

SOC 110: SURVEY OF SOCIOLOGY
Spring 2024

Lectures: Monday and Wednesday 12:30- 2:20 p.m. (OTB 014)

Quiz Section AA: Friday 8:30- 9:20 a.m. (THO 134)

Quiz Section AB: Friday 9:30- 10:30 a.m. (MGH 241)

Rosalind Kichler, Ph.D.
Assistant Teaching Professor
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Drop-In Hours
Tuesday 1:30- 3 p.m.
Wednesday 10:30 a.m.- Noon
In Savery Hall 253

Adam Visokay, M.A.
Teaching Assistant, Section AA
avisokay@uw.edu

Monday 10- 11 am
In Savery Hall 216-D

Carmen Choong
Teaching Assistant, Section AB
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Friday 10:30- 11:30 am
In Savery Hall 216-B

OR BY APPOINTMENT

“The ultimate hidden truth of the world is that it is something we make and could just as easily make differently.” - David Graeber

COURSE DESCRIPTION

Sociology is the scientific study of social life. More specifically, sociology studies how our individual and collective lives are shaped by and shape society. Those who understand the connection between their personal experience and their wider society are said to possess a “sociological imagination.” In this class, the primary goal is to develop students’ sociological imagination. To do so, we will begin with an overview of sociology: What is sociology? What do sociologists research? How do sociologists research? Following this foundational knowledge, the remainder of the course will explore four areas of sociological inquiry: 1) inequalities, 2) immigration, 3) health and medicine, and 4) an area of your choosing. Because inequality is a central focus in sociology, we will begin with and spend the most time studying inequalities.

COURSE OBJECTIVES

By the end of this course, you should be able to:

- ✓ Apply sociological imagination to the social world.
- ✓ Describe how sociologists study society.
- ✓ Identify connections between individual actions and society.
- ✓ Define many key concepts in sociology.

COURSE MATERIALS

All assigned readings will be available electronically via Canvas.

COURSE POLICIES AND EXPECTATIONS

Class Structure

In this course, there are two types of classes, lecture sections and quiz sections. Lecture sections are every Monday and Wednesday; quiz sections are every Friday. The names of these sections are a bit misleading. While I will lecture during “lecture sections,” lectures will be broken up with in-class activities, polls, and discussion. Similarly, there will not be a quiz or exam during most “quiz sections.” Instead, we will use quiz sections to practice applying ideas, theories, and concepts introduced during the lecture sections.

Attendance and Absences

I expect you to attend both lecture and quiz sections whenever able. If you are feeling bad, physically or mentally, please stay home and care for yourself! You do not need to provide documentation to justify your absence.

There are no direct penalties for missing class. Students who miss class will be able to complete most in-class activities and polls at home; lecture slides will be available on Canvas, too. However, if you miss more than six classes (including quiz sections), I will require you to schedule a meeting with me to discuss your absences.

While I am happy to accommodate you when you need to miss class, please keep in mind this course is designed to be completed *in-person*. When you miss class, you miss opportunities to better understand the ideas, concepts, and theories we are learning. For this reason, students who regularly attend class will likely earn higher grades (and enjoy the class more!). Further, every student brings diverse knowledges and experiences to class. When you miss class, you also miss out on your peers’ contributions and your peers miss out on *your* contributions.

Due Dates/Make-Up Assignments

All in-class polls and activities are due during class. Students who miss class can complete in-class polls and activities on Canvas within a week. After a week, you will no longer be able to submit the in-class activity and will earn a “0.”

All Sociology Encyclopedia entries are due within a week of the quiz section in which the concept was listed. If you miss the deadline for a concept, you will have to write an entry on another concept.

All Exams must be completed the day they are due. However, exceptions will be made for students who are sick, in crisis, or require disability accommodations.

While I expect you to turn in work on time whenever possible, I am happy to grant extensions upon request. To request an extension, you must email me BEFORE the assignment is due. In your email, please explain the reason you are requesting the extension and how long an extension you need.

