

Any student who feels that he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Or you may contact Michelle McLane at the Office of Disability Services at (419) 755-4304 or visit her at C100E Conard Learning Center in order to coordinate reasonable accommodations for students with documented disabilities.

101 Introductory Sociology

INSTRUCTOR: Terri Winnick, Ph.D.

OFFICE: Ovalwood 349

OFFICE HOURS: _____; other times by appointment.

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COURSE DESCRIPTION:

This course provides an introduction to Sociology—the science of society. We will explore what sociology as a discipline is and how sociologists go about examining how human beings organize themselves into social groups. We will discover how members of society shape—and are shaped by—culture, socialization, group and interpersonal interaction. We will examine differences among the various types of people that make up the larger society, and investigate how race, ethnicity, gender, and/or socioeconomic status affect the members of various groups. We will consider what it is to be a social deviant and examine the social controls intended to manage deviant behavior. We will learn about the various institutions that have proved remarkably enduring—institutions such as the family, education, politics and religion. The focus will be on contemporary society: examples, discussion and analysis will center on (and hopefully illuminate!) current events and the everyday life we thought we knew and understood so well.

COURSE OBJECTIVE:

As a GEC Social Science course, its objective is to help students understand human behavior and cognition, and the structures of human societies, cultures and institutions. This course should help you understand theories and method of scientific inquiry as applied to the study of individuals, groups, organizations and societies; comprehend human differences in various psychological, social, cultural, economic, geographic and political context; and develop your abilities to comprehend and assess individual and social values and recognize their importance in social problem solving and policy making.

COURSE REQUIREMENTS:

There are **two** required books for this course, a textbook and an anthology of readings. Although most of the readings are not above average difficulty, be advised that you will need to allot sufficient time to complete the reading assignments **prior** to the date given on the class schedule. I expect you to come to class each day prepared for class discussion.

Books required for the course:

Henslin, James M. 2009. *Essentials of Sociology: A Down to Earth Approach*, 8th edition. Boston: Allyn and Bacon.

Henslin, James M. 2007. *Down to Earth Sociology: Introductory Readings*, 14th edition. New York: The Free Press.

(Note: recent earlier editions are acceptable—they don't change much and are usually cheaper)

Evaluation:

There will **four** exams. Exam 1 will be given _____, Exam 2 _____, Exam 3 _____, and a non-cumulative final _____. Exams will combine multiple choice, and true/false questions. They will cover all the material presented in the course—the assigned readings, lectures, class discussion, any films or guest speakers. It will be to your advantage to attend class regularly, complete all the readings assigned in advance of class, and to take good notes.

Exams will be given on the date assigned, at which time they will be worth 2 points per question (100 points possible). Make up exams can be arranged, but carry *extreme penalties*. The decay rate of mid-term exams are as follows:

Exams taken up to 1 “class” day later are worth 1.75 points per question (87.5 points possible).
Exams taken up to 2 “class” days later are worth 1.5 points per question (75 points possible).
Exams taken up to 3 “class” days later are with 1.25 point per question (62.5 points possible).
After more than 3 “class” days, the exams completely decay and are worth 0 points.

This policy is in effect except in cases of *extreme emergency*, and you must supply *proof* of said emergency: i.e., a bill from the hospital, obituary with your name listed as a surviving relative or excuse from the funeral home, police report, car repair bill). Even then, you are expected to make up the exam as quickly as possible (this buys you only one extra day—after that the exams start to decay, as described above).

I expect all students to have read, and understand, and to follow the University's [Code of Student Conduct](#). It is the responsibility of the Committee on Academic Misconduct to investigate

or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Grading:

The final grade will be based upon these point distributions:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Final exam	100 points

Total earned points: 400 points

The course grade will be calculated on the OSU grading scale, as displayed in Carmen

Participation and Attendance Policy:

Students are expected to attend each class, and I will keep a record of who does. **No points are assigned to attendance**, but I do want to know who is coming to class regularly and who is not. Information about attendance is used to disenroll non-attendees, determine EN grades, and may even be used *at my discretion* when it is time to assign the final grade (perhaps in helping me determine whether to leave it alone, nudge it up a bit, or nudge it down a bit). *I reserve the right to lower the grade of those students who do not attend class regularly.*

I will do my best to stick to the syllabus, but in the event that a change is made and you are not in class, it’s a good idea to acquaint yourself with (and exchange phone numbers or email addresses) with at least one other member of the class from whom you can obtain notes or announcements if you are absent. I will not make up missed lectures nor provide lecture notes for absentee students. Incidentally, **I don’t use power-point and have no outlines or ready-made lecture notes available.** You have to get your notes the old fashioned way—with a pen and paper.

