1 Course Description

Introduction to basic concepts, theory, and methods concerning human behavior and social structure. Special attention is paid to the scope and limitations of sociological analysis and the major empirical areas of investigation in sociology.

1.1 Course Objectives

Sociology involves the study of social relations that exist across various levels of analysis: among individuals, organizations, institutions and society writ large. We attempt to find the general in the particular, and to identify norms and values, and to discover how societies are replicated across generations as well as how they change.

This course has four main objectives:

1. Introduce basic concepts in the social sciences.
2. Define “social issues” in sociological terms.
3. Understand how social relations are informed by and influence societal values.
4. Develop skills of critical thinking and writing.

Class sessions will include lectures and video presentations. There will be many opportunities for discussion of the various issues brought up during class.

1.2 About This Document

Yes, this is one of the longer syllabi you will receive during your time at Grinnell. In addition to the standard list of required textbooks and weekly reading schedule, it also includes all assignment guidelines and other bits of information you might find useful throughout the semester. Attached at the end you will find grading rubrics that you should submit with your various assignments—you can print out additional copies if necessary from the course’s PioneerWeb (Blackboard) site.

On the next page a handy table of contents should help guide your way.

Syllabus version 1.0, last update 26 August 2009.

Many thanks to Susan Ferguson, who provided very useful comments on this document; her syllabi as those of Karla Erickson have helped inform this one.
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1.4 Textbooks and Readings

The first page of the “Weekly Schedule” section includes a list of all required textbooks. I also highly recommended the following for your personal library. Though not required for this course, they will provide invaluable help in all of your academic pursuits.


1.5 Course Overview

The first half of the term introduces basic concepts of sociology, providing a common set of terms and perspectives. The second half explores how societies both institutionalize behavior and effect social change. Each week’s topic generally represents either a separate sub-discipline of sociology, or an area of research interest in which many different sociological perspectives can be used.

The topics for the course can be categorized into four major sections:

I. Introduction to Sociology and the Study of Society

Week 01: Introductions
Week 02: The Intellectual Discipline of Sociology
Week 03: Research Methodologies

II. Learning (and Violating) Norms of Society

Week 04: Culture and Subcultures
Week 05: Socialization
Week 06: Social Deviance
Week 07: Ain’t No Makin’ It
Week 08: Social Change (I); Mid-Term Exam

III. Social Categories and Social Inequality

Week 09: Social Class
Week 10: Race and Ethnicity
Week 11: Gender

IV. Larger Social Structures: Organizations and Institutions

Week 12: Groups and Organizations
Week 13: Everything It Its Path
Week 14: Institutions
Week 15: Last Best Gifts; Social Change (II)

Week 16: Final Exam Week
2 Policies, Requirements, and Grading

2.1 Disability Accomodations

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Dean for Student Academic Support and Advising, Joyce Stern, located on the 3rd floor of the Rosenfield Center (x3702). Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

2.2 Announcements, Correspondence, “Open Door Policy”

All relevant announcements will be posted via a mass email to all class members when appropriate, with a copy posted on the course’s PioneerWeb site. We’ll assume that we all check email at least once daily during normal business hours: Monday through Friday, from 10 a.m. to 5 p.m., and we always allow for at least 24 hours before expecting a response. (This means that weekend announcements and correspondence will be extremely rare.) Please refrain from sending email attachments to your instructor or colleagues unless you have been requested to do so.

To help reduce everyone’s Inbox bloat, please ask yourself three questions before you sit down to compose a post:

1. Am I angry or upset about this issue?
2. Can this issue wait until our next scheduled class session?
3. Can this issue be more efficiently resolved with a telephone conversation?

If the answer to any of these questions is “yes” then please avoid sending an email. (I ask myself these questions as well before sending any group or individual message.)

In addition to the hours listed at the beginning of this syllabus, I spend a lot of time in my office outside of class sessions. When my office door is open, feel free to stop in. If you have an issue that requires a longer discussion, I might ask that we make an appointment for a later time.

When my office door is closed, then I need some interrupted time to work on my own research or class preparations. Please send me an email if your issue cannot wait until our next class session.

2.3 Attendance

Punctual attendance is required and you are responsible for all material presented in class. Excused absences should be negotiated in advance – contact me as soon as possible if you cannot or did not attend any class session. Unexcused absences lead to a lower grade.
2.4 Classroom Conduct

- Turn off all mobile phones and remove earbuds before entering the classroom.
- Do not email, text, twitter, or surf the web at any time in the classroom.
- Come to class prepared to participate in discussions about the assigned readings.
- Respect the opinions expressed by your colleagues.

