Sociology 101: Introduction to Sociology
General Education Competency Areas: Social and Behavioral Ways of Knowing, Diversity
Spring 2017
Tuesdays and Thursdays
10:30-11:45, SGC 204
12:00-1:15, MLH B32

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Email: leearles@lcsc.edu
Office: ADM 12
Office hours: Thursdays, 1:30-3:30, 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 and from various booksellers online.


In addition to the textbook, selected chapters and articles are posted on Blackboard. (Look for the “Readings” link on the course menu.) These readings are also required. You should always bring the textbook and any other readings for the week with you to class, because we will directly reference them in our class discussions.
Assignments and Grading

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

Pop quizzes/attendance/participation - 15% (30 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. I will also sometimes take attendance or assign brief, in-class or take-home writing assignments or small-group activities.

Papers - 25% (50 pts.) You will write two papers in which you exhibit your understanding of and ability to critically reflect on the assigned readings, lectures, and films. Specific instructions for the papers will be distributed and discussed in class; due dates are listed in the course schedule (below).

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 7-12.

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 13-15.

**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:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
<td>185-200 pts.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>179-184 pts.</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89%</td>
<td>175-178 pts.</td>
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<tr>
<td>B</td>
<td>82.5-87%</td>
<td>165-174 pts.</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>159-164 pts.</td>
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<tr>
<td>C+</td>
<td>77.5-79%</td>
<td>155-158 pts.</td>
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<td>C</td>
<td>72.5-77%</td>
<td>145-154 pts.</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
<td>139-144 pts.</td>
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<td>D+</td>
<td>67.5-69%</td>
<td>135-138 pts.</td>
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<td>D</td>
<td>60-67%</td>
<td>119-134 pts.</td>
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<td>F</td>
<td>59% or below</td>
<td>118 pts. or below</td>
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* 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, exams, papers, etc. 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. (Be sure to keep a file of all of your graded work, so you are able to do this whenever you want to calculate your current 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, your points may not be entirely correct, and/or your writing needs fairly significant improvement. “D”s are a sign that your analysis/interpretation is deeply flawed, you have not answered the questions posed, 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 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 exams, I expect references to the readings and lectures, the use of sociological terminology, and clear writing.

Brief writing assignments (and small-group assignments) will be graded according to the degree to which your writing reflects adequate preparation (i.e., that you have done the assigned readings) and engagement with the assignment (taking it seriously and giving it your best effort, including good 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

Brief writing assignments cannot be made up or turned in late. You must be present in class when we are doing these assignments in order to earn credit, because they are de facto attendance/participation points. In the case of any brief writing assignments that I might 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 and handed in during a class period that you missed.

Pop quizzes cannot be made up. You must be present in class to take a quiz.

There will be three built-in extra points (1.5%) in the quiz/attendance/participation category of your grade. (In other words, the total points possible will actually be 33 rather than 30.) This serves to buffer the effects of a missed quiz/in-class assignment. For those of you who do well on all of the quizzes and have excellent attendance, you can consider these three points extra credit for your
good work and dedication. For everyone else, it simply means that if you miss a day of class or do poorly on an in-class activity, quiz, etc., it will not affect your grade in a major way.

**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.**

Except for in extenuating circumstances, papers not turned in at the start of class on the due dates (noted in the course schedule below) will receive an automatic 10% deduction. Papers not turned in by midnight 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.** 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.” Barring some sort of techno-apocalypse, if you send an email to me at the correct address (leeearles@lcsc.edu), I will receive it.

**Classroom Etiquette**

In 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 class starts. If you are a parent or otherwise need to be available for family members, please put your phone on vibrate mode.

- Don’t text during this class (or any class, for that matter). 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 discussion. Plus, it’s distracting to everyone around you when you’re poking at your phone. Please simply refrain from doing it.

- Do not work on an assignment or study for another class or otherwise be disengaged from what is going on in the classroom.
Finally, no recreational 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.

