

TU-TH 12:30-1:45
Lalumiere 272

Fall 2019

SOCI 1001 (Section 104) Principles of Sociology

Dr. Dawne Moon
Office: 362 Lalumiere

dawne.moon@marquette.edu
phone: 414-288-7914

Office hours: Tuesdays 10:30-12 & Thursdays 2-3, or by appointment

The conversations we have in this course will introduce you to the discipline of sociology. This means two things. First, and most importantly, you will learn how to think “sociologically” about the world. Second, you will learn about some of the substantive areas within sociology. All of our readings and assignments will equip you to think about your place in the world and to approach others with greater understanding. This course fulfills the ESSV 1 requirement of the Common Core, the goal of which is as follows:

Marquette students will develop skills to engage with a spectrum of people, communities and systems of value. They will be able to analyze the sources and implications of inequity and take steps to create more inclusive and collaborative social and professional processes, acting as people with and for others.

Learning to think sociologically will help you to achieve these goals.

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 face-to-face interactions, 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 broadest (macro) levels of economy and global politics. Sociologists learn to look for social patterns and to question phenomena that others might take for granted, or assume to be natural. We will make the familiar seem strange and the strange seem familiar. As your sociological imagination expands, you will find yourself questioning the very things that are considered common sense, 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.

We will discuss, together, many things that people find it difficult to talk about: poverty and wealth; sex; racism; violence; drugs; inequality between men and women; homosexuality, bisexuality, and heterosexuality; violence (sexual and other); health issues (mental and physical); and whatever other uncomfortable topics we come up with to talk about. We do not all need to agree with each other, but we absolutely need to respect each other, and build on what we have learned from the readings and each other to develop informed understandings.

Readings

1. The following books are required reading and are available at the bookstore:

Susan J. Ferguson, ed., *Mapping the Social Landscape* (8th ed.) (denoted [MSL])*
Annette Lareau, *Unequal Childhoods*

* You may use an older edition of the Ferguson book, but the chapter numbers will be different and a few readings are only available in the latest edition. Those readings are available as pdfs under Content on D2L. The current edition of the book is on physical reserve in the Reserve department at the Bridge of Raynor Memorial library. You may copy, scan, or photograph the chapters you need.

2. Other readings, denoted with a *, are available only under Content on D2L. Links to online materials are denoted [LINK] and found under the Links menu on D2L.
3. In addition to the readings, we will view one video. This video is not optional and you will be tested on it.

Assignments

Requirements for the course include:

I. Active participation in class discussions (100 units). We will be engaging in a conversation with and about the readings. **Attendance** is absolutely mandatory, and I track it daily. Of course, common sense should prevail, and if you are too sick to come to class, particularly if your illness may be contagious, do not come to class; please let me know beforehand if you can. If you have any situation that prevents you from coming to class, please talk to me about it so that we can come to a reasonable accommodation. Marquette policy allows me to reduce the course grade for any absence and/or to drop a student from the class for more than 4 absences, regardless of the reason (apart from Marquette-sanctioned or legally mandated activities), but I am a reasonable person and appreciate knowing what is going on if you cannot attend class. More than one unexcused absence will result in lowering the attendance component of your participation grade. Without participation in class discussions or office hours, 4 unexcused absences will result in a participation grade of F.

Perfect attendance or one unexcused absence, without active participation, guarantees a participation grade of B-, providing you do not actively disrupt the class. To earn a higher grade for participation, you must come to class every day having completed the reading assignment and speak several times over the semester. 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. I know that it can be very intimidating to speak out in class, but it is an important life skill that will help you throughout your life, and it gets easier with practice. I will try and make it as comfortable for you to speak, but I also urge you to make the effort. Coming to office hours constitutes another form of participation. If you are having problems or expect to be absent, I appreciate being informed.

2. Writing Exercises (100 units). Contemporary life calls for you to quickly write short statements (such as professional emails) that need to be concise, to state clearly what you mean to say, and to be written professionally, including using correct grammar and spelling. Each day, we may begin class with a brief (5-7 minute) writing exercise to help you to focus on the readings while practicing this crucial skill. In these writing exercises, you will be expected to articulate, in complete sentences and with eloquence, 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 and prepare to be called on. Writing in this way helps you to come to class prepared and to stay in practice at writing sociologically, articulating complex or difficult ideas, and organizing your thoughts.

Right after you read each article or chapter, you may find it helpful to take a minute to write down its main point or points, and any questions you have about it.

I will collect the writing exercises and grade them for the writing component of your final grade. Grades will be given in two parts, form (up to 5 points, A-F) and content (up to 5 points, A-F) for a total of 10 points. (See grading rubric on p. 5.) I will omit your lowest writing exercise score and use the rest to calculate your final writing exercise grade. You should also familiarize yourself with the Style Guide on pp. 6-7, so you know what grammatical errors I will be looking for when I grade your writing.

