

SOCI 1100.02: Introduction to Sociology

Webster University
Spring 2018
M/W/F 12-12:50pm
WEBH 323

*“This game is rigged. We like those little bitc*s on the chessboard.”* Bodie, *The Wire*, Season 4

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Office: Webster Hall

Office Hours: M and W 1-2pm or by appointment

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******While I have made every effort to create a “working” syllabus please keep in mind that it will be subject to change throughout the semester. I will apprise you of all changes in the likelihood that they arise.**

Course Description

This course is intended primarily for students who wish to gain a broad, general overview of the field and its area of study, methods of inquiry, and conceptions and analysis of society. Students will learn about core concepts in sociology, including sociological perspectives on culture; social structure; socialization; social institutions; personality and the self; prejudice and discrimination; the significance of race, class, and gender; political and social change; demography; human ecology; and crime and deviance

Student Prerequisites:

There are no prerequisites for this course.

GCP Course Requirement:

This course meets the GCP content area requirement for “**Social Systems & Human Behavior**” as well as the skill area requirement for “**Written Communication.**”

These areas may be understood as:

Social Systems & Human Behavior: Social Systems and Human Behavior courses develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with 'big questions,' whether contemporary or enduring.

Written Communication : Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Learning Outcomes:

To demonstrate they have accomplished the learning goals above, students will:

1. Identify definitions and examples of the major concepts in sociology.

2. Differentiate between the ways the major theoretical perspectives in sociology explain the social world.
3. Develop evidence-based arguments about the social world.
4. Explain the major research methodologies in sociology and understand the scientific process and research ethics.
5. Identify the structural constraints in their lives and recognize how those constraints might differ for individuals in other cultures.
6. Demonstrate an understanding of cultural differences among people in contemporary society.

Course Objectives:

By the end of the term, students will:

1. Establish a working knowledge of the major concepts in the sociological discipline (especially the sociological imagination, social structure, general stratification and stratification by race, class, and gender, socialization, and culture)
2. Understand the major theoretical paradigms in sociology (functionalism, conflict, interactionism).
3. Understand the science of sociology; specifically, students will understand the research process, research ethics, and methods common in sociological research.
4. Replace “common sense” notions of society with empirical facts, analyses, and generalizations.
5. Achieve a more accurate understanding of “the self” through ongoing processes of socialization.
6. Develop a healthy and practical sense of skepticism through enhancing “critical thinking” skills.
7. Learn to think from a sociological perspective, applying concepts to personal experiences as well as understanding how life chances differ for various groups.

Required Readings:

- 1) Johnson, Allan G. *The Forest and the Trees*. 3rd Edition. 2014. Temple University Press. (**Johnson** on the syllabus) ***You may purchase this book or it is available for free through out Library at <http://library3.webster.edu/login?url=http://site.ebrary.com/lib/webster/Doc?id=10908993>
- 2) Wade, Lisa D. *American Hookup: The New Culture of Sex on Campus*. 2017. W.W. Norton. (**Wade on the syllabus**)
- 3) **Sociology 2E**. Open Stax. Rice University (Free online textbook on **CANVAS**)
- 4) Readings on the course website (**CANVAS** on the syllabus)

Class Format:

This class is oriented towards student participation and is largely seminar-style. We are fortunate that this is a small class and thus we can communicate our ideas to each other in a space that stimulates lively discussion. This means that I will expect you to come to class

prepared to discuss the readings, as most of our class time will be spent engaged in discussion of the readings. I will do my best to make this classroom a “safe” space; however, this cannot be achieved without your commitment to the course readings, your class colleagues, and to me. The Department of Anthropology and Sociology takes pride in the way it attempts to teach students by using interactive and collaborative methods. While this classroom may be different from your other coursework, I promise that it will give you the chance to respect and help your peer colleagues.

Indeed, there will be a number of viewpoints expressed in a class that. You may disagree with many of the views of your peers or the information I lend you; however, disagreement is not a license to degrade or berate classroom members. My teaching philosophy is that “education” does not happen without challenging your own beliefs and considering the perspectives of others. Obviously, for this to happen you will be uncomfortable at times. Please resist the temptation to “shut down” when readings or discussions disrupt your beliefs—instead use this opportunity as a “teaching moment.”