Contacting the Professor and TAs

If you have any questions or concerns or want to discuss anything related to the course further, please contact me or your TA. We are also eager to get to know you and learn more about your passions, successes, and goals!

The best way to reach me or your TA is by email or during drop-in hours. Drop-in hours (listed at the top of the syllabus) are times set aside each week just to talk to students. You do not need an appointment to visit during drop-in hours and are absolutely not “bothering us.” In fact, drop-in hours are rather boring if there aren’t students there! If our drop-in hours do not work with your schedule, please email us to arrange an alternative meeting time in-person or on Zoom.

We will reply to all emails sent Sunday through Friday within 48 hours or less. Emails sent on Friday may not be answered until Monday, and emails sent on Saturdays may not be answered until Tuesday. If your email is related to an emergency (requires a reply in less than 48 hours), please include “URGENT” in the subject line.

Academic Misconduct

University of Washington students are expected to practice high standards of academic and professional honesty and integrity. It is important to know and understand the expectations of the University and your instructors regarding academic standards. An overview of what constitutes academic misconduct can be found here: <https://www.washington.edu/cssc/for-students/academic-misconduct/>

In this course, the penalty for the first act of academic dishonesty will be a mandatory meeting. The penalty for a second act of academic dishonesty will be an automatic “0” on the assignment and a referral to Community Standards and Student Conduct (CSSC). A third offense will result in automatic failure of the course and another referral to CSSC, which may decide to take further disciplinary action.

ChatGPT/Artificial Intelligence Usage

You may NOT use ChatGPT or any related program on the Exams at any point. Any use of these programs on an Exam will result in an automatic F.

However, you may use ChatGPT to brainstorm or edit your Sociology Encyclopedia Entries and the “What Everyone Should Know about Sociology” Paper. To be clear, while you may use ChatGPT for brainstorming and editing, you may NOT use it to write the entire assignment, even if you rephrase the writing. If you use ChatGPT to brainstorm or edit either of these assignments, you must include a statement at the top of the assignment describing how you used the program. You must be specific. What prompts did you provide the program? How did you use its responses to shape the paper? Did you fact check the provided responses? Etc.

If you use ChatGPT but do not disclose its use, you will be penalized for academic misconduct. If you disclose a use of ChatGPT that does meet these expectations, I will ask you to meet and may ask you to complete the assignment again, however you will not be penalized.

Both teachers and students are still trying to determine the best ways to use these new technologies. For this reason, I reserve the right to change this ChatGPT/Artificial Intelligence policy at any point in the quarter if I find these technologies are impeding students' learning.

Respectful Discussion

Occasionally, you may strongly disagree with your classmates' opinions or beliefs. Thoughtful debate is always welcomed and encouraged. However, you must be respectful and courteous while disagreeing.

Respectful discussion requires *active listening*. Active listening entails giving your full attention to the speaker. Remember, you are listening to understand others' points of view, not waiting to make your own point. To give your full attention to your peers (and to me), you should avoid multi-tasking (i.e.- listening while also texting, scrolling social media, online shopping, etc.) while in class.

Comments that attack another person, another group, or another culture will **NOT** be tolerated. Students who make disrespectful comments will be given a warning. If you make a second disrespectful comment, you will be asked to leave class for the day, and I will deduct 10% from your Class Participation grade. If you make a third disrespectful comment, you will receive a "0" for Class Participation. Students may decide to share personal experiences during this course. These experiences are **NEVER** to be discussed with anyone outside of class (including the students who share these experiences).

We will work together to make class safe for individuals of all races and ethnicities, genders and gender identities, sexualities, ages, religions, socioeconomic statuses, abilities, educations, citizenships, and family statuses.

ACCOMODATIONS AND RESOURCES

Students with Disabilities

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (i.e.- mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS at disability.uw.edu to set up an Access Plan.

