Sociology 101: Introduction to Sociology
General Education Competency Areas: Social and Behavioral Ways of Knowing, Diversity
Fall 2015
Tu/Th, 9:00-10:15, ACW 136

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Office hours: Tues./Thurs., 1:30-2:30 p.m., Wed., 10:30-11:30 a.m., and by appointment

Course summary

This course is an introduction to the basic concepts, theoretical perspectives, and substantive issues in sociology. You will learn about culture and socialization, social interactions and institutions, social stratification, and social change in order to develop new ways of understanding your life and the diverse lives of others in the context of the broader society. This process will involve your active engagement with readings, lectures, discussions, films, and in-class activities.

General Education learning outcomes

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline (sociology).
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

This course is also designed to help you achieve required learning outcomes for the Diversity component of the General Education Core. In this regard, upon successful completion of this course, you will be able to do the following:

1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds) shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.

Course-specific learning outcomes

This course aims to help you gain knowledge and develop skills that will aid you in becoming a critical thinker, a successful student, and an informed, engaged member of society. To this end, in this course you will do the following, which are linked to the above General Education learning outcomes as noted in parentheses:

- gain knowledge of how society operates on the micro and macro levels (ii, iv, v, 1, 4, 5).
- learn how to interpret a broad range of human behaviors and social processes by applying key sociological theories and concepts (i, ii, iii, iv, v, 1, 4, 5).
- develop what C. Wright Mills called a “sociological imagination,” enabling you to understand your life and the diverse lives of others in the context of broader historical trends and social processes (i, ii, iv, v, 1, 2, 4, 5).
- discuss social issues in an informed, critical, and civil manner and in the process gain experience speaking to an audience of your peers (i, ii, iv, v, 1, 2, 4, 5).
- write evidence-based essays in which you analyze and interpret social phenomena and apply sociological theories, concepts, and insights appropriately (i, ii, iii, iv, v, 1, 2, 4, 5).

Overall goal

I want you to learn something new in this class. Sounds simple, right? Well, in my experience, this isn’t always such an easy task. We all have so many taken for granted assumptions about how the world works, what constitutes reality, why people behave in certain ways, etc., that it is sometimes difficult for us to recognize when “what we’ve always known” is keeping us from knowing more. I think that all of us—teachers and students alike—need to continually challenge ourselves to learn more about the world in which we live. I believe the way to accomplish this is by questioning status quo interpretations of reality, seeking out information that will help us answer our questions, and understanding that we can always learn more about any given topic. You should do well in this class if you approach the material with this in mind.

Required readings

The following required book is available at the LCSC Bookstore, at various booksellers online, and from fellow LCSC students who have taken this class in the past:


In addition to the textbook, a collection of chapters and articles are available at the LCSC Bookstore as a paperback course reader from Pearson Custom Publishing. This reader is required. It cannot be found online and is only available from the bookstore or from LCSC students who took this class last year. (Note: If you buy the reader from a former student, it will
not have exactly the same page numbers as the current reader.) Also, one of the readings for this course is available via the LCSC Library’s Electronic Reserves. (Go to www.lcsc.edu/library, click on “Course Reserves” under the “Library” heading on the right side of the page, and then find the reading by searching for “SOC 101” or “Earles.”)

**Assignments and grading**

Your grade in this course will be based on the following:

**Pop quizzes - 10% (20 pts.)** A pop quiz may await you in class on any given day. These quizzes are my way of ensuring that you are keeping up with the assigned readings, and they may also test your knowledge of previously covered lecture material.

**Brief writing assignments and group activities – 10% (20 pts.)** I will sometimes ask you to write a brief thought-piece on a particular issue in preparation for a class discussion, or I may ask you to summarize a key concept from the readings or restate an author’s main points in your own words. These writing assignments may be assigned at the end of class and be due at the start of the following class period, and they may take place in class, as well. We will also sometimes have small-group discussions and activities for which I will ask each group to provide a brief summary/outline of your key thoughts/points.

**Papers - 20% (40 pts.)** You will write two formal essays during the semester. These are brief, 3-5 page papers in which you exhibit your understanding of and ability to critically reflect on the assigned readings, lectures, and films. Specific instructions for these papers will be distributed and discussed in class.

**First exam - 20% (40 pts.)** The first examination will consist of a combination of multiple choice, true/false, and essay questions on material covered during Weeks 1-5.