Title IX

Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact **Phil Storm, the Title IX coordinator at (314) 246-7756; or the 24-hour emergency line: (314) 422-4651.**

Requirements:

Socio-autobiography Paper and Podcast Project – 150 points

In this three-part **Auto-Ethnography Project**, you will apply a sociological □ perspective to analyze your path in life.

Along with a written paper you will also create a podcast. For the podcast, you will **work individually or with one other person**. We will listen to podcasts in the class to brainstorm ideas. The main purpose of a podcast is to take a difficult concept (like a theoretical concept) and make it accessible to the public (your other classmates). This assignment is worth 75 points of the Socio-autobiography Paper and Podcast project. Just to be clear you can work with one other person on the podcast but the paper is an individual project!

The first paper, which **will not be graded** but is required to pass the class, is due on **Sunday Sept 18th at 11:59pm to CANVAS.**

The second paper, which is worth **50 points** of your final grade is due on **Sunday April 8th at 11:59pm to CANVAS.**

Final draft of paper (**25 points**) and podcast (75 points) are due **Thursday May 10th at 5pm to CANVAS.**

Exams. (Midterm and Final) 200 points (2 x 100=200 points). Exams are composed of (1) identifying terms; (2) short answer essays and (3) long answer essays (In other words, not multiple choice, matching, T/F, etc).

In-class reading quizzes—100 points (10 responses x 10 points =100 points). At the start of class I will give you a short quiz (may be multiple choice, short answer or T/F) based in the previous nights' readings. These quizzes are worth 10 point and will take place at the start of class. You will not know what day I will give the reading responses.

Class Policies:

Attendance

Attendance and participation. Since class participation is integral to the class attendance is **mandatory**. I would encourage you to think of your class colleagues, and how absences can affect the feminist classroom experience. When emergencies arise, please alert me. **After 3 class absences your grade will reduce by half a letter grade (from B+ to B for example)**. You are responsible for obtaining any lecture notes or assignments from your classmates. You will do better in this course if you're here on a consistent basis. The course will be better with active participation from a variety of students. Basically, it is in your best interest to be here as often as possible.

Accommodations

If any student in this course has a need for special arrangements, such as note-taking assistance or other accommodations because of a documented disability, please feel free to discuss this with me privately. The college has professionals to guide, counsel, and assist students with disabilities or learning differences. The Academic Resource Center (Loretta Hall Rm. 134; x7495) will evaluate and approve your accommodation needs. If you receive services from the Academic Resource Center that require accommodations in this class, you will need to inform me, but I will hold any information you share in strictest confidence unless you inform me otherwise. Again, please feel free to make an appointment with me to discuss any specific needs you may have. If you have a disability and have no need for accommodation, the use of the Academic Resource Center or discussing the issues with me is voluntary.

Written Work Policy

Writers demonstrate their respect for their audience by taking care to communicate carefully. Please proofread your assignments before turning them in. Do not simply rely on Spell Check. Each written assignment should use a standard format and a 12pt font, and 1-inch margins.

Late Paper/Assignments Policy

Late papers are not accepted without an EXCUSED absence given by me. You must contact me BEFORE the paper/assignment is due to receive an EXCUSED absence. Academic Integrity

Academic Integrity

This is one of the most important sections in the syllabus, and thus you should refer back to it each time an assignment is due. The standards of academic integrity are vital to the very idea of a University, and by registering at Webster University you have acknowledged your awareness

of the University's Statement of Ethics (Webster University Undergraduate Studies Catalog). All written work should be your own. This includes research/info you may find on the Internet. Be sure to cite the source of ideas and concepts in your papers using the citation style appropriate to your discipline. Webster University or myself do not tolerate academic dishonesty. I reserve the right to use electronic databases such as Turnitin.com to preserve the academic work of fellow students, faculty and staff.

