Professor Denise Scott
Phone: 271-3865 (home) or 245-5335 (office)
Email: scott@geneseo.edu

Office: Sturges 123E
Office hours: Tues and Thurs 4:00 – 4:30;
Friday 12:00 – 1:00 and by appointment

Teaching Assistants: Kristy McLaughlin and Chris Moshier
Office: Sturges 123F (Computer/Study Room)
Office Hours: Chris: Monday 3-4; Kristy: Thursday 4-5;

SOCL 100: INTRODUCTION TO SOCIOLOGY
SPRING 2013
2:30 – 3:45 Tues/Thurs Section, Welles 115

Sociology helps us understand how and why people and organizations behave or operate the way they do. Rather than rooting explanations solely in what is going on in people's heads, or the particular characteristics or personalities of individuals, sociologists look to economic, political, and cultural systems and structures and the interactions of people and groups. The sociological imagination is the capacity to move from most impersonal and remote to most intimate features of the human self and see the relationship between the two. This course introduces students to sociology as a discipline and helps them develop a sociological imagination. The main goal is to familiarize students with key ideas and concepts within the field. A further aim of the course is to enable students to use the sociological perspective to better understand their social world and their own particular circumstances.

Key Learning Objectives

Upon completion of this course, students should be able to:

1) Demonstrate an understanding of how the sociological perspective differs from other perspectives (e.g. psychological, biological).
2) Demonstrate an ability to describe and critique the basic orientations of the dominant sociological paradigms and provide examples of theoretical and empirical work that draw from these paradigms.
3) Identify, define, and evaluate the fundamental models, components, and problems of sociological research.
4) Demonstrate a basic knowledge of important sociological concepts such as labeling; the social construction of gender, race, and ethnicity; blaming the victim; the division of labor; and the social reproduction of inequality.
5) Demonstrate an ability to use sociological theories and concepts to analyze contemporary social issues.

Description

The course is organized into four sections. The first section provides an overview of sociological theories and methods of social research. The second section examines key sociological concepts, focusing on selected topics in sociology such as social inequality, the family, work, education, and power. The third section applies concepts and theories learned in

the first two sections to contemporary social issues such as AIDS, violence, and body image. The final section investigates the potential for social change and how it is brought about.

Social Science Core

This course meets the social science core requirements. The guidelines for social science core courses stress the development of the following characteristics of a responsible member of society: 1) an acquaintance with major empirical, analytical, or theoretical approaches to human behavior, institutions or culture; 2) an acquaintance with social, economic, political, or moral alternatives; 3) an acquaintance with major problems, issues, institutions, practices or trends in the social world; 4) a capacity to express ideas clearly, coherently and grammatically in written form as one component of the evaluation process. This written work must total at least 1500 words, at least half of which must be prepared outside of class.

Required Readings

The following reading materials are available at Sundance Books and the University Bookstore:

Ferguson, Susan J. Mapping the Social Landscape: Readings in Sociology. Mountain View, CA: Mayfield. Seventh Edition.

Hartmann, Douglas and Christopher Uggen. The Contexts Reader. New York: W.W. Norton and Company. Second Edition.

Hesse-Biber, Sharlene Nagy. The Cult of Thinness. New York: Oxford University Press.

Moody, Anne. Coming of Age In Mississippi. New York: Random House.

Grading and Course Requirements

Class Participation

You are expected to read assigned materials prior to class and to participate in discussion. Your weekly entries, exams, and paper should reflect your involvement with the material and class discussion; this includes awareness of, and participation in, presentations made by invited speakers. Your regular participation as reflected by both the extent and quality of your verbal and written contributions is taken into consideration when determining your class participation grade. Two "mini research" projects will be assigned at the beginning of the semester. Completion of these assignments in a satisfactory manner will contribute to your class participation grade.

Quotation Assignment

You are required to submit weekly "quotation analyses" using the readings for the course and your own (evidenced) thoughts. Your own perspective/opinion will necessarily be involved, too. However, your analysis should be MORE than mere opinion - explain your position, don't merely declare it. The purpose of this assignment is to allow you to pick ideas of interest to you

and to use course concepts and ideas in your analysis of them. "Interest" can mean either agreement or disagreement – or it can mean something new you've never considered before.

Specifically, you are to:

1) Find and identify a quote from one of the readings that intrigues you;
2) Explain why you find this quote interesting or intriguing. (E.g. Does it raise any questions for you? Does it bother you? Why?)
3) Use the readings for the week, readings from elsewhere in the course, and/or your own experience/observations, to support your analysis.

