

SOCI 1 (Section 4)
Principles of Sociology

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In this course you will be introduced to the discipline of sociology. This means two things. First, and most important, you will learn how to think “sociologically” about the world. Second, you will learn about some of the substantive areas within sociology. What does it mean to think sociologically about the world? Broadly it means that we examine the ways that human beings (including ourselves) are shaped in interaction and in the institutions and cultures human beings have created. We are born into the hands and lives of others, and everything we do, we do as part of our society – at both the face-to-face (micro) level and the broader (macro) level. Sociologists learn to look for social patterns and to question phenomena that others might take for granted or assume to be natural. Thinking sociologically means, in the words of British sociologist Anthony Giddens, to “think ourselves away from the familiar routines of our daily lives in order to look at them anew.” As your sociological imagination expands, you will find yourself questioning the very things that are considered commonsense, natural or inevitable. In this way, you will deepen your understanding of the society you live in and, indeed, of yourself.

There are many substantive areas we could explore, since sociology deals with all aspects of social life from socialization in childhood to education to prisons, corporations, and governments. In this class we will focus on a central question within sociology -- Inequality. Why does inequality exist in society? What is the nature of inequality in the United States? What are the institutions through which inequality is created and maintained? While there are all sorts of inequalities, we focus here on race, class, and gender and how these inequalities are produced in and maintained by a few key social institutions.

Readings

With the exception of the Ferguson book, required readings are on reserve, and certain readings are available ONLY on electronic reserve. Those readings are denoted with an ®. The following books are required reading and are available at the bookstore:

Susan J. Ferguson, ed., *Mapping the Social Landscape* (5th ed.) (denoted [MSL])
Annette Lareau, *Unequal Childhoods*
Philippe Bourgois, *In Search of Respect*
Barbara Ehrenreich, *Nickel and Dimed*

In addition to the readings, we will view two films. These films are **not** optional and you may be tested on them.

Assignments

Requirements for the course include:

1. Active participation in class discussions (25%). This class may seem like a lecture, but, in fact, I bore myself if I talk too much. Attendance is absolutely mandatory, and I track it daily. More than three unexcused absences will result in the lowering of your participation grade, and any student with more than eight unexcused absences can expect an attendance grade of F. If you have problems that prevent you from coming to class, please come talk to me so that we can come to a reasonable accommodation.

You must come to class having completed the reading assignment. I may call on you without warning. This class will be a collective learning experience, where you share your understanding of the readings and of lectures with your peers. This is a large class, and I know that it can be very intimidating to speak out in such an environment. I will try and make it as comfortable for you to speak, but I also urge you to make the effort to do so. If you make yourself speak out in class just once, it will be much easier the second time around. Coming to office hours constitutes another form of participation. Marquette policy allows me to reduce the course grade for absence and/or to drop a student from the class for excessive absences. If you are having problems or expect to be absent, I appreciate being informed.

Each day, we may begin class with a brief (10-minute) writing exercise to help you to focus on the readings. In these writing exercises, you will be expected to articulate, in complete sentences, the key points of each reading. On some days, I may bring in a specific quote from the reading for you to write about, or a specific concept that might require deeper thought. This writing exercise will also provide a place to collect your thoughts if anything in the readings troubles or confuses you. Writing in this way helps you to stay in practice at writing sociologically, articulating complex or difficult ideas, and organizing your thoughts. I will periodically collect these writings from a subset of the class, possibly without notice.

2. An in-class Mid-Term Examination on 3 March (25%). This exam will test to see that you have mastered the main concepts from the first part of the course. We will have a review session in the meeting before the exam.

3. Short paper (3-4 pages)-- Due 28 April (25%)

Stretching the Sociological Imagination

Choose one of the books that we have read this term (Bourgeois, Lareau, or Ehrenreich) to explore what C. Wright Mills means when he writes about the Sociological Imagination. How does the author you have chosen relate personal-level “troubles” with public “issues?” How does the author help her or his audience to see a natural-seeming feature of a person’s situation as a result of social processes? In what ways does the author succeed in employing and inciting the sociological imagination? Are there ways that the author’s study could be supplemented, to paint a more complete picture of social processes, say, from other readings in the course?

Your essay should cite at least three sources: the author of the book you choose, Mills, and another author from our syllabus. You must use quotations from the readings to support your claims about them, and you may engage the passages you quote to explore their meaning in relation to the other readings you write about.

Your essay must be roughly 1000-1200 words (about 4-5 pages, 12-point font, 1-1.25” margins, double spaced), word-processed. You must put your name on your paper, give it a title, and number and staple your pages. Please be sure to spell-check and proofread your work; it can be very helpful to have a friend read over it to be sure it is free of typographical and grammatical errors. Strunk and White's *Elements of Style* is a very handy little guide to writing well.

See next page for due date options:

DUE DATES:

There are two due-dates for this paper. The “soft due date” is **14 April**. If you give me your paper ON PAPER by 14 April, I will read it, grade it, and give you comments, if need be, on how to improve it. I will return them by 21 April. If you like the grade you receive, you may consider this requirement satisfied, and you will only need to keep up with the readings and take the final. If you are unhappy with the grade you receive, you may re-write it for the hard deadline, which is **28 April**, at the BEGINNING of class. Whether you submitted your paper earlier or not, you must submit a paper at this time to avoid having to do an in-class essay in addition to the final exam. The paper will be counted as a day late if you submit it after the beginning of class. Late papers will lose one-half letter grade for each day they are late.

Or, you may choose Option 2: →

Option 2

In-Class Essay Exam

Instead of submitting a paper beforehand, you may prefer to write an essay in a blue book during the examination period. I will distribute possible exam questions on the last day of class so that you can prepare, but the exam will be closed-book. It will be judged on different standards than the paper, but it will still count toward 25% of your grade, so 55% of your final grade for the class will hinge on your performance during the exam period. You **MUST** do either the take-home paper or the in-class essay exam.

