

This syllabus belongs to: _____

Section # _____ Section Leader's Name: _____ Office: _____

Section Meeting time and place: _____

Instructor:

Lisa J. McIntyre
Wilson 204D
335-4595 (messages)

ljmcint@wsu.edu

note: when you email me, please write "sociology 101" and your section number in the subject line—otherwise, your message will be eaten by my spam-killer

Office Hours

Monday 3:30-4:30 ("Latté with Lisa")¹
Thursday 1:30-2:30 (Wilson 204D)
and by appointment

Fall 2016

Introduction to Sociology

UCORE SSCI

M-W Todd Auditorium 12:10-1:00
(and 1 additional weekly meeting for discussion)



*"Sociology owns a proper place not only among the sciences,
but also among the arts that liberate the human mind."*

Robert Bierstedt, "Sociology and Humane Learning,"
American Sociological Review, 1960, xxv:3

This course was created to introduce you to the discipline of sociology. Our intention is to provide you with opportunities to learn the basic concepts and perspectives that sociologists use in their work. More specifically, we will examine the nature of human society, social behavior and the roles played by groups, organizations, institutions and cultures.

Ultimately, the goal of the course is to share with you the *power* of sociological thought—a power that will help you to understand what's really going on in the world around you. Special attention will be given to various types of social differences (including cultural and social class differences, as well as race, ethnicity and gender): how these have developed and the impact they have on people in society.

So, what's in it for you? The best thing about the study of sociology is that it can benefit any student—regardless of intended major and career.

✓ First, as you will discover right away, one of the important lessons of sociology is that "things are not always what they seem to be." Sociological training encourages people to look beyond the surface; to be suspicious of what "everybody knows." Again, it hardly matters what sort of career you are working toward:

¹ Monday afternoons (from 3:30-4:30) Lisa will be enjoying a *Latté* in CUB food court. Join her for conversation—or just stop by to say "hi"!

Learning to be skeptical and to think analytically will help you to understand and resolve complex problems on the job and in life.

√ Second, understanding such things as how social institutions work, how power is used in organizations, how social inequality comes about and its impact on people, will give you a head start on success in the “real world.”

√ Finally, there will be opportunities for you not just to hear and read but to speak and write about complex issues at a “college level.” Because of this, your experiences in this course will help develop skills that will be useful throughout college and beyond!

Required Stuff—Available at the Student Book Corp (“Bookie”)

- ❑ *The Practical Skeptic: Core Concepts in Sociology, 6th edition*, by Lisa J. McIntyre. The chapters in this book will introduce you to the concepts that are most important in the sociological understanding of society and your place in it.
- ❑ *The Practical Skeptic: Readings in Sociology, 6th edition*, Lisa J. McIntyre (ed). This is the course reader—it’s a collection of articles written by sociologists and other social observers. We will be reading from this book throughout the semester. The *Writing and Critical Thinking Assignments* (see Appendices A and B in your *Lecture Guide*) are designed to help you make sense of these readings and help you get a good grade in sociology.
- ❑ *Sociology 101—Soc 101 WSU Student's Resources (via Blackboard)*
On this website, you will find many important course materials—course calendars, **lecture handouts**, explanation of the grading system, practice quizzes, writing assignments and more.

Check out the folder called “Lecture Materials”—print the relevant pages each week and bring them to lecture!

Expected Student Learning Outcomes for Sociology 101	
Critical Thinking How much does the course emphasize analytical thinking, the sociological imagination, or applying sociological concepts?	30%
Quantitative and Symbolic Reasoning How much does the course emphasize quantitative reasoning and understanding of statistics, charts, or graphs?	15%
Evaluating/Conducting Research How much does the course emphasize learning to evaluate or conduct sociological research?	5%
Communication How much does the course emphasize writing, listening, or speaking?	15%
General Life Skills How much does the course emphasize such general life skills as civility, punctuality, responsibility, or organization?	5%
Social Order How much does the course emphasize behaviors or institutions that affect social order?	15%
Social Inequality How much does the course emphasize inequality or diversity?	15%

COURSE REQUIREMENTS

Your instructor and section leaders want and expect you to do well in this class. We want you to learn and understand the material (because we think it’s important!), plus, we want you to earn good grades. We will do what we can to provide you with opportunities to succeed, but you will have to cooperate. Please make your decision early in the semester and *choose success!*

[Lecture] Attendance will be to your advantage if you wish to succeed in Sociology 101. Monday and Wednesday classes will be devoted to lectures. During lecture, the instructor will model sociological reasoning and provide numerous examples of key concepts (many of which will be described only in lecture). You should note that lectures generally will not repeat information found in course readings; however, the value of lectures to you will be enhanced if you read the assigned materials prior to class meetings. Keep this in mind: *Even should you choose not to attend, you will be accountable for knowing materials covered in lectures.* Expect that your lecture notes will be invaluable when it comes time to study for exams. **Attendance at Discussion Sessions is required** (see below).