Counseling Center

The University of Washington Counseling Center offers a variety of options to aid students in dealing with stress, depression, anxiety, adversity, and urgent crises. These options include individual, group, and crisis counseling, as well as workshops and resources designed to enhance student wellness. All Counseling Center services are provided to current UW students free of

charge. In addition, the Counseling Center can connect students with Psychiatric Services if needed. You can schedule and view resources at wellbeing.uw.edu/unit/counseling-center/

Sociology Writing Center

The Sociology Writing Center offers one-on-one tutoring services open to all undergraduate students taking sociology courses. These appointments are assignment-focused and are intended to help students at every stage of the writing process. While the Sociology Writing Center does not provide editing and proofreading services, they may indicate problematic grammatical and stylistic patterns and refer students to online resources. Students can make as many appointments as they would like, and the Sociology Writing Center will work with you in whatever way you may need, from brainstorming ideas to your tuning up your reference list. To schedule an appointment please visit calendly.com/writesoc or email writesoc@uw.edu. In addition, the Sociology Writing Center website (<https://soc.washington.edu/sociology-writing-center>) includes resources for writing sociologically as well as general writing tips.

Preferred Names

Students whose legal name (Student Record Name) does not match their preferred name can choose to update their information by logging into Identity.UW. Your preferred name will appear in/on the UW Directory, your Husky card, class rosters, Canvas, MyUW, and on many other UW services. If you have a Husky card with your legal name, you can receive a replacement card with your preferred name for \$25.

Regardless of whether you provide a preferred name in Identity.UW, I will always use your preferred name in class.

Food Insecurity

If you are unable to afford food, there are resources available to you. The UW Food Pantry is located at Poplar Hall 210. It is open four days a week and free to all students with a Husky ID. More info about the UW Food Pantry and additional food resources can be found at <https://www.washington.edu/anyhungryhusky/get-food/>

COURSE ASSIGNMENTS AND GRADING

Class Participation (25%)

To encourage you to become active participants in your learning, I will expect you to regularly participate in class. To be able to participate, it is essential you come to class prepared. In particular, I encourage students to speak-up during class discussions. I understand many students are nervous or fearful of speaking in class. However, we will work together to create an environment where all (respectful) thoughts, ideas, questions, and opinions are welcome. All in-class polls and activities will be counted towards class participation. Most in-class polls and activities can be completed on Canvas if you miss class. Please note, these online make-up assignments are designed for students who need to miss class occasionally; they are not designed to replace the in-class experience.

Sociology Encyclopedia Entries (10%)

Throughout the quarter, we will create an Encyclopedia of sociology concepts. Each student will be responsible for contributing TWO entries to the Encyclopedia. In Quiz sections, your TAs will list the concepts covered for the week; you may write an entry on any of these concepts. Encyclopedia entries will be due BEFORE the following Quiz section. Each Encyclopedia entry will include: 1) a short sociological definition of the concept; 2) a brief discussion of the concept; 3) an example or illustration of the concepts; and 4) a short list of related concepts.

Again, you must submit two entries by the end of the quarter. After entries are received, they will be added to our class Sociology Encyclopedia for the benefit of the entire class. If multiple students submit entries on the same concept, the TAs will choose the best entry to publish in the Encyclopedia. To be clear, you will receive credit for submitting an entry regardless of whether it is selected for inclusion in the Encyclopedia.

Each Encyclopedia entry will be worth 5% of your final grade. Together, the two Encyclopedia entries are worth 10% of your final grade. I will provide detailed directions, an example of a high-quality Encyclopedia entry, and a grading rubric for this assignment.

Exams (40%)

There will be two Exams throughout the quarter. Each Exam will be worth 20% of your final grade. Together, the two Exams are worth 40% of your final grade.

Exams will be open-book and open-note but timed. Exams will consist of a mix of True/False, Multiple Choice, Fill-in-the-Blank, Matching, and Short Answer questions. All Exams will be conducted on Canvas.

