

**Instructor:** Dr. Stephanie Hilwig  
**Course:** Sociology 340 Readings in Sociology  
**Time:** MW 2:00 – 2:50 **Room:** MCD 316  
**Office Hours:** MWF 1:00 – 2:00  
TTH 11:00 – 12:00 or by appointment  
**Office:** MCD 382  
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**Prerequisites for Criminology Internship:**  
**Soc 201**

**Readings:**

Readings will be provided to students on a weekly basis from the instructor.

**Course Description:**

This course is designed to help students synthesize their knowledge of sociology from a broad range of content areas by reading major works in the field. Students will be exposed to major theoretical pieces, pivotal research in the discipline, and central pieces of writing that have shaped Sociology. The course will also focus on Sociology in mainstream society by reading popular pieces in the press that are written by, about and for Sociologists. Their major objectives are to increase students' ability to read, understand, and critically analyze writings of Sociology. Goals also include getting students to bring together all core contents of Sociology in a single course for synthesis and critical thinking in a seminar format.

**Student Learning Outcomes:**

1. Become familiar with the original works of influential theoretical and research writings within Sociology.
2. Articulate the major themes and arguments within each written piece.
3. Discuss the relevance of modern social problems through the lens of major social theories.
4. Recognize and explain the use of statistics and methods used in Sociological Research.
5. Identify the uses of evidence throughout each piece of writing.
6. Identify and explain the vocabulary and concepts in each piece and the context and use of those concepts in Sociology.

## **Assignments and Grading:**

### ***Homework Reading Summaries (30% of grade):***

Each class period will consist of tackling a significant piece of writing in the field of Sociology. Students will be required to read the material independently prior to the beginning of class on Monday. As part of that reading each student will write down at least one section of the reading they did understand. Explain your understanding of that section briefly. Each student will also be required to record an aspect of the reading they did not understand. Identify any vocabulary words that may have made it more difficult to understand the reading.

### ***Weekly Book Summaries (70% of grade, 35% each book):***

Students will be required to read two books independently during the semester. I will provide a list of books that are available in the library, but you may also deviate from this list with permission. The books must relate to Sociology in some significant way. You will be required to read 1/6<sup>th</sup> of the book each week and provide a one page type-written summary of what you read. Your grade will also include describing to the class the major points in your book that week. The first book will be finished mid-way through the semester and you will begin the second book in the second half of the semester. The book must be selected by the second week of class.

### **Persons with Disabilities:**

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all university programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Accessibility Services (OAS) is located in Richardson Hall 3-100, or available at OAS@adams.edu, and 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses this semester. They may provide you with letters of accommodation, which can be delivered in two ways. You may give them to me in person, or have the Office of Accessibility Services email them. Please make an appointment with their office as early as possible this semester so that we can discuss how potential accommodations can be provided and carried out for this course. If you have already received letters of accommodation for this course from OAS, please provide me with that information privately so that we can review your accommodations together and discuss how best to help you achieve equal access in this course this semester.

### **Academic Freedom and Responsibility: for courses that do not involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity

for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

### **Academic Misconduct**

Students should abide by all student ethical conduct, especially those rules pertaining to cheating and plagiarism. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated in this course. Any student engaging in academic dishonesty in this course can expect a failing grade for the course and formal charges to be brought before the Department Chair.

### **Student Sexual Misconduct Policy**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a responsible employee as designated under Title IX. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Adams State University Campus or that may be impacting an ASU student.

Confidential support can be found at the Adams State University Counseling Center located in Richardson Hall 3100 and may be contacted at 719-587-7746. Students may also fill out an anonymous “concern form” at <https://www.adams.edu/students/ccc/>. Crisis support can be found in the San Luis Valley community 24/7 at San Luis Valley Comprehensive Mental Health Center: 719-589-3671 or Tu Casa: 719-589-2465. Tu Casa offers services for victims of sexual assault and domestic violence.

Alleged violations can be reported to the Adams State University Title IX Office, Director Ana Guevara, at 719-587-8213 or at [anaguevara@adams.edu](mailto:anaguevara@adams.edu). The ASU Title IX Office is located in the Student Union Building (SUB) room 327. Reports to law enforcement can be made to Adams State University Police Department at #1 Petteys Hall or contacted at 719-587-7901, 911, or 24 hour dispatch at 24 hour dispatch: 719-589-5807 (State Patrol).

## **COURSE OUTLINE: Outline is tentative and likely to change**

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### **Week 1 – Jan 13<sup>th</sup>**

Why is reading important?

<https://thebestbrainpossible.com/reading-improves-brain-memory-stress/>

Review the Syllabus

Consider books for the first independent book assignment

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### **Week 2 – Jan 20<sup>th</sup>**

Karl Marx

<https://plato.stanford.edu/entries/marx/>

(Students will each read different sections and we will discuss those in class. To be assigned in week 1)

Students must have first independent book selected and approved in class

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### **Week 3 – Jan 27<sup>th</sup>**

Emile Durkheim “*The Normality of Crime*”

First independent book summary due and class presentation (first 1/6<sup>th</sup> of book)

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### **Week 4 – Feb 3<sup>rd</sup>**

Max Weber “*The Spirit of Capitalism*”

Independent book summary (2/6)

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### **Week 5 – Feb 10<sup>th</sup>**

C. Wright Mills “*The Power Elite*” and “*The Sociological Imagination*”

Independent book summary (3/6)

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### **Week 6 – Feb 17<sup>th</sup>**

Herbert Mead “*Mind, Self & Society*”

Independent book summary (4/6)

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### **Week 7 – Feb 24<sup>th</sup>**

Georg Simmel “*Fashion*” and “*The Stranger*”

Independent book summary (5/6)

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**Week 8 – March 2<sup>nd</sup>**

Erving Goffman “*The Presentation of Self*”

Independent book summary (6/6)

Select next book, may switch with other students in class

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**Week 9 – March 9<sup>th</sup>**

Issues on Race - “*The Souls of Black Folk*” by W.E. DuBois

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**Week 10 – March 23<sup>rd</sup>**

Social Class – “*The Uses of Poverty: The Poor Pay All*”

Independent book summary (1/6)

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**Week 11 – March 30<sup>th</sup>**

Gender – “*Why So Slow*” by Virginia Valian

Independent book summary (2/6)

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**Week 12 – April 6<sup>th</sup>**

Marriages and Family – “*The Second Shift*” by Arlie Hoschild

Education – “*Savage Inequalities*”

Independent book summary (3/6)

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**Week 13 – April 13<sup>th</sup>**

Crime and Prisons – “*Prison Nation*”

Court Proceedings

Independent book summary (3/6)

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**Week 14 – April 20<sup>th</sup>**

Corporations and Consumer Excess

Independent book summary (5/6)

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**Week 15 – April 27<sup>th</sup>**

Reading Sociology in the Popular Press

Independent book summary (6/6)