2.5 Late Papers, Extensions

In order to receive credit for turning in any late paper or assignment, you must negotiate an extension at least 24 hours in advance. Even if you have received an extension, you must submit the current state of your rough draft by the stated deadline.

2.6 Grading Components

Successful completion of this course requires passing two examinations, one prior to the mid-term break and one during Grinnell’s designated finals week. Failing to submit any of the three memos or the final writing assignment will result in failing the course.

2.6.1 Weekly Memos

During the course of the semester you will write at least 3 memos in response to the readings assigned for the given week. You can choose the weeks in which to write your memos, but you must write at least two memos for the readings between Weeks 3 and 6. You must submit the last memo by Week 14. (“Memo Weeks” are indicated in the “Weekly Schedule.”) More information about contents of memos is provided below. The first memo will be graded on a scale of 1-5, the second and third on a scale of 1-10.

2.6.2 Final Paper: Journal Article Review

Near the end of the semester you will submit a 7-10 page analysis of contemporary sociological research, examining an empirical article from a peer-reviewed journal. Formal guidelines are provided below, and we will discuss in more detail following the mid-term break. This paper will be graded on a scale of 1-25.

2.6.3 Examinations

Two exams will be given in the course, one before mid-term break and the second during the final examinations period on Tuesday, 15 December 2009 from 2:00 to 4:00 p.m. These will focus primarily on the assigned readings and lectures for the course. The final exam will primarily focus on material covered in the second half of the course. Each exam will be graded on a scale of 1-20.
2.6.4 Additional Assignments

At least ten additional minor exercises will be given throughout the term, each worth one point. Many of these will be weekly quizzes on the assigned reading. The failure to complete or turn in any assignment (including a quiz) will result in a one-point demerit.

2.6.5 Final Grade

There are 100 total points to be awarded during the course in the categories described above. Five points will be deducted from your final total for each unexcused absence. Final grades are based on the following components and weights:

- One-point assignments: 10%
- Memos on Weekly Readings: 25% (5% + 10% + 10%)
- Final Writing Project: 25%
- Mid-term Exam: 20%
- Final Exam: 20%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>97.00 – 100.00</td>
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<td>A</td>
<td>93.50 – 96.99</td>
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<td>C+</td>
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<td>D</td>
<td>60.00 – 69.99</td>
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3 Important Dates and Assignment Deadlines

Please keep track of these due dates, and plan ahead!

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>09 Sept</td>
<td>First possible weekly memo can be submitted on this Wednesday.</td>
</tr>
<tr>
<td>23 Sept</td>
<td>At least one weekly memo must be submitted by this Wednesday.</td>
</tr>
<tr>
<td>30 Sept</td>
<td>At least two weekly memos must be submitted by this Wednesday.</td>
</tr>
<tr>
<td>14 Oct</td>
<td>Mid-term Examination, 8:00 – 8:50 a.m., ARH 124</td>
</tr>
<tr>
<td>30 Oct</td>
<td>Proposed journal article must be approved by this Friday.</td>
</tr>
<tr>
<td>13 Nov</td>
<td>Deadline for submitting rough drafts of “Journal Article Review” in order to receive feedback.</td>
</tr>
<tr>
<td>23 Nov</td>
<td>“Journal Article Review” writing assignment due.</td>
</tr>
<tr>
<td>02 Dec</td>
<td>The final weekly memo must be submitted by this Wednesday.</td>
</tr>
<tr>
<td>15 Dec</td>
<td>Final Examination, 2:00 – 4:00 p.m., ARH 124</td>
</tr>
</tbody>
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4 Weekly Memos

This exercise helps focus your attention on the key issues brought up in the weekly readings so that you can discuss them in greater depth during the class sessions.

During the course of the semester you will write at least 3 memos in response to the readings assigned for the given week. You get to choose the weeks in which to write your memos, but you can only turn in one per week. You will write these memos before we discuss the readings as a group. Each memo should respond to at least two of the readings assigned for Wednesday and/or Friday of that week. You should turn in printed drafts on Wednesday before class begins.

For each of the two readings you discuss, include the “research agenda” of the authors (see below) and at least two analytical questions that you attempt to answer as best you can. In your memos you should strive to make a connection between each of your selected readings and some other aspect of your personal intellect: concepts you have learned in this course, content from other courses, or experiences from your personal life.

Each memo should develop an idea and take it to a logical conclusion, typically using 1,000-2,000 words. Don’t waste time with fancy formatting. While the memos can feel somewhat informal, present them as polished drafts. Include a proper bibliography using a consistent format (such as the ASA style guidelines described later in this document) – develop this habit for all of the papers you might write in college courses.

I do not expect, desire, or allow the use of outside sources in the construction of a memo. You may refer to previous work cited by the author of the essay, but do not attempt to find out what others have said about these readings before you provide your own original, independent analysis.

