

Introduction to Sociology

Sociology 111-04
 Spring 2006
 MWF 9:00-9:50
 ARH 314

Office Hours: M 1-2 , Wed. 1-4:30 & F 1-2

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DO NOT CALL ME AT HOME

Or by appointment

Course Overview:

Sociology is concerned with the inter-relationship between individuals and the social structures and groups to which they belong. As you become familiar with sociological inquiry, you will likely develop an appreciation for the complexity of social life. You will also come to see that individual behavior is not so individual; rather, how we think, act, and feel has a lot to do with the group norms and social structures around us.

During the semester you will find that our inquiry usually generates even more questions than answers. While we will answer as many questions as we can, the development of your critical thinking and analytical abilities are even more important ends than the answers we come up with.

Course Format:

Many of the important things you can learn in this class will come from listening and talking to other students, so the class is designed to promote interaction and exchange. Most class meetings will combine brief lectures with small- and large-group discussions. I expect everyone to contribute to discussion – which requires that you read carefully and think about the assigned material before every class. I also expect people to *listen* to each other, which require *Patience*, a sense of humor, and mutual respect.

Course Description:

Sociologists ask a lot of interesting questions about the social world and answer many of them. This course will introduce you to some of these questions, to some of the ways sociologists think about these questions (THEORY), and to the methods they use while trying to answer these questions (RESEARCH).

This course is organized around themes and specific questions:

1. How are we social animals?
2. How are social groups organized?
3. How do these groups influence our lives?
4. How do we create and change our society?
5. How do sociologists try to answer these questions?

We will try to answer these first two questions by analyzing case studies of successively larger groups. The four texts as case studies focus on comparatively small communities

and the social institutions that impact them. In the process of analyzing these groups we will try to answer the third, fourth and fifth questions by examining the theoretical perspectives and research methods social scientists use to investigate group life through the paradigms of class, gender, race, sexuality, and ethnicity.

Course Objectives:

- A. To introduce students to the essential concepts, theories, and methods used in sociology to analyze phenomena.
- B. To give students an awareness of sociological curricula and the linkage between sociological thought and other substantive areas.
- C. To enable students to identify and examine sociologically relevant problems and issues.
- D. To encourage critical thinking and writing skills that demonstrates the students' abilities to understand and analyze social issues.
- E. To enhance students' understanding and appreciation of the complexity of social life.

Course Requirements:

- A. Exams:** There will be two class exams (a mid semester exam and a final exam) that will cover prior lectures and reading materials. The final exam is not comprehensive. Both exams are already scheduled in the course syllabus and students are expected to take the exams during class time on those days.
- B. Assignments:** In addition to the two exams, there will be two required written field assignments. These assignments are aimed at determining if you are able to apply material learned in class. Each assignments will be relatively short in length (3-4 pages), and instructions will be given at least a week prior to when they are due. Assignments should be typed and reflect thoughtful writing skills. Late assignments, if accepted, will be graded down.
- C. Attendance and Participation:** Your class participation is encouraged, and regular classroom attendance is expected. Attendance will be taken at the beginning of each class. Class participation includes in-class exercises, class discussions, and individual and group assigned homework.
- D. Grading:**
 - 15% Paper (Field assignments at the Mall)
 - 15% Class Participation (Homework, group assignments, presentations, etc.)
 - 40% Mid Exam (Part I and II)
 - 30% Final Exam (Essay: three of five questions)
 - 100%
- E. The Writing Lab:** Students are strongly encouraged to make appointments with staff at the writing Lab to discuss rough drafts of papers. If you use the Writing Lab, please acknowledge the staff person you worked with on your paper.
- F. Academic Honesty:** You must abide by the rules on plagiarism, outlined in the Student Handbook (p.53), which require that you “acknowledge explicitly any expressions, ideas, or observations that are not” your own. In the case of cooperatively produced work, you must indicate who produced which part of the data or product. If you are unsure of your obligations, please see me.