45% Midterms & Final Exam (worth 10%, 15% and 20%, respectively, of your grade). These exams will provide you with opportunities to integrate materials from lectures, readings and discussions and to show off your knowledge and understanding of sociological materials. Exam questions will require you to *apply* and make use of the concepts you have learned from lectures and *The Practical Skeptic: Core Concepts in Sociology*.

We are loathe to create make-up exams so it is important that you do not miss class on exam days. The rule is: “Ya Snooze, Ya Lose.” If you encounter some emergency, contact the instructor as soon as possible.

40% Writing and Critical Thinking Assignments. These papers will require you to read, understand and write at a “college level.” More specifically, you will be asked to critically analyze and write about a variety of sociological issues while drawing upon sociological research. In the process will be required to demonstrate

an ability to properly reference course materials. Read all about them in the *Lecture Guide*, Appendices A and B.

Note: The first of these assignments is due at the beginning of the third meeting of your discussion group! Later assignments are due at the **beginning** of specified discussion sessions.

15% Participation in Discussion Section Meetings. Section meetings will *not* be “review sessions.” Instead, these meetings will provide you with opportunities to explore the nature of sociological concepts and perspectives and, in the process, increase your fluency in the language of sociology. To earn discussion points, you must come prepared to participate. (The section-syllabus you will receive at the first meeting of your discussion group will explain what preparation you need to do prior to meetings—on several occasions, your preparation will require you to complete a brief writing assignment.)



Warning: Always Read the Fine Print



RESPECT: If you enroll in Sociology 101, we will ask that you cooperate with our attempts to make things pleasant for everyone. In our experience, the key to a positive class experience is respect: for other students, the instructors, and for the academic process. What does respect mean in practical terms? It means not disrupting other students' opportunity to learn by engaging in the following sorts of behavior:

- ✓ **Timely arrival and departure:** Class will begin promptly at 12:10pm and conclude at 1:00. At 12:10, we expect you to be in your seat, ready to begin and prepared to stay until the end of class. Coming late and leaving early are disruptive behaviors and will not be tolerated. So, do not arrive late and do not leave early. If, for some extraordinary reason, you must leave early, please notify Lisa McIntyre *before* class begins. *If you have class, job or child care conflicts and expect that getting to class on time or staying for the entire session is going to be a problem for you, please let Lisa McIntyre know. She will make arrangements with you.*
- ✓ **Peace and Quiet:** Please do not attempt to carry on conversations with other students during class. Even whispering creates a distracting buzz. We will be pleased to remind you of this norm as necessary.
- ✓ Please **turn off your cell phones and beepers**—unless you are a police officer, firefighter, or parent with small children in daycare!
- ✓ **Don't distract** yourself or others! That means—no headphones, text messaging, internet surfing, computer games, playing the trombone, and so forth.
- ✓ **If you wish to use a laptop** in class, you must sit within three seats of the aisle (left or right side). If you are observed using the internet in class, you will lose this privilege

These rules have been created in response to students' requests and, because we respect our students, **we will enforce each** of them. Any student who chooses to engage in disruptive behavior will be given one warning; continued disruption will result in the student being asked to leave class. If you are asked to leave class, you must leave and then arrange to meet with the instructor prior to returning. If we can't resolve the problem, you will be reported to the office of Student Conduct.

ACADEMIC INTEGRITY is taken very seriously in sociology classes. If you cheat, you give yourself an advantage over other students; an advantage that you do not deserve. Cheating robs honest students and disrespects the entire academic process. It's just not fair! Do not cheat!

In addition to, but *not instead of* assigned readings, you may wish to consult other sources (including discussing assignments with other students). This is acceptable but is not required. However, in all instances, you must do your own work and credit must be given where credit is due. There is no excuse for plagiarism, for submitting another's work, ideas, or wording as your own. *If you plagiarize, or otherwise cheat, or help anyone else to do so, on any assignment (even extra credit!), you will receive a failing grade for the course and your name will be forwarded to the Office of Student Conduct.* If you are not confident of your ability to avoid plagiarism, you must request assistance from the instructor or your section leader. Also, see Appendix A in your *Lecture Guide* for advice on this matter. (You will be held responsible for knowing these materials!)

FINALLY, the instructor and section leaders promise to make every effort to offer lively lectures, to stimulate engaging debate and provide you with thought-provoking assignments. In return, we ask only that you stay awake, make an effort to appear interested in what's going on, and submit your best work (not dreck). Brownie points will be awarded to students who make interesting and relevant contributions to class discussions.

Students with Disabilities: We are committed to providing assistance to help you succeed in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Access Center during the first two weeks of the semester to seek information or to qualify for

accommodations. All accommodations MUST be approved through the DRC, located at 217 Washington Building. To make an appointment with a disability counselor, call 335-3417.

IF YOU HAVE NOT DONE SO ALREADY, VISIT YOUR **MYWSU** PAGE AND CLICK ON **PULLMAN EMERGENCY INFORMATION**. MAKE SURE YOUR CONTACT INFORMATION IS UP TO DATE. IN AN EMERGENCY, CONTACT 911.



Latté with Lisa!