The memo can have a relaxed tone. You don’t need a formal outline or section headings (although you can include them if it helps you to write it), and it doesn’t need to look ready for publication. However…

• Your writing should make sense. This includes complete sentences, and following basic rules of English grammar to help your reader understand your arguments.

• Proofread your memo, and run it throughout a spell-checker before submitting it. Misspelled words distract the reader, and reduce the effectiveness of your writing.

See the “General Paper Guidelines” and “Course-specific Paper Requirements” sections below for more information about formatting and style notes.
4.1 The “Research Agenda”

The memo should include the “research agenda” for each of the two readings you have chosen to examine and analyze. The template for this research agenda comes from chapter 3 (“From Topics to Questions”) of Booth et al.’s work The Craft of Research:

- The researcher is studying: [who, what, where, when]
- in order to find out: [why, how, something about the actors]
- in order to better understand: [larger sociological significance]

You should always attempt to construct this agenda immediately after you have finished an essay: this will help make the intentions of an author clearer to you before you begin writing. You could present this research agenda at the beginning of your memo as a separate paragraph, so long as it contains complete sentences. You should attempt, however, to weave it into the text of the memo so that it flows smoother and doesn’t sound stilted, or as if it landed from Mars in the middle of the text. Something like

In his essay “My Secret Life as a Black Man,” Anthony Walton is studying the significance of “cultural markers” and the ability to overcome the exaggerated stereotypes so common in 21st century American culture. He wants to find out if those from different cultures can ever truly comprehend if the overlooked soul of a “black man.” As he recounts some experiences from his personal life history, he attempts to understand how these embellished labels bound African-Americans and limited their “capacity for being whole” (Massey, 133).

Once you understand how to craft a research agenda, you can include the agenda from any article you’ve read into any essay you write for any course you might ever take. This will not only impress your instructor, but will also help you write a clearer essay.

4.2 Intended Audience

Think of the memo as an extension of the intellectual discussions we conduct during our class sessions. They represent another entry in the continued conversation between us on the readings that have been assigned.

When you are writing the memo, however, assume that I am not familiar with any of the outside readings, or that I last reviewed them several months ago. In other words, you have the responsibility to explain some of the specific findings of a particular author (this is why the “research agenda” is so valuable), and you need to occasionally remind me what sociologists mean by the terms “class” or “endogamy” or “global stratification.”

If it helps, imagine that your intended audience does not include your esteemed instructor. Instead, your reader has never taken a sociology course, but seems like a relatively intelligent, engaged, thoughtful individual (like you!) who wants to know what you learned from the readings assigned for this week. You might write imagining how your roommate, your mother, or your favorite high-school teacher will read it.
4.3 Asking (and Answering) Questions

The topics you choose to address in your memo are up to you. I do, however, strongly suggest that you begin your discussion by asking some questions, and then attempt to explore the answers to these questions using the concepts and terms we have already discussed in class, especially those found in the “Glossary” section of the course’s Blackboard website. In some cases providing a quick definition of a sociological term is useful; it lets me know that you understand what it means sociologically, and will help you to better understand and remember the material that you have supposedly read.

Avoid asking questions whose answers are completely obvious, or those that you have no intention of attempting to answer. For example, asking

Why do so many people choose partners based upon their looks?

might lead to an interesting discussion, and you might find competing sociological explanations for this observed phenomenon.

Why do so many people choose partners based upon their looks? While Macionis doesn’t directly address this issue, in his section about “the pursuit of personal happiness” he points out three different reasons why this might be the case…

On the other hand, the exact same question can simply lead to a statement about how screwed up society is, as in

Why do so many people choose partners based upon their looks? I have never understood why they do this, and I think that people would be much happier in the long run if they paid more attention to whether somebody enjoys the same sorts of activities, or has similar values and beliefs…

In this case, the student did not ask the question intending to address it. While her comments were both interesting and valid, in this course we seek to learn why actors in society don’t always engage in behaviors in their own (or in society’s) best interests.

4.4 Memo Responses, Assessments

At the end of this syllabus you will find a grading rubric for each of the three memos. Please submit this page when you turn in your final draft.

While I’m more interested in content than style, I will occasionally offer suggestions that I think would make it easier for your reader to follow what you’re saying. If an argument doesn’t make sense to me, I’ll let you know.
5 Final Writing Assignment: “Journal Article Review”


Please note that while many more sociology journals also have interesting articles to explore, you must restrict yourself to these specific journals for this assignment.

5.1 Finding an Article to Review

Browse these journals, looking for an “empirical” article published after 1995 that sounds interesting, and read its abstract to confirm that you want to learn more. After you have found an article, read the first page to confirm that you want to spend more time with it.

