

SOC 101
Fall 2014
Room: Swords 302
T, Th: 2:00- 3:15

Professor: Selina Gallo-Cruz, PhD
Office: Beaven 223
Office Hours: M: 10-11, T, Th 11- 12:30
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Introduction to Sociology

Course Objectives and Overview



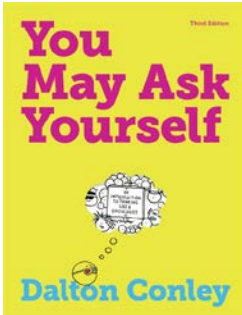
Sociology is the science of society, the systematic study of human groups, the study of how and why people interact the way they do. The study of society is broad and encompasses many different substantive concerns. As sociologist Randall Collins notes, “there is a sociology of everything!” In this course you will learn the general types of ideas and tools used in the field of sociology and the major areas of sociological research. By the course’s end you should understand how sociologists think about beliefs, identity, culture, organizations, social problems, and social change. You should have a cursory knowledge of the major areas of sociological research and an appreciation for the different types of methods used to study society. Hopefully, you will have learned something new and interesting about the world around you. And finally, it is my highest objective that you walk away with an excellent pair of sociological lenses!

This course will incorporate lectures, group discussion, and some in-class projects to help you engage with the materials and apply the central concepts to your course of study and life experience. You will be examined on your understanding and ability to use course concepts in fruitful discussion and analysis.

The substantive course topics will be divided into three parts. By the course’s end you will be able to:

- Describe what is distinctive about a **sociological approach** and what a “sociological imagination” is, identify the major sociological methods used, and distinguish the sociologist’s approach to understanding society from other major approaches.
- Define **inequality**, or stratification, in terms of social class, gender, and race and ethnicity and poverty and identify “social problems” and what shapes our understanding of how best to address them.

- Summarize what sociologists have learned about **social institutions and social change**.



Course Materials

All Required

This course requires readings from one textbook,

- 1) *You May Ask Yourself, An Introduction to Thinking Like a Sociologist*, (Second Edition) by Dalton Conley available in the campus bookstore. (This is a new edition- I will provide specific page ranges via Moodle before each section as we will sometimes read whole chapters and sometimes only parts of a chapter).

And, an additional book is required, also available at the college bookstore:

- 2) *Nickel and Dimed* by Barbara Ehrenreich

All of these books are also available online through Amazon marketplace, Alibris, or any other online venue for used textbooks. I will also place one copy of each in the library on course reserves where you may check it out for a period of no more than two hours at a time. *Should you depend on this library lending option, you must notify me that you will be using the library copy.*

Additional Readings: Additional articles as noted in the syllabus will be posted on the Blackboard site organized into folders for each of the substantive sections.

Grading

Your total grade will be broken up into in-class and out-of-class learning exercises.

In-class Learning

Attendance and participation	15%
In-class assignments and small group exercises	15%

Out-of-class Learning

Course assignments	30%
Exams	40% (20% each)

Attendance I take attendance daily and count off for classes missed. This is because too much information is given in class lecture, discussion, and in-class application exercises and your engagement with the material depends in large-part on your regular attendance.

Less than two unexcused absences will increase your attendance/participation grade by a full point, but each absence over two will lower your grade by a full point (except in case of documented emergencies, major religious holidays, and prior approval from the instructor).

Participation Following this syllabus is a participation rubric that details my criterion for your participation grade. Some students are chattier than others. Note that simply freely voicing your opinion is not quite as valuable as having adequately engaged with the assigned materials beforehand and offering insights or questions about them in discussion (see my participation grading rubric at the syllabus end). I typically have an interactive teaching style- I like to facilitate a discussion with you as junior scholars. This is so we can “practice” social scientific thinking together and I can help you to refine your analytical skills. If you are quieter I will call on you from time to time. This is not meant to put you on the spot but is an invitation to bring you into the conversation.

In class-exercises will consist of short question and answer and some written response papers as well as group discussions and group-written responses. Although most in-class activities will be assigned a low-stakes value, together they will comprise your in-class assignments and small group exercises grade.

Exams The biggest percentage of your grade will come from two **exams**, a midterm and a final. Following my attendance guidelines, no exams may be rescheduled without a recommendation from your Dean or Disability Services.

Assignments You will also have 3 **out-of-class assignments**. I will go over these assignments in class and post instructions on the Blackboard site. These assignments will help you process the main lessons from the readings and give me an idea of where clarification of key concepts is needed.

Engagement Guidelines

Classroom Etiquette: No laptops, iPads, iPhones or personal screen devices of any kind are accepted in the classroom unless accompanied by a note from the Office of Disability.