Your responses should be no longer than two pages (double-spaced, paginated, and stapled) and must be submitted on Thursday at the beginning of class. You should structure your analysis as follows:

- First, make a short "statement of interest" (i.e. why you picked it/what about it got your attention/why was it meaningful to you?).
- Second, include the date, year, and author of each quote selected.
- Third, analyze/respond to the quote (as explained above).

You will be given 11 chances to submit quotation analyses; however, you must submit only 7 to receive full credit for this assignment. Thus, you may skip this assignment for 4 weeks and not be penalized. Each will receive 3 points, with the exception of the first, which will receive 2 points.

Exams
There will be two in-class exams. The first exam will cover materials presented in Sections I and II of the course. The second exam will cover materials presented in Section III.

Final Paper
In addition to the two exams, a 6-8 page final paper is required. You will receive a handout outlining this assignment. Final papers may be handed in prior to the due date but not before the last day of regular class. Further instruction regarding submission of the final paper will be given in class.

Weighing of assignments is as follows:

Class participation	20 points
Quotation Analyses	20 points
Exam I	20 points
Exam II	20 points
Final Paper	20 points

Expectations and Policies (Please Read Carefully):

- You are responsible for covering all the material assigned as well as integrating the readings with class presentations. You are expected to use specific and relevant examples and evidence from readings, lecture, speakers, and film to demonstrate your understanding of particular concepts or issues covered in this course (as presented in the readings and in class lectures or discussions). This expectation will be reflected in the questions that appear on the exams, written assignments, in class discussions, and in the grading of all assignments.

- Responses and final paper must be typed, double spaced, with 1-inch margins. It is expected that they be checked for proper grammar and spelling. There will be point deductions for spelling and grammar errors.

- Due dates for assignments are indicated on the syllabus. No makeup exams or assignments will be given or accepted without both the official and appropriate documentation of reason for absence and PRIOR permission of the instructor.

- Both students and faculty are expected to abide by the University's honor code. Cheating and plagiarizing will result in a failing grade for either or both the assignment and the course. Information on what constitutes these behaviors can be found in the honor code document if you have any questions.

- Keep all returned exams (and other returned graded work) in the event that you have a grade dispute at the end of the semester. If your calculation of your grade does not match our records, it is your responsibility to provide proof of graded work.

- You are welcome to meet with me following an exam or assignment to discuss your work and/or the grade assigned. If you choose to do so, you must meet the following requirements: 1) Wait at least 24 hours after receiving the graded exam or assignment before meeting with me; 2) Put your responses to my comments and/or grading in writing and bring them with you to our meeting. I find that following these procedures results in a much more substantive and productive (and thus satisfying) meeting.

- Students with learning disabilities will be accommodated as necessary to meet the objectives of the course. Please provide me with documentation outlining the nature of the disability and the necessary accommodations within the first week of class.

NOTE: The most efficient way to reach me is by phone. Please feel free to call me at home. If I am not immediately available, leave a message and I will get back to you as soon as possible. You may also contact me via email (through webmail, not myCourses) if you do not require an immediate response. Email is to be used only for specific questions concerning the course materials or assignments, or to make appointments. For all other matters, talk with me before or after class or during my office hours, or give me a call.

Course Schedule and Reading Assignments

SECTION I: AN INTRODUCTION TO SOCIOLOGY

A. What is Sociology?

Read by:

Jan 24 Mills, C. Wright. "The Promise," in Mapping the Social Landscape.

Gaines, Donna. "Teenage Wasteland: Suburbia's Dead-End Kids," in Mapping.

Moody, Anne, "Coming of Age in Mississippi," Part 1 (Childhood), Chapters 1 – 5 (or as much of Part 1 as you can)

Discussion: What is Sociology?

B. Sociological Perspectives and Methods of Social Research

Jan 29 Schwalbe, Michael. "Finding Out How the Social World Works," in Mapping.

Haney, Craig, Curtis Banks, and Philip Zimbardo. "Interpersonal Dynamics in a Simulated Prison," in Mapping.

Jan 31 Adler, Patricia and Peter Adler. "The Promise and Pitfalls of Going Into the Field," in Contexts.

MacLeod, Jay. "Appendix," in Ain't No Makin It." (posted on myCourses)

Discussion: Perspectives and Methods

Quotation Analysis #1 Due

SECTION II: TOPICS IN SOCIOLOGY

A. The Sociology of Deviance

Feb 5 Karp, David. "Illness and Identity," (myCourses).