G. Instructor's Email Policy: I believe email is a convenient privilege and a technological wonder for enhancing learning but it is NOT a substitute for face-to-face interactions with your instructor. Use the email for urgent class matters to communication with your classmates about assignments. Otherwise, I expect frequent visits during my office hours.

H. Please Note: There will be no extra credit work, no make-up assignments or late paper accepted.

Course Required Readings:

The following books are available in the College Bookstore and on reserve in the Burling Library:

1. Ferguson, Susan J. 1996 *Mapping the Social Landscape: Readings in Sociology*. Mountain View, CA: Mayfield Publishing Co [Fourth Edition]. (MSL)
2. McIntyre, Lisa. 2002. *The Practical Skeptic*, Boston, MA: McGraw-Hill Press
3. Ritzer, George. 1999. *Enchanting a Disenchanted World*. Thousand Oaks, CA: Pine Forge Press.
4. Rauch, Jonathan. 2004. *Gay Marriage*, New York: New York, Holt Press .

In addition to the above books, there are a few required supplementary readings provided by the instructor. Please keep up with the syllabus by reading the assigned articles or chapters prior to the day that topic is discussed. The attached course schedule shows what you are expected to have read each day of class. You should come to class prepared to summarize, discuss, and do individual and group assignments.

Course Preparedness for Readings:

1. What is the author's main point or argument?
2. What theories and research methods do the author's use to demonstrate their point?
3. What are the strengths and weaknesses of this argument?

Schedule- MWF

Week 1	Jan. 23, 25, 27	Break	Mar. 18-29
Week 2	Jan. 30, Feb. 1, 3	Week 9	Apr. 3, 5, 7
Week 3	Feb 6, 8, 10	Week 10	Apr. 10, 12, 14
Week 4	Feb. 13, 15, 17	Week 11	Apr. 17, 19, 21
Week 5	Feb. 20, 22, 24	Week 12	Apr. 24, 26, 28
Week 6	Feb. 27, Mar. 1, 3	Week 13	May 1, 3, 5
Week 7	Mar. 6, 8, 10	Week 14	May 8, 10, 12
Week 8	Mar. 13, 15, 17	FINALS WEEK	May 15-19

Course Schedule:

Week 1: Introduction to the course

Lecture: What is sociology? What is its historical context as a discipline?
 Who are the Founding Fathers, absent Mothers and Invisible People of Color?
From McIntyre: Introduction and Chapter 1, 2 and 3
From Ferguson: Mapping the Social Landscape
Mills, “The Promise”, #1

Week 2: Sociological Imagination, Theory and Research Methods

From Ferguson:

- Gains, “Teenage Wasteland,” #2
- Ramero, “Intersection of Biography and History”, #3
- Schwalbe, “Finding Out How the Social World Works”, #4
- Haney, Banks, and Zimbardo, “Interpersonal Dynamics in a Simulated Prison”, #5
- Kaplan, “Not Our Kind of Girl”, #6

From McIntyre: Chapter 4, 5 and 6

Week 3: Culture

From Ferguson:

- Velliquette & Murray, “The New Tattoo Subculture,” #7
- Anderson, “The Code of the Streets,” #8
- Kaw, “Opening Faces”, #9
- Trask, “Lovely Hula Hands,” #10
- Kanagy and Kraybill, “How Will the Internet Change Society?”, #57
- From McIntyre: Chapter 7

Week 4: Socialization

From Ferguson:

- Lorber, “Night to His Day,” #11
- Messner, “Boyhood, Organized Sports, and the Construction of Masculinities,” #12
- Granfield, “Making it by Faking It,” #13
- Dyer, “Anybody’s Son Will Do,” #14

From McIntyre: Chapter 10

Week 5: Groups and Social Structure

From Ferguson:

- Adler & Adler, “Peer Power,” #15
- Jankowski, “Gang Business,” #16

- Blee, “Women of the Klan,” #17
- Colvin, “Descent into Madness”, # 18
- Derber, “The Wilding of America, #58

