

TU-TH 12:30-1:45
Wehr Physics 141

Fall 2014

SOCI 1001 (Section 104) Principles of Sociology

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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.

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.” We seek to 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 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

All required readings are on reserve, and certain readings are available ONLY on electronic reserve. Those readings are denoted with an ®. If you have difficulty obtaining the reserve materials, please contact the reserve department in the basement of Raynor library. The course password is **Mills**.

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

Susan J. Ferguson, ed., *Mapping the Social Landscape* (7th ed.) (denoted [MSL])*
Annette Lareau, *Unequal Childhoods*
Philippe Bourgois, *In Search of Respect*

* 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 new edition. You will be responsible for obtaining copies of those readings on your own, in time for you to come prepared to class. The current edition of the book is on physical reserve in the Reserve department in the basement of Raynor library.

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:

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. 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 before class. 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. As of June, 2011, Marquette policy allows me to reduce the course grade for any absence and/or to drop a student from the class for more than 6 absences before November 14, 2014, regardless of the reason (apart from Marquette-sanctioned or legally mandated activities). More than **one** unexcused absence will result in a precipitous lowering of the attendance component of the participation grade. Without participation in class discussions or office hours, 5 unexcused absences will result in a participation grade of F. Unexcused absences will lower your participation grade, even if you participate actively otherwise.

Perfect attendance or one unexcused absence, without active participation, guarantees a participation grade of BC, 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. 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. If you are having problems or expect to be absent, I appreciate being informed.

2. Writing Exercises (25%). Contemporary life calls for you to quickly write short pieces (such as email) 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. You may find it helpful to take a minute right after you read each article or chapter to write down its main point or points. 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.

I will collect these writings and grade them for the writing component of your final grade. Grades will be given in two parts, form (1-5 points, A-F) and content (1-5 points, A-F) for a total of 10 points. (See grading rubric on p. 4.) I will omit your lowest writing exercise score (including zeroes awarded for absences) and use the rest to calculate your final writing grade. The grade rubric is included on the next page. You should also familiarize yourself with the included style guide, so you know what grammatical errors I will be looking for when I grade your writing. If you have difficulty with these exercises, you may find it helpful to take a minute right after you read each article to write down its main point or points.

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.

3. In-class Mid-Term Examination on 14 October (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.

4. Final Examination on Friday, 12 December, 8-10am (25%). This will be a comprehensive examination, assess your grasp of key concepts.

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—SOC1 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 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 when dealing with the plural (s', or 's if the word in the plural does not end in s), or 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!) 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

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” to mean “his or her,” but many people still find it imprecise or even just plain wrong. If you want to avoid a grammatical purist in your audience thinking less of you, you should avoid using “their” to refer to an individual, and reserve it for the plural. A commonly accepted alternative involves using “she or he” and “her or his” (or the reverse), “he/she” and “his/her,” or “s/he” and “his or her” (or “her or his”). A second alternative is to alternate, using feminine pronouns in the first instance of a hypothetical individual, masculine ones in the second instance. 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.”

***NOTE ON GENRE:

In sociology, we tend to read articles or selections, or books. Most of these readings could also be called “studies” or “texts.” They are generally 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.

READINGS:

WEEK 1

26 August

Introduction:

28 August

The Sociological Imagination

C. Wright Mills, “The Promise” [MSL 1]

Donna Gaines, “Teenage Wasteland: Suburbia’s Dead-End Kids” [MSL 2]

WEEK 2

2 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) ®

4 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/>)

WEEK 3

9 September

Culture

® Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight” ® (you may SKIP the section on pp. 425-32 “Odds and Even Money”)

11 September

Barry Glassner, “The Culture of Fear” [MSL 11]

Haunani-Kay Trask, “Lovely Hula Hands” [MSL 12]

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| WEEK 4 | Socialization |
| 16 September | Emily Kane, "No Way My Boys Are Going to Be Like That!" [MSL 13] Robert Granfield, "Making It by Faking It" [MSL 15] |
| 18 September | © Howard Becker, "Becoming a Marihuana User" © Gwynne Dyer, "Anybody's Son Will Do" [MSL 16] |
| WEEK 5 | Social Control |
| 23 September | David L. Rosenhan, "On Being Sane in Insane Places" [MSL 6] Penelope A. McLorg & Diane E. Taub, "Anorexia Nervosa and Bulemia" [MSL 20] |
| 25 September | A. Ayres Boswell & Joan Z. Spade, "Fraternities and Collegiate Rape Culture" [MSL 21] |
| WEEK 6 | Social Class |
| 30 September | 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] |
| 2 October | Annette Lareau, <i>Unequal Childhoods</i> , Chapters 1-2 |
| WEEK 7 | |
| 7 October | <i>Unequal Childhoods</i> , Chapters 3, 5, 12 |
| 9 October | Review for Midterm |
| WEEK 8 | |
| 14 October | MIDTERM EXAM |
| 16 October | NO CLASS: Midterm break |
| WEEK 9 | Race & Ethnicity |
| 21 October | Matthew Desmond & Mustafa Emirbayer, "What Is Racial Domination?" [MSL 31] |
| 23 October | Thomas M. Shapiro, "The Hidden Cost of Being African American" [MSL 25] Katherin M. Flower-Kim "Out of Sorts: Adoption and "(Un)Desirable Children" [MSL 33] Also see blog: thesocietypages.org/specials/sociological-memoir- wheelock |
| WEEK 10 | |
| 28 October | Phillipe Bourgois, <i>In Search of Respect</i> , Intro, Chapters 1-2 (pp. 1-76) |
| 30 October | <i>In Search of Respect</i> , Chapters 3-4 |

WEEK 11

4 November

In Search of Respect, Conclusion, plus preface to 2003 edition

6 November

Gender

® Anne Fausto-Sterling, "The Five Sexes: Why Male and Female are Not Enough" ®

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**

11 November

® Christine L. Williams, "The Glass Escalator" ®

CJ Pascoe, "'Dude, You're a Fag?' Adolescent Male Homophobia" [MSL 29]

Family

13 November

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

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

WEEK 13

18 November

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

Health and Medicine

20 November

Jill Quadagno, "Institutions, Interest Groups, and Ideology" [MSL 47]

Lillian Rubin, "Sand Castles and Snake Pits" [MSL 48]

WEEK 14

25 November

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

27 November

Thanksgiving—NO CLASS**WEEK 15**

2 December

Finish and discuss video: *Unnatural Causes*

4 December

Review for Final—BRING IN YOUR QUESTIONS!

12 December Final Exam: Friday, 12 December, 8-10am**HAVE A GREAT BREAK!!!**