Downloading papers from the Internet, purchasing papers, or any other form of deliberate violation of the University's academic integrity code is guilty of plagiarism. When you claim other's words as your own, even as little as a sentence, this is plagiarism and will be subject to the consequences of such academic dishonesty. A grade of "F" for the assignment or dismissal from the course with a grade of "F" is likely for those who violate the University's code of academic integrity. **When in doubt please see me for help with citing other's thoughts, ideas and/or words.**

Cell Phone/Texting Policy

As society changes to one focused on the technological we must accommodate these new technologies. While I realize as a professor that cell phones have become integral to all of our lives, I require that cell phones be silenced during our class meeting times. If you must take a call, I ask you to leave the room. **However, if I notice excessive use of cell phones or texting I will discourage their use completely.**

Miscellaneous

As far as I know, food and non-alcoholic drink is fine in the classroom. Since we do not have time for a class break you may eat/drink in class as long as it is not disruptive. Please make sure to dispose of any litter.

Grades

This course is comprised of **450 points**. Grades will be determined by the Webster University Grading System of A, A-, B+, B, B-, C+, C, C-, D+, D and F. Thus, you can easily keep track of your points throughout the semester. For further reference please see the Webster University Undergraduate Studies Catalog.

Assessment:

I will assess your written work and exam work based on the following:

A+, A, A-

Outstanding understanding of the material, ability to explain, creatively integrate, compare and contrast and critique the material; ability to structure thought and present it in a logical flow.

B+, B, B-

Good understanding of the material; some ability to explain, integrate, and critique the material; ability to structure the paper in a logical flow.

C+, C, C-

Knowledge of the material but little ability to explain, integrate, or critique it.

D, D-

Inadequate knowledge of the material, inadequate ability to explain, integrate or critique it.

F

No demonstration of knowledge of material, ability to explain, integrate or critique it.

Course Schedule and Schedule of Readings/Assignments

***Readings are due on the date assigned**

Topic: Cultivating your Sociological Mindfulness

M Jan 15th No Class Martin Luther King Jr. Holiday

W Jan 17th Course Introduction: How to Cultivate your “Sociological Mindfulness”

F Jan 19th Read **Wade’s** “What’s so Cultural About Hook-up Culture” at <https://contexts.org/articles/hookup-culture/>

Topic: Social Mindfulness through Podcasting

M Jan 22nd

Class Handout—Podcasting Assignment

W Jan 24th Introduction to Sociology through podcasting

Read Rios “Stealing a bag of potato chips and other crimes of resistance” (CANVAS)

F Jan 26th In-Class Audio: “Criminal” podcast “It Looked Like Fire”

Topic: Do you see the see the forest or the trees?

M Jan 29th Read **Johnson** Chapter 1: The Forest, the Trees, and the One Thing

W Jan 31st Read **Online textbook** pgs. 5-10 and 19-22

F Feb 2nd Read **Online Textbook** pgs. 11-18

Topic: The Sociology of “Stuff,” e.g. “Culture”

M Feb 5th Read **Johnson** Chapter 2: Culture: Symbols, Ideas, and the Stuff of Life, **pgs. 32-44**
Activity: Can of Coca-Cola

W Feb 7th Read **Johnson** Chapter 2 “Culture” **pgs. 44-53**

Fri Feb 9th Read: **Johnson** Chapter 2 “Culture” **pgs. 54-62**
Handout: Terminology of Culture (Available on CANVAS)

Topic: How Culture and Media Intersect (through Brony culture)

M Feb 12th Read **Risman and Seale's** "BeTwixt and Be Tween: Gender Contradictions among Middle Schools" (CANVAS)

W Feb 14th Read **Kimmel's** "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity" (CANVAS)

View: *The Extremely Unexpected Adult Fans of My Little Pony*

F Feb 16th Read **Online Textbook** pgs. 251-259

View: *The Extremely Unexpected Adult Fans of My Little Pony*

*******Sunday Feb 18th **Submit your 1st draft of the socio-autobiography mini-paper (ungraded but must be submitted to pass the class to CANVAS by 11:59pm)*******

Topic: In Defense and Social Structures?

M Feb 19th Read: **Johnson** Chapter 3 "The Structures of Social Life" pgs. 63-74

W Feb 21st Read: **Johnson** Chapter 3 "The Structures of Social Life" pgs. 75-90

F Feb 23rd Read **Wade Introduction** "The New Culture of Sex"

Topic: Hookup Culture

M Feb 26th **Wade Chapter 1** "Hooking Up, A How-To"

W Feb 28th Read **Online Textbook** pgs. 250-268 and "Social Pressure to Appear Masculine" at <https://contexts.org/blog/social-pressure-to-appear-masculine-leads-straight-men-to-have-unwanted-sex/>

F Mar 2nd Read **Wade Chapter 2** "How Sex Became Fun"

M Mar 5th Read **Wade Chapter 3** "Sex in Drunkworld" and Fischer and Hoover's "A River of Booze: Inside One College Town's Uneasy Embrace of Drinking" (CANVAS)

W Mar 7th Midterm Review

F Mar 8th Midterm Exam. If you have testing accommodations please make an apt. with the ARC.

