

SOCIOLOGY 101 INTRODUCTION TO SOCIOLOGY

Sociology focuses on the interactions among people as individuals, groups, or societies. This course is designed to provide you with an overview of sociology's major theoretical perspectives and approaches. Throughout the semester, we will focus on social processes and the social systems that maintain hierarchies as well as how society affects our choices and life chances. This course exposes students to diverse norms, values, legal and economic systems, and histories, all of which are essential to understanding our world.

After completing this course, you will have acquired the following skills:

- Have a basic understanding of Sociology as a discipline. By the end of the course, you should have a good sense not only of the issues studied by sociologists, but also how sociology can help us better understand and explain these social issues.
- An ability to critically evaluate social claims. After completing this course, you should be able to examine social claims made in everyday life (from the media, politicians, etc.) and critically evaluate them, drawing upon the theories and concepts learned in class. You will be given the tools to evaluate society from a variety of viewpoints and angles.
- An ability to express, both orally and in writing, your personal thoughts/ideas related to the subject matter.

Required Materials

Conley, Dalton. 2015. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. (4th edition). New York, NY: W.W. Norton Press.

Pascoe, C. J. 2012. *Dude, You're a Fag: Masculinity and Sexuality in High School* (2nd Edition). Berkeley, CA: University of California Press.

Other readings will be available through the course web page on Blackboard.

Grading and Evaluation

Your course grade is based upon your attendance and participation, reading essays, and exams. Brief descriptions of each component of your grade are provided below.

- 1) **Class attendance and participation (5%)**: You are expected to be in class, on time, every day. *Missing class and being late to class will count against your grade.* Any student with 6 or more unexcused absences receives an automatic F or the course. In addition, there will be opportunities for some small group discussion, which I expect everyone to participate in.
- 2) **Reading essays (20%)**: Over the course of the semester, you are to complete six 2-3 page essays that each provides a brief analysis of your course readings. The purpose of the reading essays is to encourage you to read and reflect critically on your course readings in

preparation for class. Each essay must be written about and submitted on the day of the assigned readings (i.e., if you submit an essay for October 8, the essay must address the reading assigned for October 8). You may not submit an essay about a previously covered reading. Instructions will be reviewed in class and a copy will be posted on Blackboard.

a) **Timing requirement:** You must submit two essays over the course of each unit, for a total of six essays. You may not submit two essays in any one week.

- 3) **Exams (25% each):** There will be three closed-book exams that cover material from readings and class lectures and activities. The first two exams are non-cumulative. ***The final exam is cumulative, however.*** Exams must be taken during the class in which it is scheduled on the syllabus. If an emergency arises, notification along with documentation must be provided in order for the student to be allowed to sit for the exam at a later time; otherwise the exam will be graded as a “0”.

Rules of the road

1. We start and end class on time
2. Silence your cell phones and store them out of sight during class
3. Be respectful of others. Refrain from side conversations and distracting behavior.
4. Check your email account regularly
5. Check Blackboard regularly

Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Classroom Climate

In this class, we will discuss controversial topics. Please keep in mind that the student body is diverse and refrain from making assumptions about who is or is not around you. We all have opinions, and it is okay to respectfully disagree with other people’s comments. It is also okay to engage in passionate discussion. It is not acceptable to engage in actions that are hostile, derogatory, and/or disrespectful.

AccessABILITY

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Course Outline

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Thursday 8/27	Introduction to Sociology	

