

Sociology 1

Introduction to Sociology

Professor J Bettie, Ph.D.
Office Hours:
by appointment
Office: 210 Rachel Carson College

Summer 2018
MW 1:00-4:30pm
Location: N. Sci Annex 102
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Required Readings

Sociology: The Essentials by Margaret L. Anderson and Howard F. Taylor. Wadsworth, 8th edition 2015. (It is possible to use an older/cheaper/used edition of this book for the class.)

Understanding Society: An Introductory Reader by Margaret L. Anderson, Kim A. Logio, and Howard F. Taylor, Wadsworth, 4th edition, 2012. (You will need the FOURTH edition of this book for the class.)

These books are available for purchase at the Literary Guillotine.

Additional readings will be made available by the instructor on Canvas including excerpts from these titles:

The New Jim Crow: Mass Incarceration in the Age of Color Blindness by Alexander 2012;
Racial Paranoia: The Unintended Consequences of Political Correctness by Jackson, Jr. 2008;
Beyond Black: Biracial Identity in America by Rockquemore and Brunnsma 2008.

Course Requirements and Evaluation

Class Attendance and Participation: Because the success of the class depends upon active participation and collectively developed discourse, aside from regular attendance, keeping up with the weekly reading is the single most important requirement of the course. Classroom learning is not only more effective, but more enjoyable when students, like yourself, actually participate in the course. Please note that a good proportion of your grade depends on you being in class and participating.

Reading Responses: To encourage engaged reading and to foster lively, productive discussions, each participant will prepare a set of comments and/or questions about each day's readings. Do not simply write summaries of each reading. Rather, write comments and/or questions that work to explore the adequacy of a particular argument, critique the logic of a theory or a concept, depict the general areas of overlap

and divergence among the authors, or reflect on the readings' implications for social change. The purpose is to help you articulate for yourself what topics you would like to address in the class discussion that day, what contribution you would like to make. Of the two reading responses you write per week, chose one to turn in.

Group Media Facilitation: At the beginning of the quarter, students will sign up in small groups which, in conjunction with the instructor, will help facilitate TWO day's discussion of the daily readings by bringing in media related to that day's subject matter.

You and your partner(s) will have three extra responsibilities during your assigned day:

- 1) You will be responsible for an exceptionally close reading of the articles for that day.
- 2) You will bring to class 2-3 visual representations from news media and popular culture related to the topic for that week. At least one of item must be from the news not popular entertainment. These visual representations are designed to foster class discussion.
- 3) You will write 2-3 discussion questions that relate to your media examples that you will present to the class to generate discussion. You must get your material/questions to the instructor for feedback at least TWO days in advance of the day you facilitate (for each day you are late, your grade will be reduced by an entire grade point). To make this possible, you need to meet with your partner(s) well in advance of your facilitation date to decide on your media clips and get instructor APPROVAL to use them.

In class on the day you facilitate, members of the presenting group will show the media clips and present questions that evoke classroom discussion. You can put discussion questions and quotes from the readings on power point slides, if you like, but do not exceed SIX slides. You do not have to address EVERY reading for that day. You might choose three or so concepts from the readings and use them to get the class to analyze the media texts you have brought to class. Or you might focus on two or three articles, the arguments being made in them and their relation to one another, asking the class to consider how the media examples enforce or complicate the arguments in the articles. Try to ask questions that get the class to go beyond telling us what their own personal OPINIONS are on the subject, but instead get the class to think about what the various authors might have to say about the media clips, and which get the class to think SOCIOLOGICALLY about the media clips. Creative and fun ideas are welcome.

You will be graded on the relevance of your media examples, how well you demonstrate their salience to the material for the day, and your ability to ask questions that provoke discussion. It is less a presentation than a facilitation, meaning you are not expected to be "experts" on the topic. You are expected to bring in media and make links between the reading and the media your bring in and to get students talking about the material. You don't have to be the "teacher" on that day. You need to try to get an interesting conversation going amongst your peers about that day's material. It is okay, if you, yourself, still have questions about the material. DO NOT summarize the day's

readings. You can assume that the class has already read the material, and that they do not need a summary presentation. I recommend that you meet with your group ASAP, read the material for your day several weeks ahead of time, and begin to brainstorm ideas for your group's facilitation.

You must also turn in a one page summary description of your group media facilitation with URLs, etc. If you showed slides, just print them and they will suffice as your one page description. We will use either the computer installed in the classroom, or my laptop, for these facilitations. Do not plan to use your own laptop. Instead bring your material on a memory stick or access links via your email and/or the internet.

Peer review: While the Instructor will ultimately determine your grade, students will be asked to perform peer reviews of the group facilitations to ensure everyone in the group participates in the creative process.

Quizzes: Regular (daily or weekly) pop quizzes will be given to ensure reading and listening comprehension. Daily class attendance will be taken via collection of quizzes and response papers.

Final Paper Project: Research and write a 7-9 page paper. Details will be given out in class. We may schedule some student presentations on final papers for the last day of the course.

Grading Breakdown

Attendance, prepared participation, quizzes	20%
Reading Response Papers	20%
Group media facilitation	30%
Final course project:	30%

NO LATE PAPERS WILL BE ACCEPTED. ALL OF THE REQUIRED COURSE ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE IN THE COURSE.

WEEK ONE

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MONDAY July 30

Introduction to the Course

What is Sociology/Social Science?

