

**SOCIOLOGY 103 - HUMAN SOCIETY**  
**Adventure Sports in the Mountains**

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**Office Hours: W 9:00am-12:00pm, 1:30-3:30pm**

**SOC 103-01**  
**Fall 2006**  
**T/R 9:30-10:45am**  
**111 Killian**

**PURPOSE OF THE COURSE**

This course is designed to provide you with a basic knowledge of Sociology. Central concepts, theories, and methodologies are introduced through class instruction, the text, supplemental materials, and field trip experiences. Class field trips, discussions, group work, assignments, and service learning activities present an opportunity to apply what you've learned to the social world around you, thus developing your Sociological Imagination. This course is offered in conjunction with USI 130-12 and involves collaborations with the Mountain Heritage Center and Base Camp Cullowhee.

**LEARNING OBJECTIVES**

By the end of this course, students will:

1. Be able to articulate (verbally and in written form) a basic knowledge of the central concepts, theories, and methodologies in Sociology.
2. Be able to apply this knowledge to everyday social life.
3. Be able to make the connection between the individual and the larger culture and society that has influenced and shaped the individual.

**LIBERAL STUDIES**

This course partly satisfies the *Social Science Perspective Requirement* of the *WCU Liberal Studies Program*. Courses in Social Sciences provide systematic study of observational and analytic methods and findings of those disciplines that focus on the interpersonal functioning and institutional creations of human beings. Courses in this category may focus on the scientific study of the mental and behavioral characteristics of individuals or groups or may focus on the description and explanation of political, economic, or legal institutions. Included will be inquiry into basic social scientific concepts such as mind, behavior, class, society, culture, freedom, government, property, equality, and rights. Specific liberal studies learning objectives are included at the end of this document.

**REQUIRED TEXT**

Henslin, James M. 2005. *Sociology: A Down-to-Earth Approach*, 7<sup>th</sup> edition. Boston: Allyn and Bacon.

**COURSE REQUIREMENTS**

**Supplemental reading material will be given throughout the semester.**

**1) 4 In-Class Exams:** 75 points each (total = 300 points). Exams are composed of a combination of

multiple choice, true/false, and short answer questions.

**2) 3 Reflection Assignments:** 75 points each (total = 225 points). Reflection assignments will be tied to class field trips and adventure sport experiences. **FIELD TRIP ATTENDANCE IS MANDATORY.** Assignment instructions will be distributed in a timely manner prior to the due date.

**3) Service Learning:** 75 points total. Service learning “. . . combines community service with academic

instruction as it focuses on critical, reflective thinking and civic responsibility. Service learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community” (Campus Compact National Center for Community Colleges). The class service learning project will involve constructing components of an adventure sport web page for The Mountain Heritage Center.

**4) Attendance:** You are allowed two class absences (excused or unexcused) during the course of the semester. More than two class absences will result in a decrease in your grade at the end of the semester.

**5) Extra Credit:** There will be **no extra credit** assignments in the course. Consistent attendance and participation will be used at the end of the semester as a means to “push” borderline grades to the next highest grade.

**Letter grades in the course will be determined using the following percentage scale (600 points total):**

A- = 90-92% (540-557 points), A = 93-100% (558-600 points)

B- = 80-82% (480-497 points), B = 83-86% (498-521 points), B+ = 87-89% (522-539 points)

C- = 70-72% (420-437 points), C = 73-76% (438-461 points), C+ = 77-79% (462-479 points)

D- = 60-62% (360-377 points), D = 63-66% (378-401 points), D+ = 67-69% (402-419 points)

F = below 60% or 360 points.

### **COURSE POLICIES**

**Turn off all electronic devices prior to the beginning of class.**

**Makeup exams** will be given only under the following circumstances: a) you contact me prior to the exam with a legitimate reason for not taking the exam on time; and/or b) you provide written evidence (e.g., medical excuse, funeral notice) for why you did not take the exam at the scheduled time. All makeup exams must be taken within one week of the originally scheduled exam. It is your responsibility to contact me to schedule the makeup.

Western Carolina University policy regarding **cheating and plagiarism** allows for a range of sanctions for students whose work is determined to have been either taken from others or provided to others. “Others” refers to other students as well as to authors of books or articles. Any student in the course who is determined to have plagiarized will receive a zero on the plagiarized assignment.

## **FREE ACADEMIC SERVICES**

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: [kmarcus@email.wcu.edu](mailto:kmarcus@email.wcu.edu).

The **Catamount Academic Tutoring (CAT) Center**, located in 135 Killian Annex, offers FREE learning resources, academic skill workshops, and small-group tutoring for most 100 and 200-level courses. Tutoring sessions are facilitated by trained peer leaders in a relaxed, informal setting. Visit the CAT Center website at [www.wcu.edu/catcenter](http://www.wcu.edu/catcenter) to schedule tutoring appointments and find information about workshop offerings in areas such as Time Management, Note Taking, Reading Comprehension, and Exam Preparation.

For several years running, with no end in sight, the National Association of Colleges and Employers (NACE) has reported that employers across professional fields name communication skills (writing and speaking) as the TOP quality/skill they look for in college graduates. How prepared will you be? Writing is like any other skill. The more you do it, the better you get. Plus, if you work with a personal trainer on a regular basis, you not only become better sooner, you achieve a higher standard of performance. The **University Writing Center** in Hunter Library offers personal training in effective academic and professional writing. Plus, it's free! Make an appointment by calling 227-7197. Visit [www.wcu.edu/writingcenter](http://www.wcu.edu/writingcenter) to view on-line resources, frequently asked questions, and more.