I expect you to read my comments and learn from them. If you cannot read my handwriting, please ask me for clarification. If your grades are not what you would like, bring your past writing exercises into my office hours and we can try to find a better way for you to prepare. That is part of the learning process.

Make-up policy: Writing exercises may be made up in case of absence. However, a writing exercise may only be made up the next time that your group is not called after your absence. You may submit your writing exercise with the students whose group is required to turn them in, however, please make a note on your writing exercise that you are submitting it as a make-up, not in error.

Extra Credit: You may earn up to 4 units extra credit toward the writing exercises. To do so, attend any campus speaking event, forum, Soup with Substance, or the like. Summarize the event, then relate the event to any key word or concept from our class. You may receive .5 unit for submitting an event report, up to a total of 2 units, depending on how well you define and apply the concepts and how clearly your report is written. You may report on up to 2 events, earning up to 4 bonus units.

3. Two Reflection Essays (25 units each, 50 units total). The purpose of this assignment is to encourage you to see the relevance of sociology in your own life and cultivate understanding of others. The assignments are to be word-processed and printed, and 2-3 double-spaced pages in length (that means at least 2 full pages, or about 500-650 words).

For each reflection essay, the assignment is to apply a sociological concept (or possibly two) to your own life experiences. You may reflect on a situation in which you misunderstood someone but that our course concepts help you to understand better, or you may reflect on any other kind of situation that has puzzled or troubled you. You can choose to compare any idea from the readings with any of your own experiences. This is not a position paper. Rather, **you are to use the sociological concept to interpret your experiences.**

I expect your reflection to begin the following form: “[Author] defines [concept] as [definition or explanation] [(Author, page)]. I would like to apply this to [event from your life].” An acceptable paper clearly specifies the concept at the beginning of the paper and interweaves those ideas throughout the analysis. I want to read about how you are using a different sociological concept in each essay to interpret your own experiences in life. It is not an essay *about* your experiences. The sociological concept(s) that you write about should be a lens through which you view your experiences.

26 September: Reflection Paper #1 due (Any concepts from weeks 1-5) (30 units)

21 November: Reflection Paper #2 due (Any concepts from weeks 6-14) (30 units)

In evaluating your paper, I will look for three things: First, be sure that the sociological idea/concept is clearly specified (identify and define the concept). Second, you must apply the concept to a personal, real-life situation. In addition, papers must meet the page length requirements and be written grammatically and with correct spelling throughout to at least a B level (see Writing Exercise Grade Scale for Form on p. 5 and Style Guide, pp. 6-7), with page number references for direct quotations and a full, alphabetical list of sources you cite at the end. Papers that exhibit these characteristics will receive 25 units. Those that do not exhibit all of these characteristics will receive 0 units, and you may rewrite the paper and submit it within a week of them being returned to earn 22 units. I strongly recommend consulting with me about rewriting to be sure you understand what you need to do to earn credit. Late papers will be permanently penalized by 3 units for each day they are late, starting after the beginning of class.

4. In-class Mid-Term Examination on 15 October (100 units). 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.

5. Final Examination on Tuesday, 10 December, 10:30- 12:30 (100 units). This will be a comprehensive examination, assessing your grasp of key concepts from the entire course. We will have a review session on the last day of class.

ACADEMIC HONESTY: I trust that since each student has taken the Marquette Honor Pledge and been briefed on the definitions of academic dishonesty, it will not be necessary to make you sign the pledge again every day. I will adhere strictly to Marquette's policy on academic honesty, which can be found online. Any form of cheating will result in at the very least, a zero for the assignment without the chance of making it up. Furthermore, Marquette policy requires me to report the awarding of this penalty, and the reason for it, to the Chair of the Department of Social and Cultural Sciences and the Associate Dean of Students of your college. Please do not make this mistake.

Writing Exercise Grade Scales

CONTENT:

- A. (5 pts) Clear answer to the question, reflecting an excellent, in-depth understanding of the reading's main points. May in addition raise excellent questions regarding the reading's logic or methods.
- B. (4 pts) Good answer to the question, reflecting a good understanding of the reading. Response may be partially correct, with minor misunderstanding, vagueness, or error.
- C. (3 pts) Competent answer to the question, reflecting an understanding of the reading's general idea. A significant part of the argument may be missing, or the response may not address the question.
- D. (2 pts) Answer does not reflect competence over the reading, but does reflect effort to understand it or articulate your questions. May make statements that are simply not what the author(s) say(s).
- F. (1 pt) Answer is submitted, but largely or wholly incorrect. Reflects only a passing familiarity with the reading. May make statements that are opposite to the reading's argument, or simply not what the author says.
- 0. (0 pts) Nothing submitted.