“What Everyone Should Know about Sociology” Paper (20%)

There are many misunderstandings and misconceptions about what sociology is and what sociologists do. In fact, before beginning the class, you may have held some of these, too! The “What Everyone Should Know about Sociology” Paper is an opportunity to address these misunderstandings and misconceptions.

At the end of the quarter, every student will submit a 750–1000-word paper (approximately 3-4 double spaced pages) answering the prompt “What everyone should know about sociology is...” Imagine your audience as either a well-intentioned but misinformed friend or family member, or as yourself before beginning the class. How would you explain to this person (or your former self) what you learned in this class? What do you most want this person to know about sociology?

The What Everyone Should Know about Sociology Paper will be due Tuesday June 4th. The Paper will be worth 20% of your final grade. I will provide a detailed directions and a grading rubric for this assignment.

Final Reflection (5%)

During the final weeks of class, you will submit a Final Reflection on your learning in this class. I will provide prompts for reflection. The Final Reflection is worth 5% of your final grade.

Final Grade Breakdown

Assignment	Weight
Participation	25%
Sociology Encyclopedia (2 x 5%)	10%
Exams (2 x 20%)	40%
Sociology Paper	20%
Final Reflection	5%
Total	100%

Grading Scheme

A+	97-100%	4.0
A	94-96%	3.9
A-	90-93%	3.5-3.8
B+	87-89%	3.2-3.4
B	84-86%	2.9-3.1
B-	80-83%	2.5-2.8
C+	77-79%	2.2- 2.4
C	74-76%	1.9- 2.1
C-	70-73%	1.5-1.8
D+	67-69%	1.2-1.4
D	64-66%	0.9-1.1
D-	60-63%	0.7-0.8
F	<60%	0.0

This syllabus is subject to change at the professor's discretion.

CLASS SCHEDULE

Week 1 (March 25- 29)

Introduction to the Class and to Sociology

Monday March 25: Welcome to Class!

Reading:

1. This syllabus

Wednesday March 27: What is Sociology?

Reading/Watching:

1. Misra, Joya. 2024. "What's Sociology? A Sociologist Explains Why Florida's College Students Should Get the Chance to Learn How Social Forces Affect Everyone's Lives." *The Conversation*, February 8.
2. CrashCourse. 2017. "What is Sociology? Crash Course Sociology #1" [Video] **Note: Video is embedded in "What's Sociology?" article, too**

Friday March 29: Quiz Section

Week 2 (April 1- 5)

What Do Sociologists Study?

Monday April 1: Micro Approaches

Reading:

1. Kennedy, Emily Huddart and Carly Hamdon. 2023. "Do People Who Drive Trucks Care About the Environment?" *Contexts* 22(3):18-23.

Wednesday April 3: Macro Approaches

Reading:

1. University of British Columbia Department of Sociology. 2023. "Guns Versus Climate: Prof. Andrew Jorgenson on his Latest Publication Examining How Militarization Affects Carbon Emission." *University of British Columbia*, Sept. 28.

Friday April 5: Quiz Section

Week 3 (April 8- 12)

How Do Sociologists Study Society?

Monday April 8: Theory

Reading:

1. Colomy, Paul. 2001. "Three Sociological Perspectives" Pp. 24-32 In *Sociological Odyssey: Contemporary Readings in Introductory Sociology*, edited by Patricia A. Adler and Peter Adler. Colorado: Wadsworth.

Wednesday April 10: Methods

Watching:

1. CrashCourse. 2017. "Sociology and the Scientific Method: Crash Course Sociology #3." [Video]

2. CrashCourse. 2017. "Sociological Research Methods: Crash Course Sociology #4" [Video].

Friday April 12: Quiz Section

Week 4 (April 15-19)

Exam 1 & Intersectionality

Monday April 15: **Exam 1**

Wednesday April 17: Intersectionality

Reading/Watching:

1. Kimberlé Crenshaw. 2016. "The Urgency of Intersectionality" [Video] TEDTalk.
2. Lorde, Audre. 1984. "Age, Race, Class, and Sex: Women Redefining Difference." Pp. 114- 123 in *Sister Outsider*. California: Crossing Press.

