Introduction to Sociology
Sociology 100

Spring 2013
Tuesdays and Thursdays, 11:30am – 12:45pm
Welles 115

Instructor: Christy Panagakis
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Office hours: Tuesdays and Thursdays 10:00 – 11:00am and 1:30 – 2pm, or by appointment.

Course objectives:
In this course, students will be introduced to a range of sociological topics and ideas. By the end of the semester students will be able to:

1. Identify approaches and ideas in sociology that explain the individual, social institutions, and interactions between the two.
2. Recognize examples of sociology that are present in everyday life.
3. Learn to critically examine contemporary social issues through activities that stimulate the development of the sociological imagination.

Required readings:

Newman, David M. 2012. *Sociology: Exploring the Architecture of Everyday Life, 9th Edition*. Thousand Oaks, CA: SAGE Publications. ISBN: 9781412987295

Gladwell, Malcolm. 2008. *Outliers: The Story of Success*. New York: Little, Brown, and Company. ISBN: 9780316017923

Additional readings are located in a reader, available to purchase at the Sundance Books Textbook Outlet. These readings will be denoted with an asterisk (*) on the syllabus.

Course Requirements:

1. Class participation: **20 percent**
   Participation credit will be earned through two different methods. First, students will individually respond to questions posed in class and submit their written responses for credit. Second, students will work together in informal groups to respond to questions and problems posed in class. The written responses will be submitted for credit. Class participation credit will be based on ten activities given during the semester. However, 11 activities will be offered, meaning that students can miss one participation credit activity without penalty.
2. Group final presentation: **20 percent**
   The final presentation will require students to work in groups to compare substantive areas that we talked about in class to media representations of their topics. During the last two weeks of the semester, students will give a 10 minute

presentation demonstrating the media chosen and its relationship to class. Instructions for the final presentation will be distributed in class.

3. Exams: **20 percent**
   The first and second exams will review all topics we have discussed throughout the semester. The exams will be cumulative and consist of multiple choice and short answer questions. During the course of the semester, students will work in small groups to propose potential multiple choice questions for both the first and second exam; the multiple choice portion of both exams will be a combination of questions written by both me and by students.
4. Application assignments: **30 percent**
   Three times during the semester students will be required to turn in application assignments relating to three substantive areas: race, social class, and gender. These assignments ask students to look for the concepts we talk about in class in their lived experience. Instructions for the application assignments will be distributed in class.
5. Syllabus test: **5 percent**
   During the second week of the semester, students will take a short test concerning the content of the syllabus. Too frequently students are not familiar with assignments and guidelines on the syllabus that will help them excel in this class; this short test will help to ensure that students are aware of information that is important for their overall success in this class.
6. Individual meeting: **5 percent**
   Because class participation is earned on the basis of being in class on the day an activity occurs, it is possible that a student can go the entire semester without ever speaking in class. For those shy students, this may seem like a perfect situation; however, this does not help students learn how to feel more confident speaking with their professors, nor does it help them develop relationships with professors. You are required to come meet with me once, during my office hours, prior to the first exam. This opportunity is designed for me to get to know a little bit more about you, without putting anyone on the spot in class. If my office hours are not conducive to your schedule, please email me to schedule another time for us to meet.

Grading scale:
A: 94-100 percent
A-: 90-93 percent
B+: 87-89 percent
B: 84-86 percent
B-: 80-83 percent
C+: 77-79 percent
C: 74-76 percent
C-: 70-73 percent
D: 66-69 percent
E: less than 65 percent
Total: 100 percent

Special Needs: SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should consult with the Director in the Office of Disability Services (Tabitha Buggie-Hunt, 105D Erwin, tbuggieh@geneseo.edu) and their individual faculty regarding any needed accommodations as early as possible in the semester.

