Sociology 101: Introduction to Sociology
General Education Competency Areas: Social and Behavioral Ways of Knowing, Diversity
Fall 2018
Tuesdays and Thursdays
10:30-11:45, TJH 8 (.01 section)
1:30-2:45, SGC 204 (.03 section)

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Course summary
This course is an introduction to the basic concepts, theoretical perspectives, methodological approaches, 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.
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.
3. 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.
4. 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, 3, 4).
• 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, 3, 4).
• 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, 3, 4).
• 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, 3, 4).
• 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, 3, 4).

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 in Blackboard.) These readings are also required.

You should always bring the textbook and any other readings (printed or electronic copies) with you to class, because we will directly reference them in our class discussions.

Assignments and grading
Final grades are calculated using a 200 pt. scale based on the following:

Pop quizzes/brief writing assignments/participation - 20% (40 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 often assign brief in-class or take-home writing assignments or have you engage in small-group activities for participation points. Occasionally I may simply take attendance.

Paper - 15% (30 pts.) You will write one formal paper in which you exhibit your understanding of and ability to critically reflect on the assigned readings, lectures, and films. Specific instructions for the paper will be distributed and discussed in class. The due date is listed in the course schedule at the end of this syllabus.

Photo assignment – 5% (10 pts) You will submit one original photo that illustrates a sociological concept accompanied by a well written description of how the image illustrates the particular concept/theory you have chosen. Detailed instructions and a list of concepts/theories that can be used for this assignment will be distributed in class during the first few weeks of the semester. The due date is listed in the course schedule at the end of this syllabus.
**First exam - 20% (40 pts.)** The first examination will consist of a combination of multiple choice, true/false, fill-in-the-blank, short answer, and/or essay questions on material covered during Weeks 1-6.

**Second exam - 20% (40 pts.)** The second examination will consist of a combination of multiple choice, true/false, fill-in-the-blank, short answer, and/or essay questions on material covered during Weeks 8-12.

**Final exam - 20% (40 pts.)** The final is a cumulative exam consisting of a combination of multiple choice, true/false, fill-in-the-blank, short answer, and/or essay questions.

**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.**

**Overall grading scale, based on total points earned at the end of the semester:**

- 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, exams, papers, etc. and *dividing by the total number of points those quizzes, exams, papers, etc. are worth.* (If you miss a quiz or assignment remember to add the points that quiz or assignment is worth to the total points possible, i.e. the denominator.) 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 paper 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, and/or 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 multiple choice, true/false, and fill-in-the-blank questions—answers are either correct or incorrect. For short answers and essays on quizzes and 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 (having done the assigned readings) and engagement with the assignment (taking it seriously and giving it your best effort, including good writing).
The written portion of the photo assignment will be graded similarly to the paper (criteria noted above). The photo itself should be clear and well composed, meaning that it’s not just a random photo you snapped as an afterthought but rather one that exhibits careful thought and planning.

**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, it **is your responsibility to 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**
The following policies are aimed at treating everyone equitably with regard to course expectations and due dates:

- **Brief writing assignments and in-class activities cannot be made up or turned in late (except for in cases of LCSC-sanctioned, excused absences*).** 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).

- **Pop quizzes cannot be made up (except for in cases of LCSC sanctioned, excused absences*).**

- **Make-up exams will be given in very rare circumstances** for students with legitimate reasons who make arrangements with me well in advance. Of course, emergency situations can also warrant an exam make-up, but in all but the direst circumstances, **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, photo assignments and papers not turned in at the start of class on the due dates (noted in the course schedule) will receive an automatic 10% deduction; assignments/papers not turned in by noon on the day after they are due will receive a 20% deduction; and assignments/papers not turned in by midnight 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 the assignments/papers are due.** I will handle such claims on a case-by-case basis. **If you do turn in a photo assignment or paper late, you must email it to me as a Word document to leearles@lcsc.edu.** They should not be slid under my office door or put in my mailbox. Please note that **any assignment/paper received via email will be considered late 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 it to me instead of turning it in at the start of class. Please also note that we live in a day and age in which emails do not typically get “lost.” Barring some sort of techno-apocalypse, if you send an email to me at the correct address (leearles@lcsc.edu), I will receive it.

