**SO101B: Introduction to Sociology**

M/W/F 10:30-11:20 in Alumni Hall Room 5

Fall 2019

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Office Hours: Monday 4:00pm-5:00pm; Friday 1:00pm-3:00pm; or by appointment

**Course Description**

Sociologists take a unique perspective on the ways that humans interact with the social world around them. This perspective focuses on examining the social processes that cause people to act the way that they do. This course will introduce you to a set of theories and methods that sociologists use to understand a wide variety of social phenomena and problems. In doing so, we will discuss the way sociologists understand topics such as class, religion, gender, race, globalization, and politics, as well as how these different concepts intersect with one another. Through readings, lecture, and (perhaps most importantly) discussion, you will learn to develop and use your “sociological imagination” as a tool to critically analyze the world in which you live.

The goals for this course are to:

1) Introduce you to the scholarly work provided by sociologists and social theorists.

2) Provide you with the analytic skill set needed to identify the social forces that generate outcomes that are usually taken for granted.

3) Use this skill set to discuss and examine social problems that society faces today.

In combination, these three goals will provide you a more complex and nuanced understanding of the social world that will prove useful long after you’ve completed your studies at Saint Anselm.

This class will involve a lot of discussion and will introduce concepts/ideas that some students might feel uncomfortable discussing at first. We will try to ease our way into the more complex topics, but when we engage in discussion, you should always remember to critique each other’s arguments, not each other. This will aid in maintaining civil and fruitful discussion.

**Required Material**

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2019. *Essentials of Sociology.*7th Edition. New York: W.W. Norton & Company

(“EOS” in the reading schedule)

InQuizitive (From Norton for Essentials of Sociology 7th Edition).

 <https://digital.wwnorton.com/essentialsofsoc7>

 *If you bought the package from the bookstore, you should have an access code. If you bought the texts separately, you’ll need to purchase access by following the prompts on the InQuizitive website.*

Massey, Garth and Timothy L. O’Brien. 2019. *Readings for Sociology.* New York: W.W. Norton & Company

(“RFS” in the reading schedule)

All other readings will be available on Canvas, and will be posted in the “Readings” folder under the “Resources” tab. The readings will be listed by the author’s last name. The readings to be downloaded from the Canvas site will be denoted as “CANVAS” in the readings list.

**Course Structure**

Since we meet three days per week, we will generally follow a specific pattern in class. On Mondays and Wednesdays, we will have a normal course lecture (with some discussion). Friday classes will have a much more open structure. We’ll often begin with group “Media Analyses,” and spend the remainder of the period in either open discussion of completing a learning activity.

**Core Requirements**

*Social Scientific Awareness*

### Goals and Objectives

Social Scientific Awareness is defined as the ability to identify, appreciate and investigate questions in the theory and methodology of the social sciences. Courses in social scientific awareness aim to identify, through empirical and systematic observations, patterns of human behavior that occur among individuals, groups, institutions, societies, and/or the global environment. Courses in this area focus on human behavior and the institutions and social systems that shape and are shaped by that behavior. Courses in social scientific awareness engage students in the process of social scientific inquiry in order to develop their understanding of the self, society, and the larger world.

### Student Learning Outcomes

Students who have completed the Social Scientific Awareness requirement should be able to:

* Demonstrate knowledge of theoretical perspectives and major concepts in the social sciences.
* Understand how social scientific research can describe, understand, and predict human behavior.
* Understand research methods, including development of research questions, research design, analysis, and interpretation in considering social phenomena, issues, and problems.
* Distinguish social science research from advocacy, commentary, and other forms of analysis.
* Reflect the values underlying social science research, including ethical behavior, tolerance of ambiguity, and the importance of empirical evidence.
* Think critically about the interactions of individuals, groups, institutions, and societies.

*Gender Studies Minor*

This course is one of the courses that count towards the interdisciplinary Gender Studies minor. (A total of 5 courses that qualify for the Gender Studies minor must be completed to receive this minor. Contact Professor Jennifer Thorn in the English Department if you are interested in this minor).