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Please mark this date on your calendar: **FINAL EXAM:** _____

CLASS SCHEDULE

Make sure you complete readings **prior to class** on the date shown so that you are prepared for discussion on the material.

Note: Reader = Down to Earth Sociology, 14th edition
Text =Essentials of Sociology, 8th edition

Week 1:

_____ : *Introduction and Overview of the Course*
Reader #1. Berger: "Invitation to Sociology"
Reader #3. Mills. "The Promise"

_____ : Text, Ch. 1. The Sociological Perspective, pp, 3-20

Week 2:

_____ : Text, Ch. 1. The Sociological Perspective, pp, 20-31
Reader #5: Scully & Marolla. "Riding the Bull at Gilley's"
Reader #7: Jacobs. "Dealing Crack"

_____ : Text, Ch. 2. Culture
Reader #9: Chagnon. "Doing Field Work Among the Yanomamo"
Reader #10. Hall & Hall. "The Sounds of Silence."

Week 3:

_____ : Text, Ch. 3. Socialization
Reader #14: Henslin. "On Becoming Male."
Reader #15. Eder. "On Becoming Female."

_____ : * * * **EXAM 1** * * *
Text, Ch. 4. Social Structure and Interaction, pp. 85-98
Reader #27: Zimbardo: "The Pathology of Imprisonment"
Reader #6: Pager. "Would You Hire an Ex-Convict?"

Week 4:

_____ : Text, Ch. 4. Social Structure and Interaction, pp. 98-111
Reader # 12: Goffman. "The Presentation of Self"
Reader #20: Henslin. "Behavior in Pubic Places"

_____ : Text, Ch. 5. Social Groups and Group Dynamics.
Reader #23. Meyer. "If Hitler Asked You to Execute a Stranger"
Reader #43: Leidner. "Over the Counter at McDonalds"

Week 5:

_____ : Text Ch. 6. Deviance and Social Control
Reader #24. Henslin. "Eating Your Friends Is the Hardest."
Reader #28. Rosenhan. "On Being Sane in Insane Places."

_____ : * * * **EXAM 2** * * *
Text, Ch. 7. Global Stratification

Week 6:

_____ : Text, Ch. 8. Social Class in the US
Reader #35: Higley. "The US Upper Class"

_____ : Reader #33. Gans. "The Uses of Poverty."
Reader #36. Ehrenreich. "Nickel and Dimed."

Week 7:

_____ : Text, Ch. 9. Inequalities of Race and Ethnicity.
Reader #29. Katz. "The Importance of Being Beautiful."
Reader # 32: Ezekial: "The Racist Mind."

_____ : Text, Ch. 10. Inequalities of Age and Gender
Reader #16: Thorne and Luria. "Sexuality and Gender in Children's Daily World."
Reader #17: Tannen. "But What Do You Mean?"

Week 8:

_____ : Text, Ch. 11. Politics and the Economy
Reader #41: Hunt. "Police Accounts of Normal Force."
Reader #42. Dyer. "Anyone's Son Will Do."

_____ : * * * **EXAM 3** * * *
Text, Ch. 12. Marriage and Family
Reader #37. Coontz. "The American Family"

Week 9:

_____ : Text, Ch. 13. Education and Religion (Education section_.
Reader # 30. Martin. "Fraternities and Rape on Campus"

_____ : Text, Ch. 14. Population and Urbanization

Week 10:

_____ : Text, Ch. 13. Education and Religion (Education section).

Reader #40. Harris. "India's Sacred Cow."

_____:

Text, Ch. 15. Technology, Social Movements and Environment.

Reader #44. Savells. "Social Change Among the Amish."

Reader # 38: Davis-Floyd. "Giving Birth the American Way."

Week 11:

* * * **FINAL EXAM:** _____ ***