
  - d. Your paper should be in the form of a full sentence outline. See Files for an exemplary sample report entitled "Big Food."
  - e. Exact length depends on the topic. 3-5 pages should suffice. Less than three pages is doubtful; more than five pages for this assignment is excessive.
  - f. Use 12-point font. Single space.
  - g. Your paper should provide a collection of facts and well-regard reasons for and against the proposition. End the paper with your conclusion that logically follows from the information you provided. You might find it helpful to use the three sociological paradigms in your paper.
  - h. Use APA or MLA for your bibliographic citations of approximately ten sources. Your sources should be comprised of journals, texts—including assigned texts and articles—and papers from credible sources, e.g., think tanks such as Brookings Institute or NYU's AI Now. Go easy on Wikipedia and the like.
  - i. **N.B.** This assignment is not an exercise in political correctness. All of these topics are, well, debatable. Hard copy and an e-copy of your report is due NLT the of the final exam, December 19<sup>th</sup>.

### How to communicate with us:

- EMAIL: Use the subject line to state the issue
- Include your full name in the closing of your message
- Contact me via email: [rpernick@umd.edu](mailto:rpernick@umd.edu). **Do not use ELMS to email me.**

- Arrange a meeting with Dalton Lackey: [djlackey@umd.edu](mailto:djlackey@umd.edu).
- We will try for a prompt response. However, it is your responsibility to ensure that you have engaged in a reciprocal communication. If you have a time-sensitive issue avoid delaying in reaching out to one of us.

#### COURSE POINT AND GRADE DISTRIBUTION

| Points   | Grade |
|----------|-------|
| 970-1000 | A+    |
| 930-969  | A     |
| 900-929  | A-    |
| 870-899  | B+    |
| 830-869  | B     |
| 800-829  | B-    |
| 770-799  | C+    |
| 730-769  | C     |
| 700-729  | C-    |
| 670-699  | D+    |
| 630-669  | D     |
| 600-629  | D-    |
| <600     | F     |

#### Important note about grading policy

The grade for good performance in this course will be B or B+. The grade of A- will be awarded for excellent performance. The grade of A or A+ is reserved for the select few who demonstrate extraordinarily excellent performance through consistent, high quality classroom contributions, examination accuracy and creative, thoughtful and well-written products that clearly demonstrate that the readings, lectures and discussions have informed your understanding of the social world.

#### Participation and attendance

Active, constructive participation and attendance at every class session is essential to your learning. Prepare for all class sessions by completing assignments. Taking notes is a time-honored way of staying focused and recalling information. Furthermore, dated notes represent convincing evidence that you have attended class and paid attention. I use Learning Catalytics to record attendance at every class meeting.

#### Disruptive Behavior

I hope that you will think of this class as a learning community. As part of that community both faculty and students have an obligation to be prepared for class, respect others and actively engage in classroom activities. Disruptive behavior in the classroom denies other students opportunities to learn. The University of Maryland's Code of Student Conduct defines classroom disruption as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of the class." Examples include coming late to class, repeatedly leaving or entering the classroom, making loud or distracting noises, persisting in speaking without being recognized, **using digital devices unrelated to the class**, reading outside materials, and conducting side conversations. If a student engages in repeated disruptive activities during the lecture or discussion, the student will be asked to leave the classroom and could be referred to Campus Police and/or the Office of Student Conduct.

**STUDENT RIGHTS:** The following website informs undergraduates of their rights pertaining to their coursework.

<http://www.ugst.umd.edu/courserelatedpolicies.html>.

#### UNIVERSITY RESOURCES AND POLICIES

**LEARNING ACCOMMODATIONS:** Please let me and the Sociological Department's Director of Undergraduate Studies know right away if you have a documented disability and need accommodations with test taking on any other aspect of the course. In order to receive accommodation students must be registered with DSS (Disability Support Services). The DSS website [www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/) provides detailed information about the services offered by DSS

#### LEARNING ASSISTANCE:

Learning Assistance Center (Shoemaker Hall). Additional services to improve your academic skills, including note-taking, exam preparation, and study skills are available to all students through the Learning Assistance Center (Shoemaker Hall). Website: For more information, contact: Learning Assistance Service +1 301 314 7693 [las-cc@umd.edu](mailto:las-cc@umd.edu)

**THE WRITING CENTER** located in 1205 Tawes. The Writing Center provides opportunities for undergraduate students to improve writing and thinking skills in their academic work, and in preparation for their respective careers. Call (301) 405-3785 or e-mail [writadmin@umd.edu](mailto:writadmin@umd.edu) to make an appointment. I urge you to take advantage of this resource, especially for your debate research paper.

**COURSE ABSENCE.** In accordance with university policy, if a student is absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered "excused." Please notify me via email of the date of the absence and the reason.

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Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading events as noted under course requirements, will require either (i) written documentation from an appropriate health care provider/organization or (ii) advance notice in writing of a religious observance or University-sanctioned event. Make up exams and extensions of deadlines for writing assignments, discussion leadership, and research presentations will be given only when the student has a University-recognized excused absence. If you will be missing a major scheduled grading event for a legitimate reason, please contact me prior to the scheduled date and time. If advance notice is not possible, please contact me within 24 hours of the missed event. If a student misses an exam or assignment deadline for any unauthorized reason he or she will not receive credit for the assignment. For information on the university's absence policy see: <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

**RELIGIOUS OBSERVANCES:** Please notify me in advance of any absences due to religious observance. The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

**ELMS:** This course requires students to use ELMS as pertinent information will be posted. Students can access ELMS at [elms.umd.edu](http://elms.umd.edu). You can log in using your UM Directory ID (your email login) and password.