*LCSC-sanctioned, excused absences include required absences related to NAIA sports participation or ASLCSC officer responsibilities. They do not include absences to attend campus events, club meetings, study or lab sessions, or other similar activities on campus that are scheduled at the same time as this class. You must notify me in advance, by email, of LCSC-sanctioned absences in order to make up a pop quiz or in-class activity/writing assignment.
**Extra credit opportunities**
There is typically extra credit available in order to help buffer the effects of a missed quiz, brief writing assignment, etc., or simply to boost your overall grade. The extra credit works like this: If there are events on campus or in the community that have sociological relevance, I will announce them in class, and if you attend and then submit a one- to two-page typed response, within two weeks of the event, in which you explicitly link the content of the event to key sociological concepts we are discussing in class, you can earn approximately 2-3 points of extra credit (1-1.5% on top of your final grade), depending on the quality of your response. In order to qualify as extra credit, the event must be one that I have announced in class. Please feel free to inform me in advance of events that you think are relevant, and if they are, I will announce them to the entire class.

There is a limit of six (6) extra credit points (3% of your final grade). Also, there is no guarantee of extra credit opportunities; it all depends on what types of events are happening during the semester, but typically there are at least a couple of events that qualify.

**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 for arbitrary reasons. 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 begin putting away your notes and shuffling things around as the class period nears its end. This can be very distracting. I keep an eye on the clock and will make sure to end class on time.

- Please do not chat with your neighbors during lectures; it is very distracting for everyone.

- 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 for health or safety reasons, please put your phone on vibrate mode, and if you need to take an important, time-sensitive call or text, you can discretely leave the classroom to do so.

- Don’t read or respond to text messages during class. You may think you can multi-task well, but research demonstrates that you can’t. 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 on your phone. In order to avoid temptation, please keep your phone in your backpack or purse while you are in class. Out of sight, out of mind, right?

- Finally, abstain from internet use in class except to access digital versions of the assigned readings when we are discussing them. Despite the fact that that cute person you’ve been obsessing over has just messaged you, please do not read or respond to emails/messages in class. Similarly, if there is something you want to google, make a note of it to do after class. Laptops and tablets may be used for note taking purposes only, but even then, I recommend against using them, because there is evidence that the physical act of writing helps you learn better than typing does. See for yourself: https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/

**Bottom line:** Be engaged in the present moment, and be kind and considerate to those around you. It’s a way of being that will serve you well in a variety of professional and personal settings throughout your life.
**Academic integrity**

Any instance of plagiarism, cheating, or other form of academic dishonesty will not be tolerated. 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 provide me with the appropriate documentation, 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 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 that 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 on weekdays and will typically respond within 24-48 hours. 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, if your question requires more than a very brief response, please include your phone number, so I can call you if necessary, or I may simply ask you to come talk with me in my office if that seems like a better option. Also, this should go without saying, but be sure to 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. Also, for basic questions about the class, you can likely find the answers in this syllabus.
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 and/or via Blackboard/email. **It is your responsibility to know what is announced in class, whether or not you are present at the time.** Also, please get in the habit of checking your lcmail and Blackboard a few times a week, because if I ever have some sort of time-sensitive announcement to make, that’s how I’ll communicate with the class.

Your active engagement with each week’s assigned readings is key to your success in this class. The readings for each week typically include a chapter or two from the textbook (noted as Andersen, Taylor, and Logio below) and a chapter/article posted on Blackboard (noted below by author and title). You can be an active reader by marking/noting particularly interesting and important passages in the readings and writing down additional thoughts or questions you have on those passages either in the margins of the book/printout or in your notes.