UNIT 1: THE SELF AND SOCIETY

Monday 8/31	Introduction to Sociology	Conley, Chapter 1 (pp. 3-39) C. Wright Mills, "The Sociological Imagination" (pp. 1-3)
Thursday 9/3	Methods	Conley, Chapter 2 (pp. 43-69) Haney, Banks, and Zimbardo, "Interpersonal Dynamics in a Simulated Prison" (pp. 69-78)
Monday 9/7	NO CLASS	
Thursday 9/10	Socialization & Identity	Conley, Chapter 4 (pp. 113-132) Dyer, "Anybody's Son Will Do" (pp. 158-168)
Monday 9/14	NO CLASS	
Thursday 9/17	Socialization & Identity	Conley, Chapter 4 (pp. 132-145) Goffman, "On Face-Work: An Analysis of Ritual Elements in Social Interaction" (pp. 7-13)
Monday 9/21	Groups & Networks	Conley, Chapter 5 (pp. 149-172) Adler & Adler, "Dynamics of Inclusion and Exclusion in Preadolescent Cliques" (pp. 145-162)
Thursday 9/24	Groups & Networks	Conley, Chapter 5 (pp. 172-181) Abrutyn & Mueller, "Are Suicidal Behaviors Contagious in Adolescence? Using Longitudinal Data to Examine Suicide Suggestion" (pp. 211-227)
Monday 9/28	Social Control & Deviance	Conley, Chapter 6 (pp. 185-212) McLorg & Taub, "Anorexia Nervosa and Bulimia: The Development of Deviant Identities" (pp. 205-216)
Thursday 10/1	Social Control & Deviance	Conley, Chapter 6 (pp. 212-229) Western & Pettit, "Beyond Crime and Punishment: Prisons and Inequality" (pp. 37-43)
Monday 10/5	Exam #1	

UNIT 2: SOCIAL STRUCTURES, INEQUALITY, AND PUSHING BACK

Thursday 10/8	Stratification	Conley, Chapter 7 (pp. 235-256) Granfield, “Making It By Faking It” (pp. 145-157)
Monday 10/12	NO CLASS	
Thursday 10/15	Stratification	Conley, Chapter 7 (pp. 256-261) Lareau, “Invisible Inequality: Social Class and Childrearing in Black Families and White Families” (pp. 747-776)
Monday 10/19	Race/ethnicity	Conley, Chapter 9 (pp. 321-355) Lee and Bean, “Beyond Black and White: Remaking Race in America” (pp. 26-33)
Thursday 10/22	Race/ethnicity	Conley, Chapter 9 (pp. 355-367) Beaman, “But Madame, We Are French Also” (pp. 47- 51)
Monday 10/26	Gender	Conley, Chapter 8 (pp. 275-288) Pascoe, Chapters 1-2 (pp. 1-51)
Thursday 10/29	Gender	Conley, Chapter 8 (pp. 288-305) Pascoe, Chapters 3-4 (pp. 52-114)
Monday 11/2	Gender	Conley, Chapter 8 (pp. 305-317) Pascoe, Chapters 5-6 (pp. 115-174)
Thursday 11/5	Health & Society	Conley, Chapter 11 (pp. 407-416) Conrad, “Medicalization and Social Control” (pp. 209- 232)
Monday 11/9	Health & Society	Conley, Chapter 11 (pp. 416-443) Berkman, “The Health Divide” (pp. 38-43)
Thursday 11/12	Exam #2	

UNIT 3: SOCIAL INSTITUTIONS

Monday 11/16	Family	Conley, Chapter 12 (pp. 449-473) Coontz, “What’s Love Got to Do with It?” (pp. 32-37)
Thursday 11/19	Family	Conley, Chapter 12 (pp. 473-489) Frederick, “Mothering While Disabled” (pp. 30-35)

Monday 11/23	Education	Conley, Chapter 13 (pp. 493-510) Clark, "The 'Cooling Out' Function in Higher Education" (pp. 569-576)
Thursday 11/26	NO CLASS— Thanksgiving	
Monday 11/30	Education	Conley, Chapter 13 (pp. 510-531) Farkas, "The Black-White Test Score Gap" (pp. 12-19)
Thursday 12/3	Capitalism & the Economy	Conley, Chapter 14 (pp. 535-546) Weber, "The Protestant Ethic and the Spirit of Capitalism" (pp. 502-508)
Monday 12/7	Capitalism & the Economy	Conley, Chapter 14 (pp. 546-565) Gerson and Jacobs, "The Work-Home Crunch" (pp. 29- 37)
Thursday 12/10	Social Change in Science & Society	Conley, Chapter 17 (pp. 657-668) Evans, "A Brave New World? How Genetic Technology Could Change Us" (pp. 20-25)
Monday 12/14	Social Change in Science & Society	Conley, Chapter 18 (pp. 691-709) Meyer, "How Social Movements Matter" (pp. 30-35)

Final exam: December 17, 2015 1:45-3:45pm in our regular classroom