

**Sociology 101 (3 credits)**  
**Introduction to Sociology (SSCI)**  
**Fall 2018**

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<i>Instructor:</i>	Alair MacLean VMMC 202H 360-546-9177 alair.maclean@wsu.edu
<i>Class times:</i>	TU,TH10.35-11.50
<i>Class room:</i>	GUC VAN
<i>Office hours:</i>	TU, TH, 1.30-2.30, in VMMC 202H, sign up for office hours at <a href="https://www.wejoinin.com/sheets/vxvxm">https://www.wejoinin.com/sheets/vxvxm</a> (or by appointment)

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**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):**

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.)

McIntyre, Lisa. 2014. *The Practical Skeptic: Core Concepts in Sociology*. McGraw-Hill 6<sup>th</sup> Edition.

McIntyre, Lisa. 2014. *The Practical Skeptic: Readings in Sociology*. McGraw-Hill 6<sup>th</sup> Edition.

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

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*. 3<sup>rd</sup> 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:
<b>Information Literacy</b>	Locate, categorize, critique, and evaluate sources of information	Methods (weeks 2 and 3)	The three research project assignments
<b>Diversity</b>	Critically assess values, and empirical regularities regarding groups and their relations to each other	All course sessions	Daily quizzes, exams, and reflection essay
<b>Communication</b>	Create, tailor, and present scientifically based messages to the proper audience	Methods (weeks 2 and 3); Writing (week 8)	Reflection essay
<b>Writing</b>	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			

**Blackboard:** I will post the syllabus and some assignment guidelines on Blackboard.

## 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. 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.

## WSU Reasonable Accommodation Statement

“Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved

through the Access Center. For more information contact a Disability Specialist on your home campus: **Vancouver:** 360-546-9238 <http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>

### **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) will fail the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct. 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 wish to appeal a faculty member's decision relating to academic integrity, please use the form available at <https://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct>. If you have any questions about the process on the Vancouver campus, please call Helen Gregory at 360-546-9573..”

### **Safety and Emergency Notification**

#### **Classroom Safety Information**

“Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies, and the “*Run, Hide, Fight*” response for an active shooter incident at <http://police.wsu.edu/activeshooter.html>. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). 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 safety portal [ <https://faculty.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. (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.) My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens. 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.

**University Dates and Deadlines:** <http://registrar.wsu.edu/academic-calendar>

**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 Blackboard 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 Office of Student Conduct 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.”

**Emergency Closure/Adverse Weather Bus Information for WSU Vancouver Campus:**

- For this and most other Sociology courses, we will be following the decisions of the Vancouver Public Schools
- WSU Vancouver VanCoug ALERTS: [www.vancouver.wsu.edu/alerts](http://www.vancouver.wsu.edu/alerts)
- Weather Closure Media Web Sites: <http://www.oregonlive.com/>
- During adverse weather conditions when C-Tran is operating on snow routes, the WSU Vancouver campus will not be served as the snow route ends at 20th Ave.  
For more information on bus routes and C-Tran scheduling, please visit their website at:  
<http://www.c-tran.com/>

**Sociology 101, Fall 2018: Tentative Schedule (subject to change)**

Note: The assigned readings average 65 pages per week. Complete the readings for the week before the first class of the week.

<u>Week</u>	<u>Topic</u>	<u>Reading</u>			<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
		<i>Textbook</i>	<i>Reader</i>	<i>Other</i>			
1	The discipline	Intro, Ch. 1-2	Ch. 1-3		21-Aug		
					23-Aug		
2	Methods	Ch. 3-5	Ch. 4-6		28-Aug		Daily quiz
					30-Aug		Daily quiz
3	Methods	Ch. 6	Ch. 7	<i>Practice:</i> Introduction (online reserve)	4-Sep		Daily quiz
					6-Sep		Daily quiz
4	Culture	Ch. 7	Ch. 8-13		11-Sep	Research project assignment #1	Daily quiz
					13-Sep		Daily quiz
5	Social Structure	Ch. 8	Ch. 14-19	<i>Party:</i> Introduction	18-Sep		Daily quiz
					20-Sep		Daily quiz
6	Institutions	Ch. 9	Ch. 20-23		25-Sep	Research project assignment #2	Daily quiz
					27-Sep		Daily quiz
7	Exam			<i>Party:</i> Ch. 1-4	2-Oct		
					4-Oct	Exam #1 (covers weeks 1-6)	
8	Writing			<i>Party:</i> Ch. 5-6	9-Oct		Daily quiz
					11-Oct		Daily quiz
9	Socialization	Ch. 10	Ch. 24-26		16-Oct		Daily quiz
					18-Oct		Daily quiz

<u>Week</u>	<u>Topic</u>	<u>Reading</u> <i>Textbook</i>	<i>Reader</i>	<i>Party</i>	<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
10	Deviance	Ch. 11	Ch. 27-30		23-Oct	Research project assignment #3	Daily quiz
					25-Oct		Daily quiz
11	Inequality	Ch. 12	Ch. 31-33		30-Oct		Daily quiz
					1-Nov		Daily quiz
12	Exam			<i>Party: Ch. 7-8</i>	6-Nov		
					8-Nov	Exam #2 (covers weeks 7 - 11)	
13	Inequality	Ch. 13	Ch. 34-35		13-Nov		Daily quiz
					15-Nov		Daily quiz
THANKSGIVING BREAK					November 19-23		
14	Inequality	Ch. 14	Ch. 36-39		27-Nov		Daily quiz
					29-Nov		Daily quiz
15	Wrap-up			<i>Party: Ch. 9</i>	4-Dec		
					6-Dec		
16	Final exam				TBD		Final exam (cumulative, with emphasis on weeks 12-15)