**Course Requirements**

*Readings:* You are required to complete the assigned reading **before** class time on the day indicated in the reading schedule. The readings will help to inform our class discussions, and the questions on exams and quizzes. Lectures will not simply review the readings but will build off of them. As such, it is crucial that you complete the readings before class in order to comprehend the lecture, participate in class discussion, and perform well on exams and quizzes.

*Exams:* You will be given two exams: One midterm and a final (dates in reading schedule). You must take all exams on the scheduled date, including the final exam. Makeup exams will not be given except under extraordinary, and documented, circumstances. **If something does occur that makes taking the exam at the scheduled time impossible, you need to notify me in advance via email**. Test items on makeups will reflect the fact that students had more time to prepare.

The Midterm will take place over two class periods. In class period one, you will complete the multiple choice and short answer sections of the test. In class period two, you will complete the essay portion of the exam. Neither section of the exam is designed to take the full 50 minutes, but you will have the entire class period to finish each section if you need it.

Each exam will be based on lecture, films/clips, class discussion, and the assigned readings (even if not covered explicitly during the lecture). More details on the exam format will be provided as we get closer to the exam dates. The **midterm exam will be worth 250 point**s (or 25% of your total grade) and your **final exam will be worth 300 points** (or 30% of your total grade).

*Sociology in Art Project:* Over the course of the semester, you and a partner will complete a project in which you find examples of art that exemplify, are explained by, or are examples of the theories/ideas covered in class. Here, I am using art in with broad a definition as possible. You can use a song/music video, an episode of a TV show, a scene from a movie, a poem, sculpture, etc.

1. Over the course of the semester make note of theoretical concepts, key terms, or empirical studies that you find interesting. You and your partner will select a total of 6 concepts from the class and identify a piece of art that addresses, questions, elaborates on, or highlights that concept. (So, you will select 6 different topics/concepts and one different piece of art for each topic/concept).
2. With your 6 concepts/topics selected, you’ll create a virtual “portfolio”. In this portfolio you’ll provide first, the piece of art (in the case of something that can be shown in a photo or is a written art form) or provides the necessary information for me to view the piece of art (a link to a youtube video, the name of the film [one that is easily accessible] along with a timestamp for the scene in question, etc.]. Then, you’ll write 1-2 pages that explains how the piece of art is connected to, explains, and/or addresses your concept/topic. (Do this for all 6 examples).
3. By October 11th, your group will turn in your 1-2 page write-ups for 2 examples. I will grade these and provide you with comments. You should use the comments to improve your write-ups of these two examples and to inform your work on your remaining 4 write-ups. This short early version is worth **25 points** (or 2.5% of your total grade)
4. In the final week of the semester, you will present your portfolio work to the class. In the presentation, you should note what your 6 concepts/ideas and artistic examples are, but should focus on providing an oral explanation of 1 or 2 of them. Each group will present for about 7-10 minutes. Your portfolio is worth **150 points** (or 15% of your final grade)and your presentation is worth **25 points** (or 2.5% of your final grade).

*InQuizitive Quizzes:* We will make use of Norton’s InQuizitive feature for this class. This online quiz tests your retention of the material from the EOS textbook. Each Module on Canvas will contain one or more InQuizitive assignments. You can take the quiz as many times as you like, but they must be completed by the assignment due date.

InQuizitive will ensure that you are completing the textbook readings, and comprehending the content, without devoting in-class time to quizzing. This will allow us to build on the content from the textbook and introduce new ideas. ***Accordingly, it is important that you take the InQuizitive quizzes seriously, as we won’t spend much in class time on portions of the material they cover. Failing to take the quizzes seriously will leave you unprepared for class discussion and for the exams.***

Your total InQuizitive score will be worth **75 points** (or 7.5% of your overall course grade).