FORM:

- A. (5 pts) Clear, direct answer to the question, conveyed beautifully without grammatical, spelling, or stylistic error.
- B. (4 pts) Clear, articulate response, but with one to a few minor spelling, grammatical, or stylistic errors.
- C. (3 pts) Response is comprehensible, but with significant errors in spelling, grammar, or style. May have incomplete sentences, improper subject-verb agreement, or other problems that impede communication.
- D. (2 pts) Response reflects serious difficulties with writing. May have numerous incomplete sentences, improper subject-verb agreement, and the like, to the extent that it hinders communication of what you mean to say.
- F. (1 pt) Answer is submitted, but incomprehensible due to writing problems.
- 0. (0 pts) Nothing submitted.

Style Guide—SOC 1001 Writing Exercises

These are common writing problems (with abbreviations I may use to denote them, but not necessarily). These problems are common, but that doesn't mean they are okay! Clear, strong writing is a skill that will be essential throughout your life and I want to help you to develop this skill. If you have any questions about what a comment means, please do not hesitate to ask me—I will be happy to explain. *Strunk & White's Elements of Style* is a classic guide for writing, and I strongly encourage you to buy, read, and keep a copy handy. I keep one on my desk.

???— I don't know what you're trying to say. Or, perhaps you have asserted something without the evidence to back it up.

EV—Excess verbiage (as in saying using the word "really" when you really, really don't need it)

Frag—Sentence fragment (or dependent clause standing alone with nothing to depend on)

H— homonyms (as in they're/there/their, or its/it's) Refresher: They're=they are; there=over yonder; their=belonging to them. It's=it is; its=belonging to it.

LA—Lost apostrophe. Or extra apostrophe. This poses an especially common problem in two situations: 1. when dealing with the plural (s', or 's if the word in the plural does not otherwise end in s—"That is my professor's office," versus "Those are the SOCS professors' offices."), and 2. in trying to construct the possessive of a name ending with the letter s. Unless you are talking about Jesus, Moses, or Zeus (or someone equal in stature with a name that ends in s), it is best to follow the basic 's rule to form the possessive.

NH—near homonyms. Commonly mis-heard turns of phrase, such as writing the incorrect "for all intensive purposes" instead of the correct, "for all intents and purposes."

PA—Pronoun antecedent. The antecedent to a pronoun is the noun that it replaces. (In the last sentence, "it" is the pronoun, referring to "antecedent," which is, in this case, the pronoun's actual antecedent.) You must NEVER use a pronoun without first using the antecedent. You must also be sure that the pronoun you're using refers to the last possible noun it could refer to, so that everyone knows what you mean.

PV—Passive voice. Usually indicated by use of helping verbs (forms of the verb "to be"). A lot of people use this construction (as in: "This construction is often used...") to make themselves sound fancy, or to avoid having to say who did what. (Example: "Mistakes were made."—Who made the mistakes? Your reader will want to know! "A study was conducted." Who did the study?) While it was once considered correct (no doubt in part because it is so unclear), the passive voice weakens your writing and makes it seem like you are not thinking very clearly. As you revise your writing, endeavor to remove ALL instances of the passive voice. You reduce your use of the passive voice when you remove all forms of the verb "to be."

RO – Run-on sentence that goes on and on and actually it should be two sentences because it's not a compound or complex sentence at all, it's just two or more sentences stuck together.

R – Redundancy. Avoid repetitive redundancy because it is very repetitive and redundant.

S-V – Subject-verb agreement is lacking; this usually means that you're using the wrong conjugation of the verb you want.

VT – Verb tense; be sure to be consistent in whether you're talking about the present, the past, or the future.

***NOTE ON PRONOUNS:

Because Americans today are not generally under the mistaken impression (common in years past) that "he" and "his" apply both to men and to women, many people have taken to using "their" when referring to a hypothetical individual whose gender is not known. While this usage is widely acceptable in colloquial, spoken English, there is more controversy over whether it is acceptable in formal, written English. It is becoming more common and accepted to use "their" as a singular pronoun, and it is becoming more common for people to wish to be referred to as "they" or another gender-neutral third person singular pronoun (such as "ze/zir"). Using "they" in the singular is not incorrect; in fact, Shakespeare and other celebrated English authors used "they" as a singular pronoun.

Commonly accepted alternatives to using "he" as gender neutral include using "she or he," "he/she," or "s/he". A second alternative is to alternate, using feminine pronouns in the first instance of a hypothetical individual, masculine ones in the second instance, neutral in the third. Third, some people just use "she" and "her," knowing that readers will have to do the mental work to remind themselves that that could also refer to a man, when that work would not be required were the author to use "he" and "his." None of these solutions really avoids the problem that English-speakers typically have difficulty thinking of people as human unless we can easily gender them.