From McIntyre; Chapter 8

Handout on Social Theory: Applying Theory

Week 6: Deviance, Crime, and Social Control

From Ferguson:

- Rosenhan, “On Being Sane in Insane Places,” #19
- McLorg & Taub, “Anorexia Nervosa and Bulimia,” #20
- Bourgois, “In Search of Respect,” #21
- Martin and Hummer, “Fraternities and Rape on Campus” #22
- Etzioni, “Community Building”, #59

From McIntyre: Chapter 11

Week 7: Social Inequality: Social Class

From Ferguson:

- Davis, Moore, and Tumin, “Some Principles of Stratification”, #23
- Domhoff, “Who Rules America?”, # 24
- Oliver and Shapiro, “ Black Wealth/White Wealth”, # 25
- Ehrenreich, “Nickel-and Dimed”, # 26
- Johnson, “What Can We Do?”, #60

From McIntyre: Chapter 12 and 13

Handout: Mid-exam Part I: Take Home (DUE: Monday, March 13th)

Week 8: Gender, Race and Ethnicity

From Ferguson:

- Riseman, “Gender as Structure”, # 27
- Williams, “The Glass Escalator”, #28
- Espiritu, “The Racial Construction of Asian American Women and Men”, #29
- Sadker and Sadker, “Failing at Fairness”, #30
- Omi and Winant, “Racial Formations in the United States”, #31
- Lee and Bean, “ Beyond Black and White”, #32
- Rubin, “Is This a White Country or What?” #33
- Le Duff, “ At a Slaughterhouse, Some Things Never Die”, # 34

From McIntyre: Chapters 14

Mid-exam: Part II: In Class March 17th.

Week 9: Social Institutions: Power, Politics, and Media

- Mills, “The Power Elite”, #35
- Clawson, Neustadt, and Weller, “Dollars and Votes”, # 36
- Barlett and Steele, “ Playing the Political Slots”, #37
- Marger, “The Mass Media as a Power Institution”, # 38
- Mantsios, “Media Magic”, #39
- Gitlin, “Media Unlimited”, #40
- Ritzer, “The McDonaldization of Society”, #56

From McIntyre: Chapter 9

Week 10: Social Institutions: Economy, Work, and Religion

From Ferguson:

- Marx and Engels, “Manifesto of the Communist Party”, # 41
- Wilson, “When Work Disappears”, # 42
- Leidner, “Over the Counter”, #43
- Weber, “The Protestant Ethic and the Spirit of Capitalism”, #44
- Chaves, “Abiding Faith”, #45
- Lowney, “Baring Our Souls”, #46

Week 11: Social Institutions: Health, Medicine, Education and Family

- Parsons, “The Social Structure of Medicine”, #47
- McGeary, “Death Stalks a Continent”, #48
- Karp, “Illness and Identity”, #49
- Crow Dog and Erdoes, “Civilize Them with a Stick”, #50
- Cookson, Jr. and Persell, “Preparing For Power”, #51
- Ferguson, “Bad Boys”, #52
- Stacey, “Gay and Lesbian Families are Here”, #53
- Crittenden, “The Mommy Tax”, #54
- Hochschild, “The Time Bind”, #55

Read: Ritzer’s book

Week 12: Case Study: Enchanting a Disenchanted World.

Discussion of the book

Field Assignment: Visit to the Mall (Saturday, April 29th, noon to 3pm. Write up due: May 1st.

Read: Rouch’s book

Preface, and Chapters 1, 2, and 3

Chapters 4, 5, and 6

Chapters 7 and 8

Week 13: Gay Marriage.

Discussion of the book

Film and guest speaker/s.

Introduction and Chapters 1, 2 and 3

Chapters 4, 5, 6 and 7

Chapters 8, 9, 10 and 11

Week 14: Making Sociology “Real”: It’s Uses in Everyday Life

Popular Culture Assignment

Photography Assignment

Newspaper Assignment

Sociology of the 21st Century: Projections and Reflections

Final Exam: Soc. 111.04, Wednesday, May 17th, 9:00-Noon in ARH 314