Friday April 19: Quiz Section

Week 5 (April 22- 26)

Inequalities

Monday April 22: Race

Readings:

1. Glass, Leah E. 2023. "Fool's Gold: DEI and the Performance of Race-Consciousness." *Contexts* 22(2): 36-41.
2. Gavigan, Brenda Gambol. 2021. "Not All Asians End Up on Third Base" *Contexts* 20(3): 28-33.

Wednesday April 24: Class

Readings:

1. Randles, Jennifer and Jennifer Sherman. 2023. "Diaper Despair and Deflecting Inequalities." *Contexts* 22(1): 12-17.
2. Harris, Alexes. 2014. "The Cruel Poverty of Monetary Sanctions." *The Society Pages*, March 4.

Friday April 26: Quiz Section

Week 6 (April 29- May 3)

Inequalities

Monday April 29: Gender

Readings:

1. Cain Miller, Claire. 2020. "Young Men Embrace Gender Equality, But They Still Don't Vacuum." *The New York Times*, February 11
2. Kochhar, Rakesh. 2023. "The Enduring Grip of the Gender Pay Gap." *Pew Research Center*, March 1.

Wednesday May 1: Sexuality

Readings:

1. Prager, Sarah. 2020. "When the Forms Don't Fit Your Family." *The New York Times*, Sept 1.
2. Vogler, Stefan. 2018. "LGBTQ Caravan Migrants May Have to 'Prove' their Gender or Sexual Identity at US Border." *The Conversation*, Sept. 30.

Friday May 3: Quiz Section

Week 7 (May 6- 10)

Immigration

Monday May 6: The U.S.- Mexico Border

Readings:

1. Bermudez Tapia, Bertha Alicia. 2023. "From Matamoros to Reynosa: Migrant Camps on the U.S.- Mexico Border." *Contexts* 22(1): 30-37.
2. Bacon, David. 2017. "The Sadness of the Border Wall." *Contexts* 16(1): 48-55.

Wednesday May 8: Rethinking Immigrant Experiences

Readings:

1. Delsesto, Matthew. 2022. "Reckoning with Christopher Columbus." *Contexts* 21(2):16-23.
2. Cheong, Amanda R. and The Latin American Legal Defense and Education Fund. 2021. "How Driver's Licenses Matter for Undocumented Immigrants." *Contexts* 20(3):22-27.

Friday May 10: Quiz Section

Week 8 (May 13- 17)

Health & Medicine

Monday May 13: Medicalization

Readings:

1. Conrad, Peter. 2007. "Extension: Men and the Medicalization of Andropause, Baldness, and Erectile Dysfunction" Pp 23-45 in *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*. Maryland: John Hopkins University Press. **Only Required to Read to Top of Page 34**

Wednesday May 15: Social Determinants of Health

Readings:

1. Cain Miller, Claire and Sarah Kliff. 2023. "Unwanted Epidurals, Untreated Pain: Black Women Tell Their Birth Stories." *The New York Times*, May 12.
2. Rabin, Roni Caryn. 2022. "Medical Care Alone Won't Halt the Spread of Diabetes, Scientists Say." *The New York Times*, Oct. 5.

Friday May 17: Quiz Section

Week 9 (May 20- 24)

Exam 2 & You Choose the Topic!

Monday May 20: **Exam 2**

Wednesday May 22: You Choose the Topic!

Readings: TBA

Friday May 24: Quiz Section

Week 10 (May 27- 31)

Class Wrap-Up

Monday May 27: NO CLASS (Memorial Day)

Wednesday May 29: Wrap-Up

Readings: None!

Friday May 31: Quiz Section

Last Day to Submit Encyclopedia Entries

Week 11 (June 3- 7)

Finals Week

Tuesday June 4: **“What Everyone Should Know about Sociology” Paper Due**

Friday June 7: **Final Reflection Due**