The readings listed for each week are to 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. (Remember, there are pop quizzes in this class.) For some weeks, I have listed which day of the week we’ll be covering each reading (Tuesday or Thursday), so you can plan accordingly, but if no day is noted below, assume that you should complete all the readings before that week’s Tuesday class.

As a reminder, bring your textbook and printouts (or digital versions) of the other assigned readings with you to class, so you can directly reference specific passages when called upon to do so.

We will watch a few documentary films and film clips in class. Some of these are listed here; others may be added.

Week 1 (8/21, 8/23): Introduction to the course and to each other

*Reading:* Cohan, “The Tune Up That Every First-Year College Student Needs” (Thursday)

Week 2 (8/28, 8/30): The sociological imagination, social theory, and research methods

*Reading:* Andersen, Taylor, and Logio, Ch. 1, and Mills, “The Promise” (Tuesday)
  Andersen, Taylor, and Logio, Ch. 3 (Thursday)

Week 3 (9/4, 9/6): Research methods (continued) and Culture (introduction)

*Reading:* Vander Ven and Beck, “Getting Drunk and Hooking Up: An Exploratory Study of the Relationship Between Alcohol Intoxication and Casual Coupling in a University Sample” (Tuesday)
  Andersen, Taylor, and Logio, Ch. 2 (Thursday)

Week 4 (9/11, 9/13): Culture, socialization, and the life course

*Reading:* Andersen, Taylor, and Logio, Ch. 4, and Kimmel, “‘What’s the Rush?’ Guyland as a New Stage of Development”

Film: Generation Like
Week 5 (9/18, 9/20): The structure of society, from the micro to the macro level

*Reading:* Andersen, Taylor, and Logio, Ch. 5 and Ch. 6 *(Tuesday)*
Ritzer, “An Introduction to McDonaldization” and “The Irrationality of Rationality” (excerpts) and Schlosser, “Introduction: What We Eat” *(Thursday)*

Week 6 (9/25, 9/27): Social control, deviance, and crime

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

*Film:* *A Nation of Law?*

Week 7 (10/2, 10/4): FIRST EXAM on Thursday, 10/4

*Reading:* Catch up and review.

Week 8 (10/9, 10/11): Social stratification and social class

*Reading:* Andersen, Taylor, and Logio, Ch. 8, and Loewen, “The Land of Opportunity” *(Tuesday)*
Becker, “Evidence Grows of Poverty’s Toll on Young Brains, Academic Achievement Gap,” and Reardon, “No Rich Child Left Behind” *(Thursday)*

Week 9 (10/16, 10/18): Social stratification and the economy and Race and ethnicity (introduction)

*Reading:* Andersen, Taylor, and Logio, Ch. 15 (sections on the economy, pp. 361-374) *(Tuesday)*
Andersen, Taylor, and Logio, Ch. 10 *(Thursday)*

Week 10 (10/23, 10/25): Race, class, and inequalities

*Reading:* Hoekstra, “Looking into the Racial Wealth Gap” *(Tuesday)*

*Film:* *White Like Me* (clips)

Week 11 (10/30, 11/1): Race, class, and inequalities (continued) and Gender (introduction)

*Reading:* Andersen, Taylor, and Logio, Ch. 11 *(Thursday)*

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

**PHOTO ASSIGNMENT due at the start of class on Thursday, 11/1.*
Week 12 (11/6, 11/8): Gender (and race and social class)

Reading: Espiritu, “All Men Are Not Created Equal: Asian Men in U.S. History”

Week 13 (11/13, 11/15): SECOND EXAM on Thursday, 11/15

Reading: Catch up and review.

***Thanksgiving Break (11/19-23)***

Week 14 (11/27, 11/29): Global social stratification: social and environmental causes and consequences

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

**PAPER due at the start of class on Thursday, 11/29**

Week 15 (12/4, 12/6): Social change and social movements

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

Finals Week (12/11): FINAL EXAM on Tuesday, December 11, at 10:30 (.01 section) or 1:30 (.03 section)