***NOTE ON GENRE:

In sociology, we tend to read articles, chapters, or books. Most of these readings could also be called "studies" or "texts." They are not "novels," as a novel is a work of fiction. They are also not "stories," which, like novels, tend to have plots. Well-written sociology may tell a story or read like a novel, but it is NOT fiction. We are not reading any fiction in this class.

ASSIGNMENTS:

WEEK 1

27 August

Introduction

29 August

The Sociological Imagination

Read syllabus, assignment descriptions, and course policies

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

Donna Gaines, "Teenage Wasteland: Suburbia's Dead-End Kids"
[MSL 2]

WEEK 2

3 September

Doing Sociology

Michael Schwalbe, "Finding Out How the Social World Works" [MSL 7]

* Devah Pager, "The Mark of a Criminal Record" (pp. 937-962)

5 September

Craig Haney, W. Curtis Banks, and Philip G. Zimbardo, "Interpersonal Dynamics in a Simulated Prison" [MSL 8]

Phillip Zimbardo, "The Stanford Prison Experiment"
(<http://www.prisonexp.org/>) [LINK on D2L]

WEEK 3

10 September

Culture

Howard Becker, "Culture: A Sociological View" [MSL 10]

* Amy Schalet, "Love Wanting"

12 September

Amy McDowell, "'This is for the Brown Kids!': Racialization and the Formation of 'Muslim' Punk Rock" [MSL 11]

Haunani-Kay Trask, "Lovely Hula Hands" [MSL 12] (also see Links: Week 3 additional links for videos and other information)

WEEK 4

17 September

Socialization

Emily Kane, "No Way My Boys Are Going to Be Like That!" [MSL 13]

Duane Brayboy, [LINK on D2L] "Two Spirits, One Heart, Five Genders,"

<https://indiancountrymedianetwork.com/news/opinions/two-spirits-one-heart-five-genders/>

Discuss Reflection Paper #1

19 September

* Howard Becker, "Becoming a Marijuana User"

Robert Granfield, "Making It by Faking It" [MSL 15]

WEEK 5

24 September

Social Control

David L. Rosenhan, "On Being Sane in Insane Places" [MSL 6]

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

26 September

****Reflection Paper #1 due (Weeks 1-5)****A. Ayres Boswell & Joan Z. Spade, "Fraternities and Collegiate Rape
Culture" [MSL 21]**WEEK 6**

1 October

Social ClassKingsley Davis & Wilbert E. Moore, "Some Principles of Stratification"
with a Response by Melvin Tumin [MSL 23]

G. William Domhoff, "Who Rules America?" [MSL 24]

3 October

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

8 October

Unequal Childhoods, Chapters 3, 5, 12

10 October

Review for Midterm

WEEK 8

15 October

MIDTERM EXAM

17 October

NO CLASS: Midterm break

WEEK 9

22 October

Race & EthnicityMatthew Desmond & Mustafa Emirbayer, "What is Racial
Domination?" [MSL 31]

24 October

Katherin M. Flower-Kim, "Out of Sorts: Adoption and (Un)Desirable
Children" [MSL 33]Glenn, Evelyn Nakano, "Yearning for Lightness: Transnational Circuits
in the Marketing and Consumption of Skin Lighteners" [MSL 34]

Also see link on D2L, "Like Father, Like Son"

thesocietypages.org/specials/sociological-memoir-wheellock**WEEK 10**

29 October

[LINK on D2L] Ta-Nehisi Coates, "The Case for Reparations,"

[https://www.theatlantic.com/magazine/archive/2014/06/the-
case-for-reparations/361631/](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)

31 October

Coates, continued (Complete reading if you haven't yet)

WEEK 11

5 November Racial Inequality, summary

7 November

Gender

[LINK on D2L] Anne Fausto-Sterling, "Two Sexes are Not Enough"

<http://www.pbs.org/wgbh/nova/body/fausto-sterling.html>

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

Also see: <http://www.mirror.co.uk/news/real-life-stories/i-feel-for-caster-semenya---i-am-418420>

WEEK 12

12 November

CJ Pascoe, "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse" [MSL 29]

Adia Harvey Wingfield, "Racializing the Glass Escalator:

Reconsidering Men's Experiences of Women's Work" [MSL 42]

14 November

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

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

WEEK 13

19 November

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

21 November

****Reflection Paper #2 due (Weeks 6-13)****

Begin Video: *Unnatural Causes* [Episodes: 1: *In Sickness and in Wealth*, 2: *When the Bough Breaks*, and 7: *Not Just a Paycheck*]

WEEK 14

26 November

To Be Determined

28 November

No Class – Thanksgiving

WEEK 15

30 April

Finish and discuss video: *Unnatural Causes*

1 May

Review for Final – BRING IN YOUR QUESTIONS!

7 May

Final Exam: Tuesday, 10 Dec, 10:30am-12:30pm

HAVE A GREAT BREAK!!! Congratulations, Graduates!!