*Media Analysis:* Once throughout the semester, you(and a partner) will present a media analysis. You and your partner will analyze a recent news story through the sociological lens and present your analysis to the class. In addition to the presentation, you will submit a 1-2 page write-up of your analysis.

I will provide you with a set of formal instructions for the media analysis and distribute a sign-up sheet in the second week of class. Your media analysis is worth **75 points** (or 7.5% of your overall course grade).

*Discussion Questions:* Every week (with the exception of the first week, the week of the midterm and the last week of class), you will submit one discussion question that you would like us to discuss in class on Friday. These should be based on the material from that week *(including any readings due on that Friday)*, and are due by 7 pm on Thursday every week. Before the start of class, you’ll need to read everyone’s discussion questions. We’ll select the discussion topic as a group in class on Friday. ***Submitting a discussion question and voting for one in class is required for full participation credit.***

*Attendance/participation:* Students are expected to attend every class and to show up on time and prepared. You will be permitted to miss up to 3 classes without penalty (for any reason). **Any missed classes beyond those 3 will result in a 1.5 percentage point reduction in your overall course grade.** *If extraordinary circumstances arise, please inform both the college and I and we will discuss possible solutions.*

Participation involves not only completing the required readings and actively listening, but also raising questions and participating in the discussions. This requires that you must complete the readings before class in order to adequately participate. You should bring the readings with you to class, to reference during discussion if necessary. The quality of the course is dependent on the effort put forward by you all, collectively. An engaged classroom with active participation in discussion is much more enjoyable for all of us and allows us to move beyond the readings and connect them to our own lived experiences.

 Reading materials not relevant to the day’s content, sleeping, talking, texting, and otherwise violating the electronic devices policy laid out below will result in you being asked to leave class. If this occurs, you will be counted as absent for that day.

Grading

*Your grade will be based upon the above requirements in the following manner:*

Midterm Exam 25% (250 points)

Final Exam 30% (300 points)

Sociology in Art Early Portfolio 2.5% (25 points)

Sociology in Art Final Portfolio 15% (150 points)

Sociology in Art Presentation 2.5% (25 points)

InQuizitive Scores 7.5% (75 points)

Media Analysis 7.5% (75 points)

Participation 10% (100 points) \_

Total 100% (1000 points)

*The grading scale for your final grade is as follows:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | 100-95% | (1000-950) |  | C | 76.9-73% | (769-730) |
| A- | 94.9-90% | (949-900) |  | C- | 72.9-70% | (729-700) |
| B+ | 89.9-87% | (899-870) |  | D+ | 69.9-67% | (699-670) |
| B | 86.9-83% | (869-830) |  | D | 66.9-63% | (699-630) |
| B- | 82.9-80% | (829-800) |  | D- | 62.9-60% | (629-600) |
| C+ | 79.9-77% | (799-770) |  | F | <60% | (<600) |

**Additional Policies**

­*Makeup Policy:* As noted above, in almost all instances, **there will be no makeup exams, quizzes, or assignments**. Make up opportunities will only be granted under extraordinary circumstances. If you **absolutely** **have to** miss an exam, **you need to notify me at least one week in advance** via email, and to provide proper documentation. If an emergency occurs on the day of an exam, you must email me before the exam and provide me with documentation immediately. Questions on any makeup exams will reflect the fact that students had additional time to prepare.

*Academic Integrity/Plagiarism:* Plagiarism will absolutely not be tolerated in this class. All work in assignments and exams MUST be your own. In your written work, if you are presenting the ideas of someone else or providing a quotation, you must properly cite the author using a consistent format (ASA, APA etc.). Presenting the work of someone else as your own or cheating on an exam will result in a failing grade (potentially for the course depending on the severity) and potential recourse by the college. (See page 11 of the Student Handbook). For more information on Saint Anselm’s policy on academic integrity see the following link:

http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm

*Student Disabilities:* Saint Anselm College is committed to meeting the needs of students disclosing physical, sensory, psychiatric, and/or learning disabilities. To disclose a disability and request accommodations, please see Kenneth Walker, the College’s disability services provider, in the Academic Resource Center (ARC) in Lower Cushing, who will assist you in making contact with appropriate faculty members and arranging support services and accommodations available within the ARC or elsewhere. To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester.