**TENTATIVE SCHEDULE** **Note: This schedule is subject to change. Any changes will be announced in class and/or via your email account. You are responsible for being aware of changes made to this schedule.**

<b>Date</b>	<b>Topic/Assignment</b>	<b>Reading</b>
R 8/24	Course Introduction	No Reading
T 8/29 – R 8/31	The Sociological Perspective	Chapter 1
T 9/05 – R 9/07	Culture	Chapter 2
T 9/12 – R 9/14	Socialization	Chapter 3
<b>T 9/19</b>	<b>EXAM 1</b>	<b>Chapters 1-3</b>
R 9/21	Social Structure & Social Interaction	Chapter 4
<b>F 9/22</b>	<b>FIELD TRIP #1 – RAFTING (Payson Kennedy)</b>	
T 9/26	Social Structure & Social Interaction (cont.)	Chapter 4
R 9/28 – T 10/03	How Sociologists Do Research	Chapter 5
R 10/05	Societies to Social Networks	Chapter 6
<b>Sat-Sun 10/7-8</b>	<b>FIELD TRIP #2 – PANTHERTOWN (Eric Romaniszyn)</b>	
T 10/10	Societies to Social Networks (cont.)	Chapter 6
<b>R 10/12</b>	<b>EXAM 2</b>	<b>Chapters 4-6</b>

T 10/17	Bureaucracy & Formal Organizations	Chapter 7
<b>R 10/19</b>	<b>FALL BREAK – NO CLASS</b>	
T 10/24 – R 10/26	Deviance & Social Control	Chapter 8
T 10/31 – T 11/07	Class	Chapter 10
<b>R 11/09</b>	<b>EXAM 3</b>	<b>Chapters 7, 8, 10</b>
T 11/14 – R 11/16	Sex & Gender	Chapter 11
T 11/21	Race and Ethnicity	Chapter 12
<b>R 11/23</b>	<b>THANKSGIVING HOLIDAY – NO CLASS</b>	
T 11/28	Race and Ethnicity (cont.)	Chapter 12
R 11/30	The Elderly	Chapter 13
<b>T 12/05</b>	<b>READING DAY – NO CLASS</b>	
R 12/07	The Elderly (continued)	Chapter 13
<b>W 12/13</b>	<b>FINAL EXAM (12:00 – 2:30pm)</b>	<b>Chapters 11-13</b>

**Human Society (Fall 2006)**  
**Adventure Sports in the Mountains**  
**Service Learning Assignment**

Service learning “. . . combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community” (Campus Compact National Center for Community Colleges). The class service learning project will involve constructing components of an adventure sport web page for The Mountain Heritage Center.

To complete this assignment, you will gather digital materials related to your adventure sport of choice for a virtual exhibit at the Mountain Heritage Center. The Mountain Heritage Center will organize and present the materials you submit as a web resource for WCU students. The materials you gather may take several forms:

- 1) Trip reports of activities within an hour or so of campus (e.g., directions, a photo of the trail entrance, fishing hole, etc.) and highlights of the trip.
- 2) A vocabulary list of your sport.
- 3) Information on flora/fauna and other wildlife from the trip (e.g., wild flowers, brook trout, peregrines, etc.).
- 4) Photos, trip journals, etc. – something to make it clear that these are student trips.

It should be easy to create your materials digitally. The text will be word processed and most of you will use digital cameras. It is important that any photos be at a usable resolution – meaning that some cell phones will not be adequate for the job.

To accomplish your goal, you will gather the aforementioned materials for 4 trips. You may use the class rafting and camping trips for two of the trips. The materials for each trip should be saved in 4 separate folders identified by the trip name. All materials for each trip should be easily found in one of the 4 folders. You will submit your assignment to me on the last day of our Human Society course.

NOTE: While you will be using the same materials for your USI class PowerPoint presentation, the files you turn in for this service learning project should **NOT** be in PowerPoint format. They should be in separate files, labeled appropriately.

This service learning assignment is worth 75 points. All text components should resemble a professional document at the time it is turned in. All text must be typed with 12 point Arial font and double-spaced. If any part of your write-up is derived from the class text or another source, you must cite the source in the text and include a reference page. This assignment is due **Thursday, December 7<sup>th</sup>** at the beginning of class.

### **SOC 103 Liberal Studies Course Statement**

This course is a Liberal Studies course. The learning goals of the Liberal Studies Program are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

### **Liberal Studies Perspectives Category**

This course is a Perspectives course. The primary goals of the Perspectives courses are:

- To promote love of learning and to cultivate an active interest in the Liberal Studies;
- To build on the Core's foundation through practice and refinement of areas of academic emphasis;
- To provide students with a broadened world view and knowledge base;
- To provide experiences in the arts, humanities, and social sciences from which connections between disciplines can be revealed;
- To provide an introduction to the challenges of living in a global society;

- To create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerant manner;
- To afford opportunities to make career or disciplinary choices.

In addition, each Perspectives course will be expected to include emphasis *on one or more* of the following:

- Critical analysis of arguments
- Oral communication
- Service learning
- Moral reflection
- Cultural diversity
- Any other creative but defensible area of intellectual development that a discipline wants to focus on, and that the program chooses to adopt.