Important: The article needs to report on original research findings.

5.2 Approval of Journal Article

Once you have found a candidate in jstor.org, click on its “Article Information” link, copy all of the “Bibliographic Info” text, paste it into an email message, and send it to your instructor. Be sure to include the “Stable URL” link in your post. Your article must be approved no later than 27 October 2008 (in Week 10.)

Your instructor must approve your chosen article before you begin writing your draft.

5.3 Intended Audience

As in the memo assignment, assume that your reader has not yet read the article. You need to provide all relevant information about it so that your reader could discuss it with you further from an informed perspective.

5.4 Paper Contents

After the article has been approved and you have read it two or three times, you will write a 7-10 page review of this article using a technique known as textual analysis.

First, give a brief summary of the article. This should take less than two pages. (Direct quotations should be no longer than one sentence; that is, paraphrase using your own words as much as possible!) Be sure to include all relevant publication information: the
title of the article, the authors’ names, the date and the journal in which it appeared. The reader should be able to answer the following questions from your overview:

- What social phenomenon is being explored? What is the research agenda?
- How do the authors explain this social phenomenon? What causes, contributing factors, and/or historical background do they provide?
- What conclusions do the authors draw about the issue being studied?

In the remaining 5 to 8 pages, analyze the article using the following questions as guidelines. Be sure to illustrate using examples from the article, relying primarily on your own words to describe them rather than extended quotations.

- Is their argument well organized?
- What methodologies did the authors employ in their analysis?
- Is their evidence convincing?
- What the research done in a way that raises no questions about validity or reliability? Do you have any concerns about the methodology? What might have been done differently that would increase your confidence?
- Are the authors trying to break new ground or simply adding another brick to the wall? (That is, does the article contest past research in this particular field or is it supporting previous scholarship?)
- When do the authors rely on outside authorities to make their claims?

In short, your assignment is to tear the article apart, while re-telling the story the authors presented. Look at how the authors constructed the article; examine both its weaknesses and strengths. For this exercise your focus is on the dual crafts of research and writing: how do the authors put everything together to create a coherent, focused article?

Do not succumb to the temptation to debate the authors. It is easy to get sidetracked if their research is on a controversial topic. In your conclusion you should discuss whether you believe the authors succeeded in writing a clear, readable article, and explain whether or not you feel the authors’ research findings supported their conclusions.

5.5 Due Date: Monday, 23 November 2009

The final draft of your paper is due on Monday of Week 13. (The paper can be submitted anytime before the due date, of course.) Do not submit your final draft via email; bring a printed version of the paper with you to class. Include a copy of the article you analyzed.
6 General Paper Guidelines and Tips

The following suggestions apply to all writing assignments you submit for this course. In fact, most of them would be applicable to any academic writing you might undertake in your career.

• The first time that you mention an author, provide the full name, as in

   In the final essay, “The Presentation of Self in Everyday Life,” author Erving Goffman studies both controllable and uncontrollable reactions that one can observe when two people first encounter each other for the first time.

• Subsequent references to the author can use the last name only, or more general references. Examples include

   Williams states...
   Booth et. al. refer to...
   The authors cite previous studies...
   The researcher examined data collected by...

• Citations allow the reader to look up the source if desired. One common convention is (Author, Year:Page) or just (Author, Year) in the body of the text. For example,

   At a young age, children of “street” oriented families learn to fend for themselves using physical aggression, whereas “decent” oriented families teach other methods of going about solving the situation (Anderson, 1994).

   sufficiently informs your reader that you got the idea from a specific article that one could look later if desired. Use the same treatment for actual quotations, as in

   Family is the main influence determining a child’s response to life situations: “The family also gives children a social position in terms of race, religion, ethnicity and class. In time, all these elements become part of a child’s self-concept” (Macionis, 2008:125).

• Include all works cited in a bibliography at the end of your paper, using whatever consistent style you choose. (In sociology courses, follow the ASA style guidelines.)

• Journal and book titles should be formatted in *italics*, while the names of articles, chapters and should be surrounded with quotation marks, as in

   “Exchange in Human Goods,” chapter 1 in *Last Best Gifts*.

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1 Many thanks to Judith Hunter of Grinnell College’s Writing Lab, who not only reviewed and improved upon these suggestions, but endorsed them as well.
• Pay attention to your use of tense, particularly past and present. In general, we refer to the empirical activities of specific research projects in the past tense, as in

Bender and Cadge interviewed 12 Catholic nuns who had attended the conference at a Buddhist temple in California.