Rosenhan, David L. "On Being Sane in Insane Places," in Mapping.

Feb 7 Chambliss, William. "The Saints and the Roughnecks." (myCourses)

Discussion: Sociology of Deviance

Deviance Mini Project Due

Quotation Analysis #2 Due

B. Constructing Difference and Inequality

Feb 12 Shapiro, Thomas. "Race, Homeownership, and Wealth," in Mapping.

Tomaskovic-Devey, Donald and Patricia Warren. "Explaining and Eliminating Racial Profiling," in Contexts.

Feb 14 Lorber, Judith. "Night to His Day": The Social Construction of Gender," (myCourses)

Pascoe, D. J. "Dude, You're a Fag?," in Mapping.

Discussion: Difference and Inequality

Gender Mini Project Due

Quotation Analysis #3 Due

C. Families

Feb 19 Hull, Kathleen, Ann Meyer, and Timothy Ortyl. "The Changing Landscape of Love and Marriage," in Contexts.

Armstrong, Elizabeth, Laura Hamilton, and Paula England. "Is Hooking Up Bad for Young Women?" in Contexts.

Feb 21 Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families," in Mapping.

Edin, Kathryn and Maria Kafalas. "Unmarried With Children," in Contexts.

Discussion: Families

Quotation Analysis #4 Due

D. Work and Education

Feb 26 Leidner, Robin. "Over the Counter: McDonald's," in Mapping.

Feb 28 Kozol, Jonathan. "Still Separate, Still Unequal," (myCourses)

Ferguson, Ann Arnett. "Bad Boys: Public Schools in the Making of Black Masculinity," in Mapping.

Discussion: Work and Education

Quotation Analysis #5 Due

E. Elites and Power

Mar 5 Domhoff, G. William. "Who Rules America?" in Mapping.

Mar 7 Klinnenberg, Eric. "Convergence: News Production in a Digital Age," in Mapping.

Lindner, Andrew. "Controlling the Media in Iraq," in Mapping.

Discussion: Elites and Power

Quotation Analysis #6 Due

MAR 12 EXAM I - SECTIONS I & II

SECTION III. USING THE SOCIOLOGICAL PERSPECTIVE

A. Poverty

Mar 14 Ehrenreich, Barbara. "Nickel-and-Dimed on (Not) Getting by in America," in Mapping.

Start reading the Nagy Hesse-Biber book. You are expected to have read Chapters 1 - 9 by April 18.

MAR 18 – 22 SPRING BREAK

Mar 26 Rank, Mark. "As American as Apple Pie: Poverty and Welfare," in Contexts.

Mar 28 Edin, Kathryn and Marcia Kefalas. "Unmarried With Children," in Mapping.

Discussion: Poverty

Quotation Analysis #7 Due

B. AIDS

Apr 2 McGeary, Johanna. "Death Stalks a Continent." (myCourses)

Apr 4 Denizet-Lewis, Benoit. "Double Lives on the Down Low." (myCourses)

Discussion: AIDS

Quotation Analysis #8 Due

C. Violence

Apr 9 Boswell, Ayres A. and Joan Spade. "Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women? " in Mapping.

Apr 11 Dyer, Gwynne. "Anybody's Son Will Do," in Mapping.

Discussion: Violence

Quotation Analysis #9 Due

D. Body Image

Apr 16 GREAT DAY – NO CLASSES

Apr 18 Hesse-Biber, Sharlene Nagy. Am I Thin Enough Chapters 1 – 8.

Discussion: Body Image

Quotation Analysis #10 Due

Apr 23 EXAM 2 – SECTION III

NOTE: You are expected to have finished reading Coming of Age in Mississippi, Parts One (Childhood), Three (College), and Four (The Movement) by May 2.

SECTION IV. SOCIAL CHANGE

A. Social Structure and Change

Apr 25 Harper, Charles and Kevin Leicht. "American Social Trends," in Mapping.

Hesse-Biber, Sharlene Nagy. Am I Thin Enough. Chapter 9.

Discussion: Social Structure and Change

B. Social Action and Change

Apr 30	Moody, Anne. Coming of Age in Mississippi. Part Three.
	Johnson, Allan. "What Can We Do? Becoming Part of the Solution," in Mapping.
May 2	Moody, Anne. Coming of Age in Mississippi. Part Four.
	Discussion: Social Action and Change/Moody
	Quotation Analysis #11 Due
May 7	Wrap-up
May 15	**FINAL PAPER DUE 3:30 – 6:30 (Finals Period)**