*******Spring Break March 12th-16th*******

M Mar 19th Read: **Wade Chapter 4** "Opting Out" and Read **Wade Chapter 5** "Opting In"
View: The Hunting Ground (In-Class)

W Mar 21st Read **Wade Chapter 6** "Careless and Carefree" and **Chapter 7** "Unequal Pleasures"
View: The Hunting Ground (In-Class)

F Mar 23rd Read **Wade Chapter 8** “Wanting to be Wanted” and **Chapter 9** “Flirting With Danger”

M Mar 26th Read **Wade Chapter 10** “Moving On” **Conclusion** “Changing the Culture”

Topic: Sociology in our Backyard (St. Louis, Ferguson, and Segregation)

W Mar 28th In-Class Podcast *This American Life* “The Problem we all Live with”

F March 30th Read: **Fair** “An Open Letter to White Allies From A White Friend”

M Apr 2nd Read: **McIntosh’s** “White privilege and male privilege” (CANVAS) and **Shea’s** “The Invisible Crutch” (Both on CANVAS)

In-Class Podcast: *Code Switch* “Can We Talk About Whiteness?”

W Apr 4th Read: **Heise** “Exposing *The New Jim Crow* with Michelle Alexander and (CANVAS)
View: *Race, the Power of an Illusion*

F April 6th Read: **Johnson** Chapter 5 “Us, It, and Social Interaction” pgs. 107-114
Finish: *Race, the Power of an Illusion*

*****Sunday Apr 8th **Socio-autobiography draft #2 due to CANVAS by 11:59 pm*******

M Apr 9th Read: **Johnson** Chapter 5 “Us, It, and Social Interaction” pgs. 114-124

Topic: “Now you see it, Now you don’t!” or The Social Construction of Reality

W Apr 11th **Johnson** Chapter 6 “Things are not what they seem” pgs. 125-131

F Apr 13th **Johnson** Chapter 6 “Things are not what they seem” pgs. 132-146

Topic: Deviance and Social Control

M Apr 16th Read **Johnson** Chapter 7 “Sociology as Worldview” pgs. 147-159

W Apr 18th Read pages 135-144 in **Online Textbook**

F Apr 20th Read pages 144-149 in **Online Textbook**
Notorious B.I.G. class activity

M Apr 23rd 27th Class Handout on Merton’s Strain Theory (handout on CANVAS)
View *Pervert Park* (PBS)

W Apr 25th Finish *Pervert Park*

Topic: Applying your Sociological Imagination: Class-Based Inequality

F Apr 27th Exploring your Socioeconomic Status with Census-Data (In-Class)

M Apr 30th Read **Wray's** "White Trash: The Social Origins of a Stigmatype" (CANVAS) and **Online Textbook** pgs. 183-194

W May 2nd Read **M.E. Lee's** "maybe I'm not class mobile; maybe I am class queer:" poor kids in college, survival under hierarchy" (both on CANVAS)
Course Wrap-Up

F May 4th **No-Class/Final Exam "Reading Day."** Use this time to work on the final touches of your Socioautoethnography and/or Podcast

Final Exam: Wednesday May 9th 10:30am-12:30pm

Final podcast and Socioautoethnography due at 5pm on Thursday May 10th to CANVAS or my email at andreamiller31@webster.edu

FORMATTING NOTES FOR PAPERS

All written work will be submitted to me in class on the day it is due.

Each assignment must be single-spaced, 12 point, Times New Roman font, 1" margins (all around – check the default settings for your word processor; it is often set for 1.25").

The first page of every assignment must include the following information, formatted exactly as it appears here (including right justification):

Your Name (First & Last)
HRTS 2500
Assignment Title
Due Date of the assignment

As an example

Andrea Miller
HRTS 2500
White Paper #1
February 20, 2013

Writing/Citing Guidelines

I. Structure: All assignments must be typed, double spaced with one inch margins – use a 12 point font. Page numbers refer to the *body* of the paper – the bibliography and title page do **NOT** count towards "page numbers". Please do **not** use a plastic essay cover and handwritten assignments are not accepted.