You can, however, discuss an author’s conclusions in either present or past tense. Use of the present tense often subtly suggests that the findings are still relevant,

Bender and Cadge assert that such interreligious dialogues help shape American’s perceptions of Buddhism.

while those in the past tense might indicate that this is how we used to interpret social phenomena, or might precede a contemporary critique:

Bender and Cadge identified three ways in which the nuns understood the Buddhist tradition, in terms of form (practices) versus content (teachings).

That’s not a hard and fast rule, but choose your tense purposefully and – most importantly – use the present and past tenses consistently throughout your analysis.

• Beware of the passive voice! Note that the tightest (and often most descriptive) writing often makes minimal use of these words as helping verbs:

is am are was be been were

Always include the actor performing the action whenever possible when constructing your sentences, in order to avoid receiving the comment “By whom?” For example,

They were encouraged to confront their own prejudices.

is not nearly as informative as

The conference organizers encouraged them to confront their own prejudices.

or

The church doctrines encouraged them to confront their own prejudices.

One last tip, which some of you might find silly, can really serve as a useful tool to help you become a better writer:

• Before you submit your memo (or your final paper, or any piece of writing for any class), find a quiet place and read it out loud, from beginning to end, in a normal speaking voice at a normal speed. You will often catch errors or awkward sentence constructions when you do this, and you’ll end up with a more polished final product.
7 Course-specific Paper Requirements

- Be sure to acknowledge in a footnote all individuals who helped you construct, draft, or revise your submission. Grinnell College has an excellent Writing Lab, and I encourage you to make use of its resources as you see fit.

- Unattributed verbatim quotations (i.e. passages written by any author that you present as your own original thoughts) fall under the definition of plagiarism. Do not plagiarize! Plagiarism can result in you failing the course.

- There is no need to present a cover sheet with any of your papers. Just include the standard submission data at the top of the first page, as in

  Steven Tepper  
  Sociology 111  
  21 September 2009

  Memo #1: Socialization

- Present all final drafts in 12-point Times font. Double-space the text, and use 1-\(\frac{1}{4}\) inch margins on all sides. Include page numbers on each sheet. (You should follow these guidelines for all of your academic work, actually, unless your professor specifically requests otherwise.)

- I encourage double-sided (front and back) printing whenever possible. I’m not a big fan of colored ink or fancy paper.

- Bind your paper using a staple; don’t ever do that annoying bendy corner thing.

- At the end of this syllabus you will find a grading rubric for each writing assignment. Write your name at the top of this sheet, but don’t fill in anything else. Additional copies of the grading rubrics are available on the course’s website.

- Attach the grading rubric for each paper using a paperclip, with the grading rubric in front of your paper. Don’t staple the rubric to your paper.

- Include any additional materials behind your paper, attached with the paperclip.

When I respond to a writing assignment,

\(\checkmark\) means that you provided information or an argument I had hoped to find.

! means that I found this passage or point interesting.

? means something is questionable, or doesn’t make sense to me.

(A squiggly underline beneath a passage means the same thing.)

I reserve giving full credit on any assignment only for truly exceptional work.
8 ASA Style Guide for Citations and References

Most of your instructors within the Department of Sociology request that you adhere to the “ASA” style guidelines for citations and references. This refers to publishing standards promoted by the American Sociological Association, the professional organization of which most of your professors are members. The ASA has adopted a uniform system for identifying works cited in the articles published under its auspices.

You will find several links to ASA style guidelines in this course’s PioneerWeb site, but this section includes some of the most commonly used formats.

8.1 In-text References

If the author’s name is in the text, put the date in parentheses:

When Duncan (1959) studied...

If the author’s name is not in the text, enclose last name and year in parentheses:

When these relationships were studied (Gouldner 1963)...

Pagination follows the year of publication after a colon:

As tabulated by Kuhn (1970:41) the results show...

For joint authors, give both last names:

(Martin and Bailey 1988)...

For three authors, give all last names in the first citation in the text; afterwards use the first name and et al.; for four or more names, use the first author’s last name plus et al.:

(Carr, Smith, and Jones 1962) ... (Carr et al. 1962) ...

For institutional authorship, supply minimum identification from the beginning of the complete citation:

(U.S. Bureau of the Census 1963:117)...

Separate a series of references with a semicolon and alphabetize:

(Burgess 1968; Marwell et al. 1971)...

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8.2 References Page Formatting

References follow the text in a separate section labeled “References.” All references should be double-spaced and use a hanging indent. All references cited in the text must be listed; similarly, only list references in the References section that have appeared somewhere in the preceding text.

List all references in alphabetical order. The name of the primary author should be listed as LAST, FIRST, while all additional authors should be listed as FIRST LAST. Keep in mind that you should construct the in-text citations so that your reader can easily find the full bibliographic information in the References list.