**Second exam - 20% (40 pts.)** The second examination will consist of a combination of multiple choice, true/false, and essay questions on material covered during Weeks 7-10.

**Final exam - 20% (40 pts.)** The final is a comprehensive exam consisting of a combination of multiple choice, true/false, and essay questions. It will test your knowledge of material covered throughout the semester and especially emphasize material covered during Weeks 12-14.

**Please keep in mind that any information from the readings is fair game for exams and quizzes, whether or not it is explicitly covered in class. Also note that the lectures will sometimes introduce material not covered in the textbook, so good note taking is key to your success in this class.**

**Grading scale:**

- **A** = 92.5-100% (185-200 pts.)
- **A-** = 90-92% (179-184 pts.)
- **B+** = 87.5-89% (175-178 pts.)
- **B** = 82.5-87% (165-174 pts.)
- **B-** = 80-82% (159-164 pts.)
- **C+** = 77.5-79% (155-158 pts.)
- **C** = 72.5-77% (145-154 pts.)
- **C-** = 70-72% (139-144 pts.)
- **D+** = 67.5-69% (135-138 pts.)
- **D** = 60-67% (119-134 pts.)
- **F** = 59% (118 pts.) or below
*A note on grades:* At any point during the semester, you can calculate your own grade by simply adding up the number of points you’ve earned so far on quizzes, assignments, exams, and papers, and dividing by the total number of points possible at that point in time. I make my grading simple and transparent so that YOU CAN KEEP TRACK OF YOUR OWN GRADE.

**Evaluation criteria:**

Your papers will be graded according to the thoroughness with which you have addressed the question(s) posed; the extent to which you offer a critical, sociological analysis/interpretation; the extent to which you have integrated course readings, lectures, films, and discussions; and the clarity and coherence of your writing (i.e. how well-written, organized, and logical your writing is). “A”s are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing. “B”s are assigned to above average, well-written work that answers the questions posed in a sociological manner. “C”s are an indication that more detail and analysis are needed and/or your writing needs significant improvement. “D”s are a sign that you did not adequately meet the requirements of the paper and/or your writing is unacceptable. “F”s are an indication that you have not met the requirements of the paper and your writing is unacceptable.

The brief writing assignments and group activities will be graded according to the degree to which your writing or your group’s work reflects adequate preparation (i.e., that you have done the assigned readings) and engagement with the activity (taking it seriously and giving it your best effort, including good writing).

The grading of quizzes and exams is straightforward with regard to the multiple choice and true/false questions. Answers are either correct or incorrect. For the essay portion of your exams, I expect references to the readings and lectures, the use of sociological terminology, and coherent writing.

**Attendance**

I believe very strongly in the benefits of regular class attendance. You will not do well in this course if you do not come to class on a regular basis. My advice? Come to every class. If you do miss a class, please do not ask me, “What did I miss?” or my personal favorite, “Did I miss anything?” Instead, get the notes from a fellow classmate, keeping in mind that s/he may or may not be a good note taker. But why take that risk? Just come to every class.

**Policy on make-ups and late papers**

*Pop quizzes cannot be made up.* You must be present in class to take a quiz. At the end of the semester, I will add 3 points to everyone’s quiz total to buffer the effects of a missed quiz or a lower than expected grade on a quiz. These additional 3 points also serve as extra credit for those who take all of the quizzes and do exceptionally well on them.

*Brief writing assignments and group activities cannot be made up or turned in late.* You must be present in class when we are doing these assignments and activities in order to earn credit for them, because they are de facto participation points. In the case of any brief writing assignments that I announce at the end of a class period to be turned in at the start of the following class, if you are not in
class but find out from a classmate what the assignment is and then turn it in at the beginning of the next class period along with everyone else, that is perfectly fine, since that is when the assignment is due (not to mention that it shows initiative on your part in finding out what you missed when you were absent), but you may not turn in a writing assignment that was completed in a class period that you missed.

**Make-up exams will be given in very rare circumstances** for students with legitimate reasons who make arrangements with me well in advance. Emergency situations may also warrant an exam make-up. You must contact me prior to the exam in order for me to consider a request for a make-up. Vacations and other optional absences are not legitimate reasons for rescheduling an exam.