**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, which will result in a formal sanction. I also reserve the right to assign you a failing grade for the entire 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 topics in this course, and everyone should feel free to discuss such topics 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. (Please note: This is not an lcmail address. Your email may automatically enter an lcmail address when you start typing my name or address, but make sure you are actually sending your email to my lcsc.edu address. Otherwise, I will not receive it.) 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 Prof. Earles”), and use your best writing. 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 reading for the first week is, of course, the one exception; read that chapter as soon as you can after our first class meeting.) The readings listed for each week typically include a chapter or two from the textbook (by Andersen, Taylor, and Logio) and a chapter or article posted on Blackboard; those chapters/articles are noted by author and title. **As a reminder, bring your textbook and a printout or electronic version of the other assigned readings to class with you.**

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 (1/17, 1/19): Introduction to the Course: What is Sociology?**

*Reading:* Andersen, Taylor, and Logio, Ch. 1

**Week 2 (1/24, 1/26): Sociological Theory and Methods**

*Reading:* Andersen, Taylor, and Logio, Ch. 3; Mills, “The Promise”

**Week 3 (1/31, 2/2): Culture and Socialization**

*Reading:* Andersen, Taylor, and Logio, Chs. 2 and 4

Film: *Generation Like*

**Week 4 (2/7, 2/9): The Structure of Society: Groups, Organizations, and Institutions**

*Reading:* Andersen, Taylor, and Logio, Chs. 5 and 6; Ritzer, “The McDonaldization of Society,” and Schlosser, “Introduction: What We Eat”
Week 5 (2/14, 2/16): Social Control, Deviance, and Crime

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

Film: A Nation of Law?

Week 6 (2/21, 2/23): Exam Week – First exam on Thursday

Reading: Catch up and review.

Week 7 (2/28, 3/2): Social Stratification and Social Class

Reading: Andersen, Taylor, and Logio, Ch. 8; Loewen, “The Land of Opportunity”

Film: People Like Us

Week 8 (3/7, 3/9): Social Class (continued); Race and Ethnicity

Reading: Andersen, Taylor, and Logio, Ch. 10

Film: Race: The Power of an Illusion

**First paper due at the start of class on Tuesday, March 7th**

Week 9 (3/14, 3/16): Race and Ethnicity (continued)


Film: White Like Me

Week 10 (3/21, 3/23): Gender (and Race and Social Class)

Reading: Andersen, Taylor, and Logio, Ch. 11; Espiritu, “All Men Are Not Created Equal: Asian Men in U.S. History”

Film: Tough Guise

***Spring Break 3/27-3/31***
Week 11 (4/4, 4/6): Education: The Great Equalizer?

Reading: Andersen, Taylor, and Logio, Ch. 14 (sections on education, pp. 337-349)

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

Special note: No class on Thursday, April 6th while your professor attends a conference.

Week 12 (4/11, 4/13): Education (cont.) and *Second Exam on Thursday*

Reading: Becker, “Evidence Grows of Poverty’s Toll on Young Brains, Academic Achievement Gap”

Week 13 (4/18, 4/20): Power, Politics, and the Economy in the U.S. and Beyond

Reading: Andersen, Taylor, and Logio, Ch. 15


Reading: Andersen, Taylor, and Logio, Ch. 9 and Ch. 16 (sections on the environment, pp. 391-398); Eglitis, “The Uses of Global Poverty: How Economic Inequality Benefits the West”

Film: *The Story of Stuff*

**Second paper due at the start of class on Thursday, April 27th**

Week 15 (5/2, 5/4): Social Change and Social Movements

Reading: Andersen, Taylor, and Logio, Ch. 16 (sections on social change, pp. 406-414); Meyer, “How Social Movements Matter”

Finals Week (5/9, 5/11): *Comprehensive Final Exam on Tuesday at 10:30 a.m. (.02 section) or Thursday at noon (.01 section).*
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 www.lcsc.edu/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 and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy 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 may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President 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 Vice President for Student Affairs’ web page (www.lcsc.edu/student-affairs/student-code-of-conduct or www.lcsc.edu/consumer-information/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, 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 which 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.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016