The examples below cover the most common types of references.

Books

Author(s). Year [Year Originally Published]. *Book Title*. Place Published: Publisher.


Sections from a Book (such as chapters from edited anthologies)

Author(s). Year [Year Originally Published]. “Title of Article.” Page Numbers in *Title of Collection*, edited by Editor. Place Published: Publisher.


Scholarly Journal Articles

Author(s). Year. “Title of Article.” *Journal Title*. Volume:Issue:Pages.


Magazine and Newspaper Articles

Author(s). Year. “Title of Article.” *Magazine Title*. Month Day, Year, Page Numbers.


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3 Yes, I know that these aren’t presented using double-spaced formatting.
8.3 Web Page Citations and References

At present the conventions for citing webpages are in flux, and are guided more by general principles rather than hard and fast rules. One cautionary note:

Wikipedia should never appear as a source in an academic paper. Never, ever. Any paper that mentions Wikipedia shall be immediately returned. The rationale here is quite simple: in sociology (and most other academic disciplines) we strive to identify and utilize credible sources of information. The standard we generally adopt accepts publications that have been subject to a process of “peer review” in which other scholars in the relevant academic discipline have vetted the work.

The general principles for citing webpages include the following:

1. In general, we attempt to cull from the webpages the standard information used in journal/newspapers references.

2. The first entry in the bibliography should be the author’s name. If this is not available use the publishing organization (i.e. website sponsor). If you cannot determine either of these items, use the title of the webpage but also reconsider the veracity of the source.

3. At the end of the bibliographic entry always include the date you retrieved the website and the url.

Some examples:


For more information and examples, consult some of the links found in the course’s PioneerWeb page. In addition to the printed version of the ASA Style Guide (2007) available in Burling Library, you could also consult


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4 The sole exception, of course, is a paper that examines Wikipedia as a social phenomenon, and uses particular pages as a data source. This, however, does not actually violate the strongly worded “never” clause because in this case you are not using articles on the website as sources for intellectual information.
9 Weekly Schedule (subject to change)

Each week addresses a different theme treated in various ways by sociologists. Readings will include theoretical and empirical works, journal articles and book excerpts; they are drawn from social science journals as well as the popular media. We begin with basic concepts of sociology and then examine the empirical world using the sociological theories and tools we accumulate during the semester.

These four required texts are available at the Grinnell College bookstore, and are on reserve at Burling Library. Specific readings in the weekly schedule can be found according to the following keys:


Additional readings can be found on electronic reserve through

- **PW**  PioneerWeb (Blackboard)

**Week 01: Introductions**

Our first week is one of introductions: we meet each other for the first time, and discuss what we hope to accomplish in this course.

**Readings and Assignments**

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**08/28 Friday**

!! *Introductions – no readings assigned.*
Week 02: The Intellectual Discipline of Sociology

In our first substantive week, we explore how sociologists aim to see “the general in the particular” as they examine their social worlds.

Readings and Assignments

08/31 Monday – The Sociological Imagination


09/02 Wednesday – Three Historical Foundations


09/04 Friday – How to Read a Sociology Article


Week 03:  Research Methodologies

This week we continue to look at some of the different ways in which social scientists conduct empirical investigations.

Note: this is the first week in which you can write a memo on the assigned readings. At least two memos need to be submitted between now and the end of Week 7.

Readings and Assignments  (memo week)

09/07  Monday – Ethnographies, Case Studies


Ain’t “Preface.” pp. xi-xii.


09/09  Wednesday – Experimental Design


09/11  Friday – Quantitative Analysis


Week 04:  Culture and Subcultures

The culture of a society includes the particular norms, values, beliefs, and symbols individuals both inherit and inhabit, even if they might try to change them.

Readings and Assignments  (memo week)

09/14 Monday – Cultural Values, Beliefs, and Norms


09/16 Wednesday – Countercultures and Subcultures


09/18 Friday – Social Reproduction of Culture

!!  Last day to drop a course without transcript entry.
Last day to change to or from S/D/F grading.
Last day to change a course from credit to audit or audit to credit.

Week 05: Socialization

In this week we look closer at the ways in which individuals come to learn and reproduce elements of culture.

Note: at least two memos on the weekly readings must be completed by next week. If you haven’t turned any in yet, you must write one both this week and next week.

Readings and Assignments (memo week)

09/21 Monday – Socialization and Identity


09/23 Wednesday – Socialization in Adulthood


09/25 Friday – Presentation of Self


Week 06: Social Deviance

Deviance involves the recognized violation of social norms. This week we examine how this affects both individuals and societies, especially during periods of social change.

Remember, at least two memos on the weekly readings must be turned in by Wednesday.