Course Policies:

1. There is no attendance policy for this class, however class participation will count for 10 percent toward your final grade. A large portion of the material for this course will be covered in class and emerge from class discussions. Because of this, it is strongly encouraged that you attend every class. Because there is no attendance policy, there are no excused absences. If you miss class, it is your responsibility to find out what you missed. Speak with other students first to find out what you missed before coming to see me.
2. Please familiarize yourself with the university's cheating and plagiarism policies (http://www.geneseo.edu/dean_office/dishonesty). Cheating and/or plagiarism will not be tolerated and the consequences of such offenses will be, at a minimum, a zero on the assignment and reporting to the university. You must adequately cite others' work in the text and as references. Ignorance of appropriate citation practices is not an acceptable excuse.
3. Please give me and your classmates your undivided attention. This means arriving on time and not preparing to leave until the class discussion has ended. Listen to and respect what others say in class. Dissenting viewpoints are always welcome as long as they are respectfully presented.
4. All cell phones **MUST** be on silent during class meetings. Cell phone ringing or buzzing is VERY disruptive during discussions and I consider it disrespectful of class members as well as of myself. I will assume that you simply forgot the first time it occurs. However, the second time it occurs you will be subject to disciplinary action. Also, texting during class is not allowed, as it shows that you are not giving the class your undivided attention. The warning policy regarding phones ringing and buzzing in class will also be followed regarding texting.
5. It is essential that you do all of the readings before class. Your grade will be influenced by your preparation for class (as measured by in-class writing assignments about the readings, class and small-group discussions) and your understanding of the readings (as measured by exams, the final presentation, and writing activities).
6. Unless stated otherwise on the assignment, papers **MUST** be submitted at the beginning of class and presented to me. Papers simply left in my office mailbox without receiving approval beforehand will be subject to a penalty. Most importantly, I do not accept assignments submitted electronically.
7. When you send me an email, please put your name and the name of your class in the subject line of your email. For example: "Susan Smith, Socl 100." Also remember that your emails should follow the proper grammatical, spelling, and punctuation conventions. This is an email to your professor, not a text message. I will respond to your email within 48 hours. Please do not resend your email to me, unless you have gone more than 48 hours without a response.

Letters of recommendation: If you believe that I know you well enough to speak to someone about your academic and classroom performance, I will gladly be a job reference or write a letter of recommendation for an internship. However, I do not write letters of recommendation for graduate school. I will gladly help you through the process of finding other faculty members to ask and answer questions about graduate school, but please do not ask me to write a letter for you. Exceptions can be made to this rule, but only on a case by case basis.

Course Schedule:
(Readings are listed under the class discussion topic. Assigned articles should be read before coming to class on that day.)

Tuesday, January 22: Introduction.

Thursday, January 24 and Tuesday, January 29: What is sociology?
Newman: Chapter 1.

Thursday, January 31 and Tuesday, February 5: Seeing and thinking sociologically.
Newman: Chapter 2.

*Berger, Peter L. 2011. "Invitation to Sociology." Pp 7 – 10 in *Wadsworth Classic Readings in Sociology, Fifth Edition*. Belmont, CA: Wadsworth.

*Mills, C. Wright. 2011. "The Promise of Sociology." Pp 1 – 6 in *Wadsworth Classic Readings in Sociology, Fifth Edition*. Belmont, CA: Wadsworth.

Thursday, February 7: *New York Times* discussion day.

Tuesday, February 12 – Tuesday, February 19: Socialization.
Newman: Chapter 5.

*Dyer, Gwynne. 2003. "Anybody's Son Will Do." Pp 458 – 469 in *Down to Earth Sociology, Twelfth Edition*. New York: Free Press.

*Milkie, Melissa A. 2010. "The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts." Pp 120 – 127 in *Sociological Odyssey, Fourth Edition*. Belmont, CA: Wadsworth.

Thursday, February 21 and Tuesday, February 26: Presentation of self.
Newman: Chapter 6.

*Goffman, Erving. 2011. "The Presentation of Self." Pp 38 – 44 in *Wadsworth Classic Readings in Sociology, Fifth Edition*. Belmont, CA: Wadsworth.

*Ellison, Nicole, Rebecca Heino, and Jennifer Gibbs. 2006. "Managing Impressions Online: Self Presentation Processes in the Online Dating Environment." *Journal of Computer Mediated Communication*. 11: 415 – 441.

Thursday, February 28 and Tuesday, March 5: Sex and gender.
Newman: Chapter 12.

*Lucal, Betsy. 1999. "What it Means to be Gendered Me: Life On the Boundaries of a Dichotomous Gender System." *Gender and Society*. 13: 781 – 797.