 F**or questions concerning support services, documentation guidelines, or disability issues contact:**

Office of Disability Services
Academic Resource Center (ARC)
Kenneth J. Walker, Director
Lower Cushing
Tel. (603) 641-7193
kwalker@anselm.edu

**For additional information on documentation guidelines:**

http://www.anselm.edu/Current-Students/Academic-Resources/Disability-Services.htm

*Electronic Devices:* “As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pages ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDA’s, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away. Other exceptions to this policy may be granted at the discretion of the instructor” (Student Handbook, p.13).

**With the exclusion of documented medical issues requiring the use of a laptop computer in class, I do not permit the use of laptops during the class period.** Tablets that lay flat on the desk and serve the function of either a notebook or an e-reader for the class readings are allowed.

The reasons for this are twofold: 1. Empirical studies demonstrate that the use of a laptop during a lecture period is associated with poorer performance in the class (ex. Hembrook 2003, Mueller and Oppenheimer 2014). 2. Relatedly, the temptation to use the computer for non-class related material distracts not only the student using the computer, but also those around them.

*Communication:* The best way to contact me is through email. I will check my email at least twice per day (once in the morning and once in the evening) and will respond to most emails within 24 hours. I will use email as the primary means of communication with you outside of the classroom, and will do so with the assumption that you will check your email at least once per day.

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I suggest that you get introduce yourself to a few classmates and exchange names and email addresses. In the event that you need to borrow notes or are looking for study partners.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Tentative Reading Schedule (This is subject to change with advanced notice)**

M – Aug 26: *Introduction and Syllabus*

W – Aug 28: *Introduction (What is Sociology?)*

RFS (1), Berger - “Sociology as an Individual Pastime”

F – Aug 30: *Introduction (What is Sociology?)*

RFS (2), Mills – “Personal Experiences and Public Issues”

EOS, Ch 1 until “What Theories do Sociologists Use?”

In class activity: Flexing your Sociological Imagination

(Sign up for InQuizitive and complete the “How to Use InQuizitive” and “How to Read Charts and Graphs” quizzes).

M – Sep 2: No Class, Labor Day

W – Sep 4: Major Theories and Methods

EOS, Ch 1 Remainder (InQuizitive quiz for Chapter 1 due before the start of class)

F – Sep 6: Major Theories and Methods

RFS (7): Distinguishing Features of Black Feminist Thought

In class activity: #Theory (Make sure you have a working definition of Conflict, Functionalist, Structuralist, Symbolic Interactionist, and Black Feminist theories).

M – Sep 9: *Culture and the “Development” of Society*

EOS, Ch 2 (InQuizitive quiz for Chapter 2 due before the start of class)

W – Sep 11: Culture in Action on College Campuses

RFS (9), Wade – “American Hookup”

F – Sep 13: *Culture – The Foundations of Trust*

RFS (46), Brachears – “The Ties that Bind are Fraying”

Media analysis presentation option 1

M – Sep 16: *Socialization and Life Course*

EOS, Ch 3 (InQuizitive quiz for Chapter 3 due before the start of class)

W – Sep 18: *Life Course and Aging*

RFS (16), Lareau – “Concerted Cultivation and the Accomplishment of Natural Growth”

F – Sep 20: *Combining Culture and Socialization – Consumerism/Consumption*

Canvas, Schor – “The Visible Lifestyle: American Symbols of Status”

Short activity – “More than an object”

Media analysis presentation option 2

M – Sep 23: *Social Interactions*

EOS, Ch 4 (InQuizitive quiz for Chapter 4 due before the start of class)

W – Sep 25: *Goffman on Interactions (Dramaturgy)*

RFS (19), Goffman – “On Face-Work”

CANVAS, Cahill – “Meanwhile Backstage: Behavior in Public Bathrooms”

F – Sep 27: *Marginalization, Interactions, and Identity - Homelessness*

RFS (20), Snow and Anderson – “Salvaging the Self”

Media analysis presentation option 3

M – Sep 30: *Marginalization, Interactions and Identity – Racial/Ethnic Identity*

RFS (252), Waters – “Optional Ethnicities: For Whites Only?”