Readings and Assignments (memo week)

09/28 Monday – Deviance and Identity


09/30 Wednesday – Social Control of Deviance


10/02 Friday – Deviance and Social Change

Week 07: Aint No Makin’ It

In our last week before the mid-semester examination, we finish our reading of Jay McLeod’s research monograph Ain’t No Making It.

Readings and Assignments

10/06 Monday – Part I


10/07 Wednesday – Part II


10/09 Friday – Conclusion

Ain’t Chapter 11: “Conclusion: Outclassed and Outcast(e).” Pp. 239-269.
Week 08: Social Change (I); Mid-term Examination

Your instructor is required to inform the Grinnell College Office of the Registrar about your performance in class. This week you provide him with yet another tool to accomplish this task. Our mid-term exam will be taken on Wednesday (15 October).

How can you best prepare for the mid-term exam? Ensure that you have completed all of the assigned readings, and review the questions that we have been discussing throughout the course.

This exam will includes two sections:

I. Multiple-choice (40%, 40 questions)

These questions are very similar to those you’ve encountered in the weekly quizzes. For the most part they cover concepts, terms, and ideas presented in the class lectures.

II. Longer answer (60%, 3 essays)

These questions require you to thoughtfully consider a question and provide a thorough response using complete sentences and proper English grammar. Illegible handwriting will hinder the ability of your instructor to thoughtfully assess your response.

Note that the mid-term will take place in ARH 124, not our regular classroom.

Readings and Assignments

10/12 Monday – Social Change (I)


10/14 Wednesday – Mid-term Examination, ARH 124

10/16 Friday –

• To be announced.
Week 09:  Social Class

Welcome back! We start the second half of the course by looking at three of the most significant social categories: class, race (ethnicity), and gender.

Guidelines for the final writing project will be discussed in class on Monday, and the paper will be due in about four weeks (at the beginning of Week 13). You must submit an article for approval by Friday, 30 October.

Readings and Assignments

10/26  Monday – Three Perspectives on Stratification


PW  Marx, Karl. 1894. “Classes.” Chapter 52 from *Capital, Volume 3*.


Note: this version is abridged for greater reading pleasure.

10/28  Wednesday – Class and Social Inequalities


10/30  Friday – Class and Structural Inequalities

!! Approval of journal article must be done by today!


Week 10: Race and Ethnicity

This week we ask ourselves if “race” is a meaningful social category, and explore the implications of answering either Yes or No.

Readings and Assignments (memo week)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/02</td>
<td>Monday – The Social Construction of Race</td>
</tr>
<tr>
<td>11/04</td>
<td>Wednesday – Personal, Quiet and Institutional Racism</td>
</tr>
<tr>
<td>11/06</td>
<td>Friday – Intersections of Race and Ethnicity</td>
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<tr>
<td></td>
<td><strong>!!</strong> Last day to withdraw from a course with W transcript entry.</td>
</tr>
</tbody>
</table>
Week 11: Gender

The last of our big three explanatory variables, “gender” represents a social division more firmly based on biological distinctions than either class or race. Does the concept of “social construction” still have relevance when we consider differences based on sex?

Readings and Assignments (memo week)

11/09 Monday – Gender and Socialization


11/11 Wednesday – Gender and Identity


11/13 Friday – Gender and Inequality

!! **Deadline for submitting rough drafts of “Journal Article Review” for feedback**


**Week 12: Groups and Organizations**

Our last major section for the course focuses on more formal organizations and institutions in society. We begin with the smallest possible groups, and then quickly expand to those that form to achieve specific goals.

Reminder: the final writing project is due next Monday, 23 November!

**Readings and Assignments (memo week)**

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**11/16 Monday – Primary and Secondary Groups**


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**11/18 Wednesday – Formal Organizations**


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**11/20 Friday – Bureaucracies, Idealized and Actualized**


Week 13: *Everything It Its Path*

In our abbreviated week interrupted by the Thanksgiving holiday, we finish reading and discussing our second research monograph: Kai Erikson’s *Everything It Its Path*.

Final drafts of the “journal article review” are due on Wednesday.

Please note that attendance will not be taken on Wednesday, and that in the final exam you will not be responsible for any material covered by the activities that take place on this day. Missing Wednesday’s class will have absolutely no bearing on your final grade. If you do not choose to attend this session, be sure to submit your paper before you leave town.

**Readings and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/23</td>
<td>Monday</td>
<td>“Journal Article Review” writing assignment due</td>
</tr>
<tr>
<td>11/25</td>
<td>Wednesday</td>
<td>• <em>To be announced.</em></td>
</tr>
<tr>
<td>11/27</td>
<td>Friday</td>
<td>“No class – Thanksgiving break starts Thursday, 26 November”</td>
</tr>
</tbody>
</table>
Week 14: Institutions

The end is near! (At least for this course…) Institutions often include formal organizations, but go well beyond them in structuring our lives. This week we get a sampling of three major institutions, any one of which could form the basis for an entire course in sociology.