Sociology is an exercise in weighing many points of view and comparing different beliefs and practices. Others’ opinions and beliefs can be challenging to our own personal, deeply held beliefs. It is imperative that we engage in critical discussions while maintaining respect for others’ points of view. The starting point for each discussion should be the material we have read or the data we are considering. Keeping it scientific is the point of the class. As you will learn about sociology, anecdotal experiences and personal opinions may often be rooted in a particular sociological experience. So the point of engagement in this class is to think analytically about the phenomena we discuss. Furthermore, such discussion should be done in a way that is fair and respectful to all involved. Disrespectful comments and tones will not be tolerated.

Special Needs

If you need any special classroom or testing accommodations please let me know in the first week of class by bringing in a letter from the Office of Disability Services.

<http://offices.holycross.edu/disability-services>.

Course Schedule

As we move through material, the nature of in-class discussion means we will stay the course topically and on track for major assignments and due dates, but discussion of the readings will not always strictly stick to the daily schedule. That is, we may need a little more time in the next class to wrap up an important concept analysis and in turn we may need to catch up to speed by highlighting main points from a secondary reading. I expect you to be attentive to where we end up in class each day and I will also announce what material we can expect to move through in the next class given our current standing. As you will notice, I have scheduled in “catch-up” and “wrap-up” days for this reason.

Once you have read this syllabus in its entirety, send me an email which notes your agreement to the guidelines and expectations outlined in the syllabus and will act as your first participation grade points.

Section I. The Sociological Imagination

Day/Date	Topic	Readings/Assignments Due
9/4 Thursday	Introduction/Overview	
9/9 Tuesday	The Sociological Approach	Textbook: The Sociological Imagination- all
9/11 Thursday	Sociological Research Methods	Textbook: Methods- all Article: Charon- Should we generalize about people?
9/16 Tuesday	Culture	Article: Henslin: Eating your friends is the hardest Article: Zeruvabel: The Seven Day circle
9/18 Thursday	Culture and Media	Textbook: Culture and Media Article: Griswold: The Cultural Diamond
9/23 Tuesday	Socialization	Textbook: Socialization Article: Cahill: Behavior in Public Restrooms
9/25 Thursday	Social Control	Textbook: Social Control and Deviance Paper #1 Due in class
9/30 Tuesday	Social Control	Article: Adler and Adler, Inclusion and Exclusion in Preadolescent Cliques

		Article: Anderson, Code of the Streets
10/2 Thursday	Deviance and Crime	Textbook: Social Control and Deviance Article: Pager: Mark of a Criminal Record Excerpt: <i>The Innocents</i>

Section II. Inequality

10/7 Tuesday	Stratification, overview	Textbook: Stratification
10/9 Thursday	Midterm	Exam!
10/14 Tuesday	FALL BREAK	Enjoy!
10/16 Thursday	FALL BREAK	Enjoy!
10/21 Tuesday	Gender and Sexuality	Textbook: Gender/Sexuality Article: The Egg and the Sperm or, “Dude, You’re a Fag”
10/23 Thursday	Race and Ethnicity	Textbook: Race Article: Black Spaces, Black Places
10/28 Tuesday	Race and Ethnicity Continued	Article: Learning to be Illegal

Section III. Institutions and Change

10/30 Thursday	Poverty	Textbook: Poverty Article: Rank, Welfare Recipients Living on the Edge
11/4 Tuesday	Institutions Intro Education	Textbook: Education, pp 493-512, 519-533
11/6 Thursday	Education contd. Capitalism and the Economy	Article: Invisible Inequality Textbook: <i>Nicked and Dimed</i> , your chapter + Intro and Conclusion
11/11	Capitalism and the	Watch <i>The Corporation</i>

Tuesday	Economy	http://www.youtube.com/watch?v=xHrhqtY2khc Articles: “Wal-Mart Wars” “Don’t Blame Wal-Mart”
11/13 Thursday	Science, Environment, Society	Textbook: Science, Environment, and Society
11/18 Tuesday	Science, Environment, Society	Film Comparison: <i>The Blind Spot</i> , https://www.youtube.com/watch?v=yah_a6yz8FI <i>and</i> , <i>No-Impact Man</i> http://www.hulu.com/watch/479050 Paper #2 Due in Class
11/20 Thursday	Health and Healthcare	Articles: The Social Construction of Medicine (Nettleton) “Targeting HMOs” “The Ultimate End-of Life Plan”
11/25 Tuesday	Religion	Textbook: Religion Article: “Deference and Demeanor”
11/27 Thursday	Thanksgiving Break!	Enjoy!
12/2 Tuesday	Religion	Catch up!
12/4 Thursday	Protest and Movements	No readings, lecture to provide overview
12/9 Tuesday	Protest and Movements	Article: readings on: The women’s movement OR U.S. Civil Rights movement OR Iranian and Catholic movements
12/11 Thursday	Globalization and Change	Articles: “Globalization, Introduction” “The Globalization of Fresh Food”
12/16 Tuesday	Study Period	Paper #3 Due by 5PM on Moodle
12/18 Thursday	Exam Period	Final Exam, Friday December 19 11:30AM, Swords 302