WEDNESDAY August 1

What is Sociology/Social Science continued

(F Ksy)

TEXTBOOK (The Essentials)

- Chapter 1 Sociological Perspectives
- Chapter 3 Doing Sociological Research

READER (Understanding Society)

- The Sociological Imagination by Mills (6)
- Invitation to Sociology by Berger*
- Promoting Bad Statistics by Best*
- “Bandits Going Wild in Haiti” by Galash-Boza*

What is Culture?

TEXTBOOK (The Essentials)

- Chapter 2 Culture and the Media (28)

READER (Understanding Society)

- Size 6: The Western Women’s Harem by Mernissi (6)
- September 11, 2001: Mass Murder and Its Roots in the Symbolism of American Consumer Culture by Ritzer (7)
- The Presentation of Self in Everyday Life by Goffman (3)
- Leaving Home for College: Expectations for Selective Reconstruction of Self by Karp et. al. (7)
- Gamers, Hackers, and Facebook by Haenfler*
- The Impact of Internet Connections by Brignall and Van Valey*

WEEK TWO

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MONDAY August 6

Class Inequality and Global Inequality

(F PLU 2:00 or SD 1:18)

(1st to Worst :57)

TEXTBOOK (The Essentials)

- Chapter 8 Social Class and Social Stratification (28)

READER (Understanding Society)

- The Rich Get Richer and the Poor Get Prison by Reiman (5)
- Aspects of Class in the US by Foster*
- America Without a Middle by Warren*
- From the Achievement Gap to the Education Debt by Ladson-Billings*
- Making it by Faking it by Granfield*
- The Great American Recession by Treas*

CANVAS

- Abandoned Before the Storms by Jones-DeWeever and Hartmann (9)
- Shadowy Lines That Still Divide by Scott and Leonhardt (6)
- The Color of the Safety Net by Shapiro (6)
- Unmarried with Children by Edin and Kefalas (8)

WEDNESDAY August 8

(F TC 2:24 Pt I, SorD 10:22)

TEXTBOOK (The Essentials)

- Chapter 9 Global Stratification (20)

READER (Understanding Society)

- The Communist Manifesto by Marx and Engels (4)
- The Service Society and the Changing Experience of Work by MacDonald and Sirianni (8)
- New Commodities, New Consumers: Selling Blackness in a Global Marketplace by Hill Collins (8)
- The Nanny Chain by Hochschild (8)
- Six Lessons of Suicide Bombers by Brym*
- The Myth of the Global Safety Net by Breman*

CANVAS

- The Garment Industry in the Restructuring Global Economy by Bonacich et al. (8)

WEEK THREE

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MONDAY August 13

Race and Ethnicity

(F MA)

TEXTBOOK (The Essentials)

- Chapter 10 Race and Ethnicity (24)

READER (Understanding Society)

- The Souls of Black Folk by DuBois (2)
- American Apartheid by Massey and Denton (7)
- Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in
- Post Race America by Gallagher (7)
- Barack Obama and the Politics of Race by Teasley and Ikard*
- Mexican Americans and Immigrant Incorporation by Telles*
- Harder Times: Undocumented Workers by Vogel*
- Health and Wealth by Jacobs and Morone*

CANVAS

- Seeing More Than Black and White by Martinez (6)
- Everyday Race Making: Navigating Racial Boundaries in Schools by Lewis

WEDNESDAY August 15

Gender and Sexuality

(F ?)

TEXTBOOK (The Essentials)

- Chapter 11 Gender (44)
- Chapter 12 Sexuality (18)

READER (Understanding Society)

- The Social Construction of Gender by Anderson (5)
- A Black Woman Took My Job by Kimmel (4)
- Weaving Work and Motherhood by Garey (6)
- The Care Crisis: How Women are Bearing the Burden of a National Emergency by Rosen (6)
- Gay Marriage by Seidman (5)
- Divorce and Remarriage by Arendell (11)
- Between Good and Ghetto by Jones*
- Do Workplace Gender Transitions Make Gender Trouble by Schilt and Connell*
- “Dude, You’re a Fag” by Pascoe*
- The Unfinished Revolution by Gerson*

- The Myth of the Missing Black Father by Coles and Green*
- Nickel and Dimed by Ehrenreich*

WEEK FOUR

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WEEK FOUR

MONDAY August 20

(F RPI 5:04)

CANVAS:

- Beyond Black (excerpts)
- Racial Paranoia (excerpts)

WEDNESDAY August 22

(F RPI)

CANVAS:

- The New Jim Crow (excerpts)

WEEK FIVE

WEEK FIVE

WEEK FIVE

MONDAY August 27

Social Change and Social Movements

(F B60 or DC)

TEXTBOOK (The Essentials)

- Chapter 16 Environment, Population, and Social Change (20)

READER (Understanding Society):

- Generations X, Y, and Z: Are They Changing America? by Alvin (6)
- Global Culture by Steger*
- Why You Voted by Perrin*
- Environmental Justice in the 21st Century by Bullard*
- Global Warming and Sociology by Lever-Tracy*
- Is the Economic Crisis Driving Wedges Between by Campbell*
- Children of the Great Recession by Brownstein*

WEDNESDAY August 29

(F B60)

CANVAS:

- The Genius of the Civil Rights Movement: Can It Happen Again? by Morris (7)
- *Black Lives Matters
- Hope, the Care and Feeding of It by Solnit*