

Sociology 101 (3 credits)
Introduction to Sociology (SSCI)
Fall 2022

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<i>Class times:</i>	TU,TH12.05-1.20
<i>Class room:</i>	GUC VAN
<i>Office hours:</i>	T,TH 2-3 by zoom or by phone, sign up for office hours at https://wejoinin.com/sheets/vxvxm (or by appointment)

Course Description and Goals:

This is a course designed to introduce you to the discipline of sociology, which is the scientific study of society. Sociologists study the forces that shape the way that people and groups act and interact. During the semester, we will review research and theory on a range of sociological concepts including socialization, deviance, culture, social structure, institutions, and inequality. We will learn about what sociological research and theory have to tell us about such disparate topics as race, class, gender, the family, the educational system, and work. To this end, we will use a textbook combined with a reader that draws from both classical and contemporary authors, primarily sociologists. We will also be reading an ethnography about a large state university.

This course will prepare you to take more specialized courses in the discipline of sociology, ranging from Social Inequality to the Development of Social Theory to Quantitative Techniques in Sociology. However, even if you never take another sociology class, it will give you insights into the common techniques used and questions addressed by the behavioral and social sciences, such as economics and psychology.

Texts and materials:

Required (all available on reserve):

The main text we will be using consists of the online chapters of *A Sociology Experiment*. Go here to set up an account:

<https://www.sociologyexperiment.com/entry-for-students/>

Armstrong, Elizabeth A. and Laura T. Hamilton. 2013. *Paying for the party: How college maintains inequality*. Cambridge, Massachusetts: Harvard University Press.

Khan, Shamus Rahman and Dana Fisher. 2014. *The practice of research: How social scientists answer their questions*. New York: Oxford University Press. (Introductory chapter only, available through online reserve.)

Plan also to bring a package of 3 x 5 note cards to each class on which to write your answers to the questions posed on the daily quizzes.

Recommended:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. 3rd Edition. The University of Chicago Press.

Glaser, Joseph. 2016. *Understanding Style: Practical Ways to Improve Your Writing*. New York: Oxford University Press.

WSU Learning Goals of the Baccalaureate	Student Learning Outcomes: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Information Literacy	Locate, categorize, critique, and evaluate sources of information	Methods (weeks 2 and 3)	The three research project assignments
Diversity	Critically assess values, and empirical regularities regarding groups and their relations to each other	All course sessions	Daily quizzes, exams, and reflection essay
Communication	Create, tailor, and present scientifically based messages to the proper audience	Methods (weeks 2 and 3); Writing (week 8)	Reflection essay
Writing	Communicate through writing comprehension of assigned reading materials	See sessions noted for “communication”	Daily quizzes and reflection essay

Required course work:

Late assignments will be marked down 10 percent for each day that they are late. You are responsible for picking up and keeping track of all of your assignments. Do NOT put your name on your assignments. Instead, put the last 4 digits of your student ID.

Exams (40 percent): There will be two non-cumulative exams during the semester and one final exam during the final exam period. The exams will consist of multiple choice questions. They will focus on readings assigned for and material discussed in the classes leading up to the exam. The final exam is cumulative. You may drop 1 of the 2 exam grades for the calculation of your final grade from among the exams that are taken during the semester. Because only 1 of the exams count towards your final grade, I do not give make up exams. If you miss one of the exams for any reason, this is the grade that is dropped. A second missed exam cannot be made up for any reason. (If you complete both exams, I will count the highest grade.) In order to be considered for a makeup for the final exam, you must contact me at least 24 hours in advance and have completed at least 80 percent of the daily quizzes.

Daily quizzes (15 percent): You will be expected to write 1-2 sentences in response to a question posed at the beginning of each of the two weekly class sessions. The questions will be based on the reading that was assigned for the week. Your answers will be graded simply on whether they demonstrate that you have a basic understanding of the readings. You may consult

your notes from the readings before you answer the questions, but be sure to put your notes away before you start writing. These responses are used to call on people during class. Therefore, you must remain in class in order to get credit for the reading response for that session.

These assignments are designed to reward students who do the reading in advance of class. In addition, they are based on recent pedagogical research that shows that periodic testing enables students to retain material better than other methods of studying. If you are interested in this line of research, you might want to read one of the articles by Roediger and associates. Roediger, H. L. and J. D. Karpicke. 2006. "The Power of Testing Memory: Basic Research and Implications for Educational Practice." *Perspectives on Psychological Science* 1(3):181-210.

Research project assignments (45 percent): You will have three assignments that call on you to analyze already collected quantitative data. You will choose to do an analysis, and then you will write about it.