**INCLEMENT WEATHER:** In the event that the University is closed unexpectedly, I will communicate via ELMS regarding schedule adjustments, including rescheduling of exams and assignments due to weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

**COURSE EVALUATIONS.** Course evaluations are an important way in which you as students can contribute to the improvement of education on our campus. Faculty and the administration take your evaluations seriously. Syllabi, exams, and course assignments reflect your important feedback. Your specific comments about what you found valuable in the course as well as suggested improvements are particularly helpful. I encourage each student to evaluate not only this class, but all of your classes. One important way to do this is the online evaluation at the end of the semester. Once the evaluation website is open you can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. If you have questions or concerns about this process please let me know.

**ACADEMIC INTEGRITY:** "...Essential to the fundamental process of the University is the commitment to the principles of truth and academic honesty." The following constitutes violations of the UMCP Code of Academic Integrity:

- (a) CHEATING: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Submitting assignments that have been used in earlier courses without the express permission of the instructor.
- (b) FABRICATION: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise. (This would include signing the attendance sheet for another student who is not present).
- (c) FACILITATING ACADEMIC DISHONESTY: Intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- (d) PLAGIARISM: Intentionally or knowingly representing the works or ideas of another as one's own in any academic exercise.

*University of Maryland, College Park Code of Academic Integrity*  
(Approved by the Campus Senate, February 13, 1989)

**The Honor Pledge is a statement you should include on all academic assignments. The Pledge reads: *I pledge on my honor that I have not received any unauthorized assistance on this assignment/examination.***

| Introduction to Sociology 100 Fall 2022 |                                                                                                                                                                                                                                                   |                                                                                                           |                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| The week of                             | Topics Week Of                                                                                                                                                                                                                                    | REVEL quizzes and written responses from Henslin's Essentials primary textbook due NLT 11:59 PM on Monday | Quizzes from Henslin's <i>Introductory Readings</i> and ELMS postings. Quizzes are accessed through ELMS course site. |
| 8/29                                    | Introduction to Sociology                                                                                                                                                                                                                         |                                                                                                           | Introduction & expectation setting                                                                                    |
| 9/5                                     | Sociological Perspective                                                                                                                                                                                                                          |                                                                                                           | Henslin Reader Introduction<br>Henslin Reader 1                                                                       |
| 9/12                                    | Sociological Perspective & Culture                                                                                                                                                                                                                | Ch1&2                                                                                                     | Henslin Reader 2<br>Henslin Reader 3                                                                                  |
| 9/19                                    | Socialization                                                                                                                                                                                                                                     | Ch3                                                                                                       | Henslin Reader 4<br>Henslin Reader 42                                                                                 |
| 9/26                                    | Social Structure and Social Interaction<br>"Everybody Lies: What the internet tells us about ourselves" (2017) Seth Stephens-Davidowitz.<br><a href="https://www.youtube.com/watch?v=36GKGClfcIU">https://www.youtube.com/watch?v=36GKGClfcIU</a> | Ch4                                                                                                       | Henslin Reader 11<br>Henslin Reader 29                                                                                |
| 10/3                                    | Social Groups and Formal Organizations                                                                                                                                                                                                            | Ch5                                                                                                       | Henslin Reader 7<br>Henslin Reader 41                                                                                 |
| 10/10                                   | Deviance and Social Control                                                                                                                                                                                                                       | Ch6                                                                                                       | Henslin Reader 25<br>Henslin Reader 6                                                                                 |
| 10/17                                   | Global Stratification                                                                                                                                                                                                                             | Ch7                                                                                                       | Henslin Reader 24<br>Cultural Roots of Poverty (ELMS posting)                                                         |

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|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10/24              | Social Class in the United States                                                                                                                                                                                                          | Ch8  | When Work Disappears (ELMS posting)<br>Henslin Reader 34                                                                                                                          |
| 10/31              | Race and Ethnicity                                                                                                                                                                                                                         | Ch9  | Henslin Reader 35<br>Henslin Reader 31                                                                                                                                            |
| 11/7               | Gender and Age<br><i>Let's End Ageism</i><br><a href="https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism#t-90642">https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism#t-90642</a>                                       | Ch10 | Henslin Reader 14<br>Henslin Reader 15                                                                                                                                            |
| 11/14              | Politics and the Economy<br><a href="https://www.youtube.com/watch?v=0cGB8dCDf3c">https://www.youtube.com/watch?v=0cGB8dCDf3c</a><br><a href="https://www.youtube.com/watch?v=NOK27I2EBac">https://www.youtube.com/watch?v=NOK27I2EBac</a> | Ch11 | Henslin Reader 17<br><br>If you are considering writing a research paper in lieu of final exam arrange a time this week to discuss your topic with Dr. Pernick and/or Mr. Lackey. |
| 11/21              | Marriage and Family                                                                                                                                                                                                                        | Ch12 | Henslin Reader 37                                                                                                                                                                 |
| 11/28              | Education and Religion                                                                                                                                                                                                                     | Ch13 | Henslin Reader 43                                                                                                                                                                 |
| 12/5               | Population and Urbanization                                                                                                                                                                                                                | Ch14 | Henslin Reader 45<br>Henslin Reader 46                                                                                                                                            |
| 12/12              | Social Change and the Environment                                                                                                                                                                                                          | Ch15 |                                                                                                                                                                                   |
| 12/19<br>1:30-3:30 | Final exam or submission of research paper                                                                                                                                                                                                 |      | <b>Final exam: in class. Or, hand deliver your research paper in hard copy and ecopy version.</b>                                                                                 |
|                    |                                                                                                                                                                                                                                            |      |                                                                                                                                                                                   |