Starting Week Two: Monday afternoons (from 3:30-4:30 pm) Lisa will be enjoying a Latté in CUB (near the food court). Join her for conversation!

On our class Blackboard page—you will find more course materials.

READING ASSIGNMENTS

WEEK ONE

From *The Practical Skeptic—Core Concepts*

Introduction

Chapter 1, Responding to Chaos: A Brief History of Sociology

WEEK TWO

From *The Practical Skeptic—Core Concepts*

Chapter 2, The Sociological Eye

Chapter 3, Science and Fuzzy Objects: Specialization in Sociology

Chapter 4, Who's Afraid of Sociology?

From *The Practical Skeptic—Readings*

Reading #1, C. Wright Mills, "The Promise"

Reading #2, Stephanie Coontz, "How History and Sociology Can Help Today's Families"

Reading #3, Lisa J. McIntyre, "Hernando Washington"

WEEK THREE

From *The Practical Skeptic—Core Concepts*

Chapter 5, The Vocabulary of Science

Chapter 6, Doing Sociological Research

From *The Practical Skeptic: Readings*

Reading #4, Stephanie Sanford and Donna Eder, "Adolescent Humor During Peer Interaction"

Reading #5, Charles A. Gallagher, "Miscounting Race: Explaining Whites' Misperceptions of Racial Group Size"

Reading #6, Lisa J. McIntyre, "Doing the Right Thing: Ethics in Research"

Reading #7, Philip Meyer, "If Hitler Asked You to Electrocute a Stranger, Would you? Probably"

WEEK FIVE

From *The Practical Skeptic—Core Concepts*

Chapter 7, Culture

From *The Practical Skeptic—Readings*

Reading #8, Clyde Kluckhohn, "Queer Customs"

Reading #11, Elijah Anderson, "The Code of the Streets"

WEEK SIX

From *The Practical Skeptic—Readings*

Reading #12, Beth A. Quinn, "The Power and Meaning of 'Girl Watching'"

Reading #13, David Grazian, "The Girl Hunt: Urban Nightlife and the Performance of Masculinity."

WEEK SEVEN

From *The Practical Skeptic—Core Concepts*

Chapter 8, Social Structure

From *The Practical Skeptic—Readings*

Readings #14, Erving Goffman, "The Presentation of Self in Everyday Life."

Reading #17, Natalie Adams and Pamela Bettis, "Commanding the Room in Short Skirts: Cheering as the Embodiment of Ideal Girlhood"

Reading #18, Eric Anderson, "Orthodox and Inclusive Masculinity: Competing Masculinities Among Male Cheerleaders"

WEEKS EIGHT

From *The Practical Skeptic—Core Concepts*

Chapter 9, Society and Social Institutions

Chapter 10, Socialization

WEEK NINE

From *The Practical Skeptic—Readings*

Reading #20 Frederic W. Hafferty, "Cadaver Stories and the Emotional Socialization of Medical Students"

Reading #21, Gwynne Dyer, "Anybody's Son Will Do"

Reading #22, Thomas Schmid and Richard S. Jones, "Suspended Identity: Identity Transformation in a Maximum Security Prison"

Reading #23, Lynn Zimmer, "How Women Reshape the Prison Guard Role"

WEEK ELEVEN

From *The Practical Skeptic—Core Concepts*

Chapter 11, Deviance and Social Control

WEEK TWELVE

From *The Practical Skeptic—Readings*

Reading #26, William J. Chambliss, "The Saints and the Roughnecks"

Reading #28 Steven H. Lopez, Randy Hodson, and Vincent J. Roscigno, "Power, Status and Abuse at Work: General and Sexual Harassment"

Reading #30, Emily LaBeff, Robert E. Clark, Valerie J. Haines, and George M. Dickhoff,
"Situational Ethics and College Student Cheating"
Reading #31, Michael L. Benson, "Denying the Guilty Mind: Accounting for
Involvement in a White Collar Crime"

WEEKS THIRTEEN, FOURTEEN & FIFTEEN

From *The Practical Skeptic—Core Concepts*

Chapter 12, Stratification and Inequality

Chapter 13, Inequality and Achievement

Chapter 14, Inequality and Ascription: Race, Ethnicity, and Gender

From *The Practical Skeptic—Readings*

Reading #32, James Loewen, "The Land of Opportunity"

Reading #33, Barbara Ehrenreich, "Nickel and Dimed: On (Not) Getting By in America"

Reading #34, Katherine Newman and Chauncy Lennon, "The Job Ghetto"

Reading #35, Robin D. G. Kelley, "Confessions of a Nice Negro, or Why I Shaved My
Head"

Reading #36, Roxanna Harlow, "Race Doesn't Matter, But..." The Effect of Race on
College Professors' Experiences and Emotion Management in the Undergraduate
College Classroom."

Reading #37, Joe R. Feagin, "Racism"

Reading #38, Yin Ling Leung, "The Model Minority Myth: Asian Americans Confront
Growing Backlash"

Reading #39, Adriane Fugh-Berman, "Tales Out of Medical School"