Research project assignment #1: Univariate statistics

This assignment requires you to turn in statistics that describe a population in terms of two separate variables. We will spend some time in lecture using an online data analysis facility. You will receive a handout in class to record your observations from the in-class assignment. The handout will also include step-by-step instructions for completing the homework assignment. Then, over the next week, you will have time to conduct your own analysis. You must not simply replicate the in-class assignment, but choose at least one variable that is different from the two used in class. If you do not have access to a computer, you can use one in any of the computer labs on campus.

Research project assignment #2: Bivariate statistics

In this assignment, you will continue conducting the analysis from the first assignment. As before, we will spend some time in lecture preparing an example table. You will receive a handout in class to record your observations from the in-class assignment. The handout will also include step-by-step instructions for completing the homework assignment. Then, over the next week, you will have time to conduct your own analysis of the relationship between the two characteristics you chose for research project assignment #1. (I will not accept this assignment if I have not already signed off on your previous assignment.)

Research project assignment #3: Report

You will write up your results from the previous two assignments. You should have an introductory paragraph that describes the importance and general interest of your topic. You should also describe at least one hypothesis about your topic. And you should have at least one paragraph describing each of the tables you prepared for the previous two assignments. You should also include a concluding paragraph. Be prepared to have your report edited in class. I will randomly choose several reports to edit in front of the class. (Note that you cannot complete this assignment until you have been recorded as submitting research project assignments #1 and #2.)

Grading Policy

These are the standards for your overall grade: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 69-67; D 60-69; F <60. To get a sense of the meaning of these letter grades, please refer to the “Explanation of Grading System” created at the University of North Carolina at Chapel Hill. (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>)

Late assignments: Assignments will be considered late if they are submitted after the start of class, and will be marked down 10 percent for each calendar day they are late.

I calculate overall grades twice: at mid-term and after finals. If you are interested in your grade, I will calculate mid-term grades for the entire class, which are to be submitted to the registrar’s office Wednesday, October 10. You may come to my office to discuss your grade in the week after grades are submitted. If you come after the midterm period, I will only be able to tell you the grade that you were earning at the midterm. If you are concerned about your grade, it is better to figure out where you stand in the middle than at the end of the semester. Otherwise, you are responsible for keeping track of your assignments and grade. If you wish, you may track your progress toward your final grade using the following table:

	Percent	Total points	Your points	Your percent	Your grade
Exams (best 1 of 2)	20	160			
Final exam	20	160			
Quizzes (best 20 of 22)	15	120			
Research project assignments	45				
#1: Univariate stats	10	80			
#2: Bivariate stats	15	120			
#3: Report	20	160			
Total	100	800			

Attendance Policy

Students are expected to attend all class sessions and are responsible for all material and announcements presented there. If you miss a class for any reason, you are responsible for finding out what was discussed (including announcements of or changes to assignments or due dates).

There are no make-ups for the daily quizzes. I will, however, keep the 20 highest grades of the reading responses for the calculation of your grade and drop the remainder. Do NOT write the quizzes unless you are prepared for class (i.e., unless you have done the required reading). I will use the reading responses to identify students to call on during class. Students who are clearly not prepared when they are called on will get no credit for this reading response and may be asked to prepare a reading summary to be submitted at the next class session.

COVID-19 Policy

Students are expected to abide by all current COVID-19 related university policies and public health directives. These directives may be adjusted to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU’s COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are

located at <https://wsu.edu/covid-19/>. Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.

WSU Reasonable Accommodation Statement

“Students with disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations:

<https://studentaffairs.vancouver.wsu.edu/access-center>. Students may also either contact or visit the Access Center in-person to schedule an appointment with our Access Center Coordinator.

Location: Classroom Building, Room 160; Phone: 360-546-9238; Email:

van.access.center@wsu.edu. Pullman contact information is available at:

<https://accesscenter.wsu.edu/contact-us/>. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.”

WSU academic integrity statement:

“Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) on any assignment will receive an F grade for the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you have questions or wish to appeal a faculty member's decision relating to academic integrity, please see the resources available at <https://communitystandards.wsu.edu/home/>. If you have any questions about the process on the Vancouver campus, please call Eric Scott at 360-546-9530.”

For the purposes of this class, violations of academic integrity include (but are not limited to):

- Copying words from another source without properly indicating that they are someone else’s by the use of quotation marks (even if the source is cited);
- Slightly changing or re-ordering words from another source, in other words, improperly paraphrasing (even if the source is cited);
- Copying ideas or words from another source without properly citing them;
- Submitting the same paper for credit in more than one course;
- Submitting material written by someone else as your own;
- Allowing someone else to submit your work as their own.

For a very concise discussion of how to avoid plagiarizing when paraphrasing, read *The Craft of Research* section on “inadvertent plagiarism” (pp. 191-5 in my copy, but different pages in other

editions). If you have any questions about any of this, please bring it up for discussion with the class or privately with me during office hours or through email. We can all benefit from more discussion of this topic.