4. Final Examination on 6 May (Wednesday), 8-10am (25%)

This will be a comprehensive examination, to assess your grasp of key concepts.

Please note that improvement over the course of the semester will be taken into consideration when I calculate the final grades.

A NOTE ON WRITING:

Written assignments are your opportunity to develop, apply, and demonstrate your mastery of the knowledge and skills you are gaining in this course. They are, in effect, your chance to learn -- and apply what you have learned -- by practicing sociology. Therefore, be sure to use the concepts, categories, and theories from the course in your paper and exams. You must organize your paper around a central argument or point. You must aptly illustrate that point with examples, and you must show a keen understanding and critique of the course texts.

The paper should be computer-printed, double-spaced, with one-inch margins, in 12-point fonts, with your name on at least the first page, and pages should be stapled together in the upper-left corner. Your paper must be proofread, and free of grammatical errors and typos.

LATE PAPER POLICY:

Late papers will lose 1/2 grade for each day they are late, beginning after the beginning of class on the day they are due. Papers are due at the beginning of lecture.

LOGISTICS: I assume that, as a college student, you know how to use a word-processor or computer, including how to **keep a back-up copy** of all of your work. You should keep back-ups of all work conducted for this course, at least until the final grades are in and you have no questions about them. I also assume you know how to use a printer, and how to schedule your time such that you will be able to turn in your work at the appropriate times.

ACADEMIC HONESTY: Please note that I will strictly adhere to Marquette's policy on academic honesty, which can be found online.

READINGS:

WEEK 1

13 January
15 January

Introduction:

The Sociological Imagination

C. Wright Mills, "The Promise" [MSL 1]

Mary Romero, "An Intersection of Biography and History" [MSL 3]

WEEK 2

20 January

Doing Sociology

Michael Schwalbe, "Finding Out How the Social World Works"
[MSL 4]

© Devah Pager, "The Mark of a Criminal Record" ©

22 January

Craig Haney, W. Curtis Banks, and Philip G. Zimbardo, "Interpersonal
Dynamics in a Simulated Prison" [MSL 5] AND

Phillip Zimbardo, "The Stanford Prison Experiment."

(<http://www.prisonexp.org/>)

WEEK 3

27 January

Culture

© Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight" ©

29 January

Barry Glassner, "The Culture of Fear" [MSL 7]

Haunani-Kay Trask, "Lovely Hula Hands" [MSL 10]

WEEK 4

3 February

Socialization

Judith Lorber, "Night to His Day" [MSL 11]

Robert Granfield, "Making It by Faking It" [MSL 12]

5 February

© Howard Becker, "Becoming a Marijuana User" ©

Gwynne Dyer, "Anybody's Son Will Do" [MSL 14]

WEEK 5

10 February

Social Control

David L. Rosenhan, "On Being Sane in Insane Places" [MSL 19]

Penelope A. McLorg & Diane E. Taub, "Anorexia Nervosa and
Bulemia" [MSL 20]

12 February

A. Ayres Boswell & Joan Z. Spade, "Fraternities and Collegiate Rape
Culture" [MSL 22]

WEEK 6

17 February

Social Class

Kingsley Davis & Wilbert E. Moore, "Some Principles of Stratification" with a Response by Melvin Tumin [MSL 23]
 G. William Domhoff, "Who Rules America?" [MSL 24]

19 February

Annette Lareau, *Unequal Childhoods*, Chapters 1-2**WEEK 7**

24 February

Unequal Childhoods, Chapters 3, 5, 12

26 February

Review for Midterm

WEEK 8

3 March

MIDTERM EXAM

5 March

NO CLASS

9-13 March

NO CLASS—MIDTERM BREAK**WEEK 9**

17 March

Race & Ethnicity

Eduardo Bonilla-Silva, "'New Racism,' Color-Blind Racism, and the Future of Whiteness in America" [MSL 31]

19 March

Thomas M. Shapiro, "The Hidden Cost of Being African American" [MSL 25]

Yen-Le Espiritu, "The Racial Construction of Asian-American Women and Men" [MSL 9]

WEEK 10

24 March

Phillipe Bourgois, *In Search of Respect*, Chapters 1-2 (pp. 1-76)

26 March

In Search of Respect, Chapters 3,4, Conclusion, plus preface to 2003 edition

WEEK 11

31 March

Gender

Barbara Risman, "Gender as Structure," [MSL 27]

2 April

© Christine L. Williams, "The Glass Escalator" ©
 Nancy Lesko, "Our Guys/Good Guys" [MSL 29]

WEEK 12

7 April

Family

Andrew J. Cherlin, "The Deinstitutionalization of American Marriage" [MSL 53]

© John D'Emilio, "Capitalism & Gay Identity" ©

9 April

No Class—Easter Break

WEEK 13

14 April

16 April

Work

****Soft due date for paper****

Arlie Russell Hochschild, "The Time Bind" [MSL 43]

Barbara Ehrenreich, *Nickel and Dimed*, Intro, Chapter 1

WEEK 14

21 April

23 April

Ehrenreich, *Nickel and Dimed*, Chapters 2, 3 & "Evaluations"

Begin Video: *Wal-Mart: The High Cost of Low Price*

WEEK 15

28 April

30 April

6 May

Hard Deadline: Papers Due!

Finish and discuss video: *Wal-Mart: The High Cost of Low Price*

Review for Final – BRING IN YOUR QUESTIONS!

Final Exam: Wednesday, 6 May, 8-10 am

HAVE A GREAT SUMMER!!!