This is the last week in which you can complete the “memo” assignment.

Readings and Assignments (memo week)

11/30 Monday – Religion


PW Marx, Karl. 1843. “Introduction (to A Contribution to the Critique of Hegel’s Philosophy of Right.” From Deutsch-Französische Jahrbücher, source and date of translation unknown.


12/02 Wednesday – The Mass Media


12/04 Friday – Power and Politics


Week 15:  *Last Best Gifts; Social Change (II);*

We close the course with our last research monograph, one that helps synthesize many of the topics we have looked at over the last four months.

**Readings and Assignments**

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**12/07 Monday – Exchanges, Gifts, and Altruism**

**Last**


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**12/09 Wednesday – Organizations, Institutions, and Altruism**

**Last**

Chapter 4: “Collection Regimes and Donor Populations.” Pp. 70-86.

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**12/11 Friday – Social Change (II)**

**MSL**


**MSL**


**MSL**


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**Week 16:  Final Examination Week**

Make sure that your travel plans don’t send you out of town before Tuesday! This is the only opportunity to take the final exam – no make-up sessions will be scheduled.

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**12/15 Tuesday –**

- Final Examination, 2:00 – 4:00 p.m., ARH 124
- *Final grades due from faculty on Wednesday, 30 December*
Journal Article Review Paper  

Points: _____ / 20  Grade: ______

1. _____ Clearly stated research agenda of author and publication information
   _____ Summary explained historical background, rationale for this study
   _____ Overall conclusions of author described well (in 2 pages or less)

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Textual analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Critiqued author’s organization, including tables and graphics
   _____ Explained author’s data and methodology
   _____ Succinctly described independent and dependent variables
   _____ Critiqued validity of the variables’ conceptual operationalization
   _____ Critiqued reliability of author’s evidence

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions
   _____ Discussed relevance of author’s findings

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Adhered to formatting guidelines stated in syllabus

Key:

!! – excellent
+ – above average
√ – satisfactory
- – could use improvement
0 – missing
Memo #3 Points: _____ / 10  Grade: _____

1. _____  Clearly stated research agenda of each author
   _____  Each article summarized (for unfamiliar reader) in 2-3 paragraphs

2. _____  Coherent structure of essay; logical transitions between sections
   _____  Analysis illuminated the study described in initial summary
   _____  Main points summarized in paper’s conclusion

3. _____  Analysis of each article grounded by at least two specific questions
   _____  Analysis illustrated specific sociological concepts
   _____  Explored larger issues beyond article’s content
   _____  Made connections between articles and some aspect of personal intellect
   _____  Discussed relevance of author’s contributions to understanding of society

4. _____  Praise for author backed up with specific examples
   _____  Criticism of author tempered with constructive suggestions

5. _____  Good prose style, proper use of English grammar
   _____  Accurate punctuation; minimal typos or misspelled words
   _____  Proper citations; included bibliography using consistent format
   _____  Adhered to formatting guidelines stated in syllabus

Key:

| ! | excellent |
| + | above average |
| √ | satisfactory |
| - | could use improvement |
| 0 | missing |
Memo #2

Points: _____ / 10  Grade: _____

1. _____ Clearly stated research agenda of each author
   _____ Each article summarized (for unfamiliar reader) in 2-3 paragraphs

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Analysis of each article grounded by at least two specific questions
   _____ Analysis illustrated specific sociological concepts
   _____ Explored larger issues beyond article’s content
   _____ Made connections between articles and some aspect of personal intellect
   _____ Discussed relevance of author’s contributions to understanding of society

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Proper citations; included bibliography using consistent format
   _____ Adhered to formatting guidelines stated in syllabus

Key:

!! – excellent
+
√ – above average
- – satisfactory
- – could use improvement
0 – missing
Memo #1 Points: _____ / 5 Grade: ______

1. _____ Clearly stated research agenda of each author
   _____ Each article summarized (for unfamiliar reader) in 2-3 paragraphs

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Analysis of each article grounded by at least two specific questions
   _____ Analysis illustrated specific sociological concepts
   _____ Explored larger issues beyond article’s content
   _____ Made connections between articles and some aspect of personal intellect
   _____ Discussed relevance of author’s contributions to understanding of society

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
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   _____ Adhered to formatting guidelines stated in syllabus

Key:  !! – excellent
       + – above average
       √ – satisfactory
       - – could use improvement
       0 – missing