Accommodation for Religious Observances or Activities

“Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 – Academic Complaint Procedures.”

Emergency Notification System

“Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the classroom safety page <https://provost.wsu.edu/classroom-safety/>.”

Other random concerns

If you have a concern about this class, rule 104 of the WSU Academic regulations states: “Students having complaints about instruction or grading should refer them first to the instructor.”

Technology policy

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. More recent work has shown that even the presence of gadgets is distracting for both the owners and the people around them. My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

For a recent review of the research, as well as experimental demonstration of these issues, read: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* 25 (6):1159-1168. For the distractions posed by cell-phones to yourself and others, read: Ward, Adrian F., Kristen Duke, Ayelet Gneezy, and Maarten W. Bos. 2017. “Brain Drain: The Mere Presence of One’s Own Smartphone Reduces Available Cognitive Capacity.” *Journal of the Association of Consumer Research* 2 (2): 140-154. For these reasons, we will have a no technology policy (unless you have a documented disability) for this class. This policy means no cell-phones or computers are to be used during class-time. These items should be put away and not left out on the desk unless you are expecting to be contacted in case of an emergency.

This policy is suspended in cases where you need to use the device to: 1) access the textbook, and 2) participate in class activities.

Inclement weather policy: “In the event that an adverse weather event (e.g., snow or ice) or natural hazard that poses a safety risk occurs, you should take personal safety into account when deciding whether you can travel safely to and from campus, taking local conditions into account. If campus remains open and your instructor decides to cancel the face-to-face meeting and substitute an alternative learning activity, you will be notified by your instructor via email or through Canvas within a reasonable time after the decision to open or close campus has been made. Instructions regarding any alternative learning options or assignments will be communicated in a timely manner. If travel to campus is not possible due to adverse regional conditions, allowances to course attendance policy and scheduled assignments, including exams and quizzes, will be made. Students who attempt to gain advantage through abuse of this policy (e.g., by providing an instructor with false information) may be referred to the Center for Community Standards for disciplinary action. If a student encounters an issue with an instructor, the student should first talk with the instructor. If the issue cannot be resolved, the student should follow the reporting violations of policies outlined on the student affairs website.”

In the event of inclement weather that causes the Vancouver campus to be unsafe despite it being technically open, we will move to a digital learning mode. I will notify you if we are moving to that mode the night before.

Miscellaneous course norms

No eating and drinking during class.

Sociology 101, Fall 2022: Tentative Schedule (subject to change)

Note: We will generally discuss the first half of the readings on Tuesday and the second half on Thursday.

<u>Week</u>	<u>Topic</u>	<u>Reading</u> <i>Textbook</i>	<i>Other</i>	<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
1	The discipline	1. A Sociology Experiment		23-Aug		
				25-Aug		
2	Methods	2. Research Methods	<i>Practice:</i> Introduction (online reserve)	30-Aug		Daily quiz
				1-Sep		Daily quiz
3	Structure	3. Social structure and the individual		6-Sep		Daily quiz
				8-Sep		Daily quiz
4	Inequality	4. Social class, inequality, poverty		13-Sep	Research project assignment #1	Daily quiz
				15-Sep		Daily quiz
5	Culture	5. Culture	<i>Party:</i> Introduction	20-Sep		Daily quiz
				22-Sep		Daily quiz
6	Gender/sexuality	6. Gender and Sexuality		27-Sep	Research project assignment #2	Daily quiz
				29-Sep		Daily quiz
7	Exam		<i>Party:</i> Ch. 1-4	4-Oct		
				6-Oct	Exam #1 (covers weeks 1-6)	
8	Writing		<i>Party:</i> Ch. 5-6	11-Oct		Daily quiz
				13-Oct		Daily quiz
9	Race/ethnicity	7. Race and ethnicity		18-Oct		Daily quiz
				20-Oct		Daily quiz
10	Family	8. Sociology of the Family		25-Oct	Research project assignment #3	Daily quiz
				27-Oct		Daily quiz

<u>Week</u>	<u>Topic</u>	<u>Reading</u> <i>Textbook</i>	<i>Other</i>	<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
11	Education	9. Sociology of Education		1-Nov		Daily quiz
				3-Nov		Daily quiz
12	Exam		Party: Ch. 7-8	8-Nov		
				10-Nov	Exam #2 (covers weeks 7 - 11)	
13	Politics	11. Political Sociology		15-Nov		Daily quiz
				17-Nov		Daily quiz
THANKSGIVING BREAK				November 21-25		
14	Health	15. Health and Illness		29-Nov		Daily quiz
				1-Dec		Daily quiz
15	Wrap-up		Party: Ch. 9	6-Dec		
				8-Dec		
16	Final exam			TBD		Final exam (cumulative, with emphasis on weeks 12-15)