

SOCIOLOGY

As an introduction to sociology, this elective course examines how societies function as systems, how institutions are organized, and how our personal choices are influenced by both. Students will have multiple opportunities in this course to hypothesize and problem-solve using a sociological lens. Through their research and fieldwork, students will interpret issues from the past in order to inform their prospects for building for a vibrant, sustainable future for themselves and the city of Atlanta. The immersive learning experience of this elective will also assist students in developing systems thinking.

Course Design

1. The Sociological Imagination
2. Research Methods and Theory
3. People, Processes and Institutions
4. Social Stratification and Social Inequality

Course Objectives

Through this course, students will:

- Develop a deep understanding of sociological concepts and theories
- Develop skills and knowledge needed to become engaged citizens, well informed about their local environment and society at large
- Develop an intermediate understanding of urban ethnographic research methods
- Develop some familiarity with research methods related to the study of cities
- Develop a transdisciplinary approach in conducting sociological research

To participate optimally in the Lab Atlanta experience, all students should play an active role in the course. Students should come to class prepared to articulate through verbal or nonverbal communication that they have a deep understanding of the material. These public discourse performances could take the form of small group conversations, written reflections, or oral exams. Lastly, as an elective course, students will develop a project that articulates some component of sociology.

Course Expectations**Workload:**

Throughout the course, you are expected to spend approximately 3-4 hours per week outside of the class working on the following activities:

1. Interactive lessons that include a mixture of class dialogues and immersive fieldwork;
2. A rigorous amount of reading and self reflection;
3. Assignments in which you apply knowledge and skills developed in class and extend these concepts to the real world.

Academic:

Students should observe the following rules of decorum regarding class participation and academic preparedness:

1. Students should review the course syllabus regularly. Google Classroom will provide the most up to date assignments, readings, etc.

Course Expectations (Academic) (continued):

2. Class participation is mandatory and an essential part of this course. Students are expected to attend each class and come prepared--ready to discuss course readings. Students should bring course materials to each class (notebooks, binders, and writing utensils). If a student misses a class, he or she should consult the syllabus and/or classmates for material covered in class. When absent, it is the student's responsibility to find out what was missed.
3. Students should check labatl email and review the Lab Atlanta calendar for schedule changes daily.
4. Class lectures and fieldwork provide additional information and details related to our larger class discussion. Therefore students should take notes. The instructor will provide a demonstration on how to take notes during the first week of class.
5. Students are expected to attend each class and participate actively in classroom discussions. Active participation will be described as:
 - a. Making regular contributions to class conversations and integrating concepts and ideas from course readings;
 - b. The ability to articulate a thought or idea in a respectful manner;
 - c. Answering questions posed by the instructor. Phrases such as "I don't know" or "I do not have an opinion" will not be acceptable answers.
6. Class begins promptly at the time indicated on the schedule. When students arrive late, they miss important instructions and cause a disturbance for the rest of the class. Tardiness will result in a loss of participation points, as per the core policy.
7. Homework deadlines and quiz dates are important; if an absence causes a student to need additional time, this should be arranged with the teacher before class begins or during advisory. All homework assignments should be submitted by 8:30 am the morning that they are due, unless stated otherwise. Five (5) points will be deducted for every day that an assignment is turned in late.
8. If approved, late/missed homework or quizzes MUST be completed within one week of the original due date!
9. Ask for help if you need it. I maintain an open door policy and am willing to help you understand the class material.

Student/Teacher Interactions

1. Instructors will communicate assignments on a regular basis via Google Classroom and email. When reaching out to teachers via email, please use proper etiquette and grammatical rules. This etiquette includes allowing one full school day for a response.
2. We encourage open, honest and respectful dialogue between students and instructors. It is the student's responsibility to be her own self-advocate and address the teacher with any questions/concerns about the course and/or grades.
3. Please be mindful of instructional times when speaking with a teacher. Attempt to minimize class disruptions.
4. When coming for extra help, please be prepared to communicate with the teacher in regards to what you need help with and how you think the teacher can help you. Please bring all necessary materials with you to the extra help session.

Technology

1. Electronic communications devices –cell phones, calculators, ipods etc. – are not permitted in the classroom unless the professor authorizes their usage for a class-related purpose.
2. The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor.

Course Assessment:**Weight: Performance Area**

- 20% : Progress and growth in terms of knowledge- and skill-development over the semester
- 30% : Active engagement with course material (demonstrated by class participation, prompt completion of homework assignments, etc.
- 50% : Academic performance (especially--but not limited to--expository essays and other written coursework)

Course Expectations (Course Assessment) (continued):

Grading Scale:

A+ = 97-100	C+ = 77-79
A = 93-96	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	F = 69 or Below
B = 83-86	
B- = 80-82	

Progress and Growth

Progress and growth describes the intellectual growth that occurred over the course of the semester.

Active Engagement

Engagement will be defined as how one participates in class discussions and activities, which is necessary to build your understanding of the material. A student's engagement will be tracked over the course of the semester so that students and their parents will be able to draw connections between the level of participation and overall performance in the class. Students should attend class prepared to engage fully; this means bringing your laptop or book and writing tools to each and every class.

Academic Performance

Students are tested on concepts, terms, units and historical topics covered in class. Course assessments may take the form of quizzes, oral exams, unit tests, mini projects or presentations. There will be five (5) unannounced quizzes to ensure you stay current with the course contents. Your lowest quiz grade will be dropped in the calculation of your final course grade at the end of the semester.

Course Requirements and Learning Experiences

Course Readings

This course will use the Socratic method to discuss concepts, theories and concepts related to the field of Sociology. Since this is a small course, all students are expected to keep up with course readings and to make contributions to class conversations. In addition, we will complete the following:

Fieldnotes and Fieldwork

Sociologists frequently use ethnographies, participant observation, archives and landscape studies to evaluate the everyday interactions of people, institutions, and organizations. Students will develop a critical understanding of various sociological and qualitative research methods. Therefore, students will learn a variety of research methods related to the discipline of sociology. Beginning in Week Three, students will keep a notebook of all field work exercises. The instructor will review these notes sporadically. Over the course of the semester, students will participate in 5 exercises that involve various research methods. We will also use Medium as a writing platform to provide students with intellectual space to share their work with the instructor.

Book Review/Media Analysis

Students will read a recently published, book-length ethnographic study chosen by the instructor. After reading the book, students will write a critical reflection that evaluates the chosen methods, fieldwork and sociological theory presented in the book. This is not a book report, but a critical writing assignment that will provide students the opportunity to relay how they interpret the concepts. In addition, students will use some form of media to create a similar ethnographic report.

Persuasive Papers

During the semester, students will write four 2-page persuasive papers. These short reflection papers will help students unpack ideas and concepts developed in this course, and provide a measurement of their grasp of the subject matter. In addition, students are required to take field notes which document our work outside of the classroom.

Course Requirements and Learning Experiences (continued):**Oral Exam**

The instructor will test students knowledge of the subject using oral exams and discussion questions.

Curricular Alignment

This course corresponds to Georgia Department of Education (DOE) course number 45.03107 (Sociology).