W – Oct 2 – *Multiple Choice and Short Answer Section of Exam 1*

F – Oct 4 – *Essay portion of Exam 1*

M – Oct 7: Groups, Networks and Organizations

EOS, Ch 5

W – Oct 9: Organizations and their Influence

(InQuizitive quiz for Chapter 5 due before the start of class)

RFS (32), Foucault - “Pamopticism”

RFS (33), Shearing and Stenning – “From the Panopticon to Disney World”

F – Oct 11: Expanding Weber and Bureaucracy – McDonadization and Rationality

RFS (36), Ritzer – “The McDonald’s System”

Media analysis presentation option 4

**Sociology in Art Early Portfolio Due**

M – Oct 14: No Class – Fall Recess

W – Oct 16: Deviance and Crime

EOS, Ch 6 (Inquizitive quiz for Chapter 6 due before the start of class)

F – Oct 18: Consequences of Incarceration

RFS (5), Pager – “The Mark of a Criminal Record”

Media analysis presentation option 5

M – Oct 21: Consequences of Incarceration Continued

RFS (34), Coates – “The Black Family in the Age of Mass Incarceration”

W – Oct 23: Stratification (Economic/Class/Status)

EOS, Chapter 7 (Inquizitive quiz for Chapter 7 due before the start of class)

F – Oct 25: Stratification (Economic/Class/Status)

RFS (28), Dodson – “Employing Parents Who Can’t Make a Living”

In class activity – “Surviving on a minimum wage budget”

Media analysis presentation option 6

M – Oct 28: Stratification – Two Classes in an Unequal Society

RFS (21), Hochschild – “No Country for White Men”

RFS (24), Stewart – “The Birth of a New American Aristocracy”

W – Oct 30: Global Stratification

EOS, Ch 8 (Inquizitive quiz for Chapter 8 due before the start of class)

F – Nov 1: Stratification (Race & Ethnicity)

EOS, Ch 10

In class activity: “Census Taker”

M – Nov 4: Stratification (Race & Ethnicity)

(Inquizitive quiz for Chapter 10 due before the start of class)

RFS (26), Bonilla-Silva – “The Strange Enigma of Race in Contemporary America”

W – Nov 6: Stratification (Race & Ethnicity)

Canvas, Sacks – “How Jews Became White Folks”

F – Nov 8: Stratification (Race & Ethnicity)

Activity TBD – Likely covering immigration

Media analysis presentation option 7

M – Nov 11: Stratification (Gender and Sexuality)

EOS, Ch9 (Inquizitive quiz for Chapter 9 due before the start of class)

W – Nov 13: Stratification (Gender & Sexuality) – Masculinity

RFS (15), Messner – “Boyhood, Organized Sports, and the Construction of Masculinities”

F – Nov 15: Stratification (Gender & Sexuality) – Gender In Historical Context

RFS (45), England – “The Gender Revolution: Uneven and Stalled”

Media analysis presentation option 8

M – Nov 18: Stratification (Gender & Sexuality) – Intersectionality of Race, Class and Gender

RFS (18), Bettie – “Women without Class”

W – Nov 20: Topic TBD (Class Vote)

F – Nov 22: Topic TBD (Class Vote)

M – Nov 25: Topic TBD (Class vote)

W – Nov 27: No Class: Thanksgiving

F – Nov 29: No Class – Thanksgiving

M – Dec 2: Topic TBD (Class vote)

W – Dec 4: Presentations and Review

F – Dec 6: Presentations and Review

M – Dec 9: FINAL EXAM @ 9:00AM