

Introduction to Sociology

Section 9

Friday, 12:10 PM

Cue 407

Discussion Section Syllabus

Section Leader:

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Office Hours:

Tue 11:00-1:00

Wed 1:00-3:00

and by appointment (with 24 hr. notice)

We will meet once a week to discuss sociology. The goal of our meetings is to provide you with opportunities to gain fluency in sociology and sociological concepts—and to assist you in completing the reading and writing assignments for this class.

Discussing sociological concepts will not be easy. Some students tell us that it would be easier to just hear a lecture three times a week rather than hear two lectures and then have to discuss. They're right—because discussion is difficult. It requires one to think! On the other hand, discussion can be fun!

So, complete the assigned readings and writing assignments (included in this syllabus) prior to each discussion session. If you find our meetings boring, I will know that you did not adequately prepare!

Your preparation, attendance and participation in discussion are worth 15% of your course grade. So, it behooves you to prepare, attend and participate! On the backside of this sheet you will find an explanation of how you will be graded.

Writing and Critical Thinking Assignments

If you wish to succeed in sociology 101, it's important to keep up with the assignments. This is especially true of the *Writing and Critical Thinking Assignments* (described in Appendix A in your *Lecture Guide*). These are due at the *beginning* of discussion session meetings on designated dates. Late papers will not be accepted without penalty. The first paper is due, Week Three, at the beginning of discussion. The calendar printed on the inside covers of your lecture guide show other due dates.

Before you attempt these papers, you must familiarize yourself with the basic requirements for writing in this class as these are described in Appendices A and B in the *Lecture Guide*. You are expected to do "college-level" writing in this class. That means, your papers must respond to all parts of the questions asked, properly cite sources used, and be written in conventional English. I will accept no papers that are not written at a college level.

If you are confused about how to do these assignments, please talk to me. I want you to do well!

Soc 101 - Discussion Rubric - (How Participation Will Be Graded)

Good (A or B)	Average (C)	Disappointing (D)	Failure (F)
<p>I actively supported, Engaged and listened to my peers</p> <p>I came fully prepared</p> <p>I played an active role in discussion</p> <p>My comments advanced the level and depth of the discussion</p> <p>The group dynamic and level of discussion were consistently better because of my presence</p>	<p>I actively supported, Engaged and listened to my peers</p> <p>I arrived at discussion mostly prepared</p> <p>I participated constructively in discussion</p> <p>I made relevant comments based on assigned materials</p> <p>The group dynamic and level of discussion was often better (never worse) because of my presence</p>	<p>My interaction in discussion was limited</p> <p>My preparation, and therefore, my level of participation were inconsistent</p> <p>Although not prepared, I did offer constructive comments</p> <p>Group dynamic and level of discussion were not affected by my presence</p>	<p>Virtually no constructive interaction with my peers</p> <p>I was unprepared</p> <p>My comments were generally vague or drawn from outside of assigned materials</p> <p>I demonstrated a noticeable lack of interest in discussion</p> <p>The group dynamic and level of discussion were lessened by my presence.</p>

Additional Factors that May Affect Your Grade Positively:

- If you show measurable improvement as the semester progresses, you will be rewarded significantly. Becoming more active and/or making more effective comments not only raises the overall level of discussion in the room, it also sets an example for the rest of the class. By trying, you encourage others to do the same.

Additional Factors that May Affect Your Grade Negatively:

- Not attending discussion session will have a significant impact on your final grade (regardless of the quality of your contributions during weeks when you are there). More important, not attending sets a poor example for your peers and encourages them to do the same. Finally, a cohesive and supportive class dynamic is most easily developed and maintained in a relatively predictable and consistent environment. Your peers must know you and trust you to feel comfortable; it is much more difficult to build this trust if you do not attend discussion regularly.

- Dominating class discussions are not helpful. It denies other students the opportunity to contribute and therefore restricts the number of ideas that might be considered. Dominating also prevents you from listening, and from building effectively on the comments of your peers.

- Speaking directly to the discussion leader is discouraged. Discussion session is supposed to be a dialogue among peers, not a series of individual one-on-one conversations. Ignoring your peers — and/or not referring to them by name — risks alienating them, and creates a much less supportive group dynamic.

- Negative, offensive, and disrespectful comments and actions can do serious damage to the Learning atmosphere. Such behavior results in a substantially lower grade.

- Computer and cellphone use is not allowed in class, except in extenuating circumstances that need to be made known to and discussed with the section leader. If a student uses these items in class, it will result in the student receiving no participation points for that day. Using these items in class is not conducive to discussion or the learning environment, distracting to other students, and disrespectful to the discussion leader.