*Pascoe, CJ. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities*. 8: 329 – 346.

Thursday, March 7: *Outliers*.
Gladwell: Introduction and Part One. (pp 1 – 160)

Tuesday, March 12: *New York Times* discussion day.
✐ **Gender application assignment due**

Thursday, March 14: First exam.

Tuesday, March 19 and Thursday, March 21: no class, spring break.

Tuesday, March 26 and Thursday, March 28: Social class and inequality.
Newman: Chapter 10.

*Dodson, Lisa and Wendy Lutrell. 2011. "Families Facing Untenable Choices." *Contexts*. 10: 38 – 42.

*Ehrenreich, Barbara. 2010. "Nickel and Dimed: On (Not) Getting By in America." Pp 282 – 295 in *Mapping the Social Landscape, Sixth Edition*. New York: McGraw Hill.

Tuesday, April 2 and Thursday, April 4: Intimacy and families.
Newman: Chapter 7.

*Lareau, Annette. 2010. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." Pp 611 – 626 in *Mapping the Social Landscape, Sixth Edition*. New York: McGraw Hill.

*Simon, Robin. 2008. "The Joys of Parenthood, Reconsidered." *Contexts*. 7: 40 – 45.
✐ **Thursday, April 4: Social class application assignment due**

Tuesday, April 9 and Thursday, April 11: Race and ethnicity.
Newman: Chapter 11.

*Berrey, Ellen. 2009. "Sociology Finds Discrimination in the Law." *Contexts*. 8: 28 - 32.

*McIntosh, Peggy. 1993. "White Privilege: Unpacking the Invisible Knapsack." Pp 30 – 38 in *Gender Basics 2nd Edition*, edited by Anne Minas. Belmont, CA: Wadsworth.

Tuesday, April 16: *New York Times* discussion day.

Thursday, April 18: *Outliers*.
Gladwell: Part Two (pp 161 – 286)

Tuesday, April 23 – Tuesday, April 30: presentations.
✐ **Tuesday, April 23: Race and ethnicity application assignment due**

Thursday, May 2: wrap up.

Tuesday, May 7: second exam.

Thursday, May 9: Final class meeting, 9:00 – 9:30am.

Sociology 100
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Application Assignment Guidelines

Application assignments are worth 30 percent of your total grade. These assignments ask you to think about three of the substantive areas we have discussed in class, race, class, and gender, and reflect upon them in relation to your own lived experience. Each application assignment will be a minimum of two **FULL** pages long to four full pages long, double spaced, written in 12 point font, and stapled in the top left corner. For each application assignment, remember to explicitly relate your response to the readings; do not assume that I will be able to make the connection myself. For each day the assignment is late, your paper will be docked one half letter grade. For example, if your paper is due on Tuesday and you hand it in on Thursday, the highest grade you can receive is a B+.

Assignment 1: Gender.
Open your eyes to the ways the word "fag" is used around you. Document your observations in detail. Who are the people you are hearing use it? Are you one of those people? Describe the situations in which the word "fag" is being used. How is the word "fag" being used? Write your response in terms of how Pascoe talks about usage of "fag." Did you see the word used in the same way she writes about? What differences did you see between her experiences and your own? Do your experiences at Geneseo differ from your experiences prior to coming here?

Due Tuesday, March 12.

Assignment 2: Social class.
Use the attached website to think about making a monthly family budget. Write your responses to all three situations listed at the bottom of the site. Make sure to explain how you make your decisions. What are you taking into consideration to make your decisions? Use Ehrenreich, Dodson and Lutrell, and *True Life* to reflect on your decision making process. In what ways was your decision making process similar? In what ways was your process different?

http://www1.umn.edu/humanrts/edumat/hreduseries/tb1b/Section2/activity5h2.html

Due Thursday, April 4.

Assignment 3: Race and ethnicity.
Reflect upon your life and the interactions you have had since becoming a student at Geneseo. Write about three of them in relation to the conditions of white privilege listed by McIntosh. Have you had experiences where her conditions accurately predicted the experience? Has there been a time when her conditions did not reflect your experience? Have your experiences at Geneseo regarding these conditions differ from your experiences prior to coming to Geneseo? Remember to write about **three** of the conditions and your experiences with each of them.

Due Tuesday, April 23.