**Except for in extenuating circumstances, papers not turned in at the start of class on the due date (noted in the course schedule below) will receive an automatic 10% deduction. Papers not turned in by 5:00 on the due date will receive a 20% deduction; and papers not turned in by 5:00 on the day after they are due will receive a ZERO.** If you think you have an extenuating circumstance, you must contact me prior to the class period in which papers are due. I will handle such claims on a case-by-case basis. If you do turn in a paper late, you must email it to me as a Word document, and I must receive it by 5:00 on the day after it is due. Under no circumstances should papers be slid under my office door or put in my mailbox. Please note that any paper received via email will be considered a late paper even if it is sent before or during the regular class time, unless you have made arrangements with me in advance and I have given you permission to email me your paper instead of turning it in person at the start of class. Please also note that we live in a day and age in which emails do not get “lost.” If you send an email to me at the correct address (leearles@lcsc.edu), I will receive it. Therefore, an excuse of “I don’t know what happened; I sent it yesterday” doesn’t fly.

**Classroom etiquette**

By coming to class, you are agreeing to abide by the following basic norms of courtesy, which are aimed at providing a productive learning environment for all students:

- Be on time, and do not leave early. Coming in late or leaving early, even by just a few minutes, can be highly disruptive. If you know that you need to leave early one day for a legitimate reason, let me know at the start of class, but this should not be a regular occurrence.

- Please do not interrupt others or talk to your neighbor while others are speaking.

- Address your fellow classmates respectfully, whether or not you agree with them.

- Turn off cell phones and any other little beeping, buzzing, or music-making devices before you come to class. If you are a parent or otherwise need to be available for family members, please put your phone on vibrate mode.

- Don’t even think about texting in class. You may think you can multi-task well, but trust me, you can’t. None of us can. You are not encoding and retaining information if you are texting while I’m lecturing or while you’re engaging in a group activity. Plus, it’s distracting to everyone around you when you’re poking at your phone. Please simply refrain from doing it.
-Do not read the newspaper, work on an assignment for another class, or otherwise be disengaged from what is going on in the classroom.

-Finally, no internet use in class. Despite the fact that that cute man/woman you’ve been obsessing over has just IM’d you or sent you a message on Facebook, please do not read or respond to emails in class, all the while pretending to take notes. **If you use a laptop computer for note taking, you will need to sit in the front row of the classroom.**

**Academic integrity**

Any instance of plagiarism, cheating, or other form of academic dishonesty will not be tolerated and will be dealt with in a manner that is unpleasant for all involved. Specifically, if you plagiarize or otherwise cheat on an exam, paper, or assignment, you will automatically receive a zero on that exam/paper/assignment, which will lower your overall grade substantially, and I will also report the incident to the Dean of Student Affairs. I also reserve the right to assign you a failing grade for the course in especially egregious cases, such as copying full sentences directly from a website, the textbook, or other sources and presenting them as your own. Please do not ruin your academic future by engaging in such foolish behavior.

I cannot overemphasize the importance of the preceding paragraph. **If you have any questions about what constitutes plagiarism or other forms of academic dishonesty, please ask me for an explanation or clarification.**

**Additional notes**

**Documented disabilities**

If you have a documented disability or other issue that may affect your performance in this course, please let me know during the first two weeks of the semester, and we will work together to figure out appropriate accommodations.

**Audio/video recording**

Any type of picture taking or audio/video recording of this class is prohibited. We cover sensitive and controversial issues in this course, and everyone should feel free to discuss such issues in an open manner without fear that their words will be taken out of context. Any type of recording, even for seemingly benign note-taking purposes, has the potential to diminish the classroom experience. If you have trouble listening and taking notes at the same time, we can find a solution through a combination of practice/skill-building on your part and supplemental notes from another student if necessary.

**Contacting me**

If you have questions about the course material and/or would like to further discuss any of the topics we are covering, please come chat with me during my office hours. If you need to contact me otherwise, the best way to reach me is via email at leearles@lcsc.edu. I check email most weekdays. You can also try calling my office phone during office hours. Please be aware, however, that if you leave a message at any other time on my office phone, I may not get it until the following office hour, so if you need to be in touch with me in a timely manner, use email. If/when you email me, please
include a phone number where you can be reached if your question requires more than a very brief response, so I can call you if necessary. Also, please compose your email as you would to any other professional contact. In other words, include a subject line, a proper salutation (e.g., “Dear Professor Earles”), and use good grammar. An email that starts with something along the lines of “hey i have a question for you,” will not be well received and may not garner a response. All this being said, please use email sparingly. I would much rather talk with you in person during my office hours and/or after class.