DISCUSSION TOPICS AND ASSIGNMENTS

(TENTATIVE SCHEDULE—SUBJECT TO CHANGE

CHANGES WILL BE ANNOUNCED IN DISCUSSION, IN ADVANCE)

Note: **You need to have read the weekly reading prior to coming to discussion! Most discussions sessions will require you to prepare by completing a brief writing assignment—each of these must be typed.** Make sure you print your responses and bring them to class with you. **You are allowed to skip only one of these assignments; for each one you miss after that, your participation grade will drop two points. Late assignments will not be accepted.** These must be typed and will be graded Very good (+), Satisfactory (√) or Unsatisfactory (-).

**** Indicate something typed is due that week!**

***** Indicate a Paper is due!!**

WEEK ONE

From *The Practical Skeptic—Core Concepts* Introduction

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

Week One Discussion

Prior to discussion, study the requirements for papers in this class in the Content Section on BB.

Identify any questions you have about these requirements.

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 Two Discussion**

1. Describe, in your own words, what C.W. Mills meant by the phrase "sociological imagination." Provide at least two examples. **Type your response and bring it to our discussion session.** (Max 750 words). (Show the word count on your paper). Be prepared to discuss and defend your analysis of the "sociological imagination." Even though you are using your own words, properly cite your sources.

2. Carefully review the discussion rubric (included in this syllabus). At the end of our discussion session, you will be asked to rate your contributions.

WEEKS THREE & FOUR

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 Three Discussion—Part One Paper Due (See BB)**

Bring your lecture notes from the first three weeks of the semester. (If they are stored only on your computer, print them and bring them on paper.)

Week Four Discussion

Just show up!

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 Five Discussion—

Just show up! Bring your copy of the *Reader*. Make sure you have read "Queer Customs" Reading #11 by Elijah Anderson.

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 Six Discussion**

According to Erving Goffman, much social interaction is made up of "performances" given by individuals. The intention of these performances is to create a favorable impression in the minds of the audience (i.e., the people with whom the actor is interacting). Consider article by Beth Quinn and the one by David Grazian. Who is the intended audience of the actors' performances? What would constitute a favorable impression?

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"

*****Week Seven Discussion—Part Two Paper Due**

Before discussion, review the paper you are about to submit. Compose two typed paragraphs: In the first paragraph, describe the strengths of your paper. In the second paragraph, describe any weakness you suspect your discussion leader will identify.

WEEK EIGHT

From *The Practical Skeptic—Core Concepts*

Chapter 9, Society and Social Institutions

Chapter 10, Socialization

****Week Eight Discussion**

Prior to discussion, review the definitions given in *Core Concepts* of **social structure** (122-124) and **social institution** (144-151). List 5 examples of each concept (and briefly explain your choices). Bring your printed list to discussion.

WEEKS NINE & TEN

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 Nine Discussion**

Prior to discussion, review the lists of concepts given at the end of chapters 7-10 in *Core Concepts*. **Pick the four concepts that you find are most useful for explaining social phenomena—justify your choices (typed).**

****Week Ten Discussion**

Complete the Bro Code worksheet Lecture materials.

WEEK ELEVEN

From *The Practical Skeptic—Core Concepts* Chapter 11, Deviance and Social Control

*****Week Eleven Discussion—Part Three paper due**

Prior to discussion, make a list of at least 4 instances of deviance that you have observed since the beginning of this semester at college—list them in order of seriousness, with the most serious first and the least serious last. **Explain on what basis you distinguished between more and less serious deviance.**

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"

**Week Twelve Discussion

Before discussion, study Chapter Eleven in *Core Concepts*. As you are reading, notice that sociologists who study deviance focus on how *social factors* influence the rate of deviance that occurs. During discussion, we will consider the kinds of social factors that are emphasized by the various sociological theorists discussed in the reading *and* in lecture. Bring to class a printed list of the theories discussed in Chapter 11 of *Core Concepts* (*and in lecture*)—annotate your list with a brief description of each theory.

WEEKS THIRTEEN — 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"

Week Thirteen Discussion

During discussion this week we see the final part of the video, *People Like Us*.

***Week Fourteen Discussion—

1. In the lecture materials for Week 13, answer all questions on pages 80 & 81—including doing the "research" (listed at the bottom of the page 81).
2. Paul Fussler, a noted social commentator, once wrote, "you are for a lifetime in the class in which you grew up." Do you agree or disagree? Why?

****Week Fifteen—Final Paper due!**

Prior to discussion, make a list of three suggestions you have for students taking Soc 101 in Spring 2015. Print your list and bring it to our meeting; be prepared to defend your suggestions.

Review the concepts listed at the end of chapters 11-15 in the *Core Concepts* book.