II. Recycling papers: I know you write a lot of papers in college. **HOWEVER**, you must use theories/information from *this class*. Using papers from other classes is **PAINFULLY** obvious and academically dishonest.

III. Citing Academic Authors In-text: Make sure you cite correctly - here are examples:

A. Karl Marx is considered the founder of conflict theory (Giddens 1971). THIS IS AN EXAMPLE OF CITING AFTER YOU PARAPHRASE THE AUTHOR'S WORDS – AUTHOR AND YEAR OF PUBLICATION IS REQUIRED.

B. “Despite their social similarity and psychological affinities, the members of the power elite do not constitute a club having a permanent membership with fixed and formal boundaries” (Mills 2005: 94). THIS IS AN EXAMPLE OF DIRECT CITATION – AUTHOR & YEAR OF PUBLICATION & PAGE NUMBER ARE REQUIRED.

C. Scholars address the importance of class differences with regard to race and gender (White 1970; Ehrenreich 2005; Cole 2005). THIS IS AN EXAMPLE OF STRING CITING - CITING SEVERAL PUBLICATIONS AT THE SAME TIME - YOU CITE ALL AUTHORS IN ORDER OF THE YEAR THAT THEY ARE PUBLISHED (OLDEST TO RECENT) WITH A SEMICOLON BETWEEN CITATIONS.

IV. Reference List – in general, your bibliography should look like the following (using *only* the sources you cite in alphabetical order).

Block, Fred. 1981. “The Fiscal Crisis of Capitalism.” *Annual Review of Sociology*. 7:1-27.

Giddens, Anthony. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. New York: Cambridge University Press.

Marx, Karl & Friedrich Engels 2005. "Manifesto of the Communist Party." Pp. 19-31 in *Intersections: Readings in Sociology*, edited by R. Trammell. Boston: Pearson Custom Publishing.

Grammar and Writing Skills

Almost all college instructors require a written assignment for their courses. The purpose of these assignments is to test your knowledge of the course material and to see how well you write. Grammatical errors are the number one reason why students lose points in writing assignments. All written assignments for my class have a “grammar” component built into the grading rubric; therefore, you need to write well. This means you must clean up ALL grammatical errors, fix punctuation mistakes, check spelling and cite properly. If you do not do these things you will earn a poor grade. Many of you know what you are doing and write well. However, everyone can use extra help; therefore, the Writing Center is available to help you with grammar/writing skills. For my class, you need to obey the following rules:

- Write complete (noun, verb etc.) sentences that are easy to understand.
- Avoid long, run-on sentences that are confusing and make no sense.
- Spelling is important, spellcheck works nicely but it's not perfect – proofread your work.
- Cite all outside sources and use in-text citations to do so (see writing guidelines).
- Direct citations should be short – paraphrasing is better (cite accordingly).
- NEVER use jargon or vague terms.
- Operationalize your terms – Operationalization means to define terms in context – to say you want to discuss “socialization” could mean 1) primary vs. secondary socialization or 2) gender socialization or 3) re-socialization and so on - be clear and concise in your use of vocabulary terms.
- Do not use terms you do not understand – many papers contain vocabulary terms incorrectly used which means you (as the writer) did not bother to look up the definition of a word before using it in a college paper. Buy a good dictionary (Oxford or Webster's) and keep it handy when you write papers – do not misrepresent yourself by misusing terms in your paper.
- Do not ever wait until the last minute (the day before) to start a paper – this leaves almost no time to proofread.
- Always be clear and concise when writing papers – do not confuse the reader.

Why is grammar important? Your goal is to have the reader understand every statement you make. When an instructor has to read a sentence three or four times and thinks “I don't know what that means” you earn fewer points for grammar and you earn fewer points because you are not writing clearly. Those that write in a clear manner without mistakes earn better grades because the reader is not struggling to understand what they're writing.

Final Note: This syllabus is a contract between you, the student, and me, the instructor. By accepting this syllabus and not dropping the class, you agree to abide by the terms of this syllabus.