Course schedule

The following course schedule is subject to change, depending on our progress in covering the material. Any changes will be announced in class. It is your responsibility to know what is announced in class, whether or not you are present at the time.

Your active engagement with each week’s assigned readings is key to your success in this class. The readings for each week should be completed prior to class that week so that you are able to engage in informed discussions about the readings with your fellow classmates and respond to any questions that I might ask you about the material. (The readings for the first week are, of course, the one exception; read those as soon as you can after our first class meeting.) The readings listed for each week include chapters from the textbook (by Andersen and Taylor), and individual selections in the course reader, which are noted by author and title. There is also one reading (for Week 4) that is available on the LCSC Library’s E-reserve system.

Documentary films and film clips will be integrated with the lectures and class discussions throughout the semester. Some of these are listed here; others may be added as we go.

Week 1 (8/25, 8/27): Introduction to the Course: What is Sociology?

Reading: Andersen and Taylor, Ch. 1; Mills, “The Promise”

Week 2 (9/1, 9/3): Sociological Theory and Methods

Reading: Andersen and Taylor, Ch. 3; Babbie, “An Idea Whose Time Has Come”

Week 3 (9/8, 9/10): Culture and Socialization

Reading: Andersen and Taylor, Chs. 2 and 4

Film: Generation Like

Week 4 (9/15, 9/17): The Structure of Society: Groups, Organizations, and Institutions

Reading: Andersen and Taylor, Chs. 5 and 6; Ritzer, “The McDonaldization of Society,” and Schlosser, “Introduction/What We Eat” (E-reserves)
Week 5 (9/22, 9/24): Social Control, Deviance, and Crime

Reading: Andersen and Taylor, Ch. 7; Chambliss: “The Saints and the Roughnecks”

Film: A Nation of Law?

Week 6 (9/29, 10/1): Exam Week – First exam on Thursday, October 1st

Reading: Catch up and review.

Week 7 (10/6, 10/8): Social Stratification and Social Class

Reading: Andersen and Taylor, Ch. 8; Loewen, “Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong”

Film: People Like Us

Week 8 (10/13, 10/15): Global Social Stratification: Social and Environmental Causes and Consequences

Reading: Andersen and Taylor, Ch. 9; Eglitis, “The Uses of Global Poverty: How Economic Inequality Benefits the West”

Film: The Story of Stuff

*First paper due in class on Thursday, October 15th

Week 9 (10/20, 10/22): Race and Ethnicity


Film: White Like Me

Week 10 (10/27, 10/29): Gender

Reading: Andersen and Taylor, Ch. 11; Espiritu, “All Men are not Created Equal: Asian Men in U.S. History,” and Hartmann, “The Sanctity of Sunday Football: Why Men Love Sports”

Film: Tough Guise
Week 11 (11/3, 11/5): Exam Week – Second Exam on Thursday, Nov. 5th

Reading: Catch up and review.

Week 12 (11/10, 11/12): Education

Reading: Anderson and Taylor, Ch. 14 (only need to read the sections on education)

Film: A Tale of Two Schools: Race and Education on Long Island

Week 13 (11/17, 11/19): Power, Politics, and the Economy

Reading: Andersen and Taylor, Ch. 15; Domhoff, “Power and Class in the United States,” and Giddens, “Globalisation”

***Thanksgiving Break (11/23-11/27)***

Week 14 (12/1, 12/3): Social Change and Social Movements

Reading: Andersen and Taylor, Ch. 16; Meyer, “How Social Movements Matter”

**Second paper due in class on Thursday, December 3rd

Week 15 (12/8, 12/10): Course Wrap-up: What have we learned this semester?

Reading: Catch up and review.

Finals Week (12/17): Comprehensive Final Exam on Thursday, Dec. 17th, at 9:00 a.m.
Syllabus Addendum

**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/student-consumer-information/](http://www.lcsc.edu/student-consumer-information/)

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog ([http://webdev.lcsc.edu/catalog](http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook ([http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf](http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page ([http://www.lcsc.edu/student-affairs/student-code-of-conduct/](http://www.lcsc.edu/student-affairs/student-code-of-conduct/)).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me that you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.