

SOC 110: Introduction to Sociology, Spring 2015
Mon, Wed, Fri: 2:10-3:00PM, Mills B
Instructor: Kristi Brownfield

If you need to contact me:

Mills 206

M-Th: 12PM-2PM (viewing hours available on Monday and Tuesday)

brownfield@hendrix.edu (preferred) or 450-1209 (office)

We will be using Moodle frequently; this includes both turning in work and the weekly readings.

If you have trouble accessing the course, let me know ASAP.

Required Texts:

Bonilla-Silva, Eduardo. 2013. *Racism Without Racists: Color-Blind Racism and Racial Inequality in Contemporary America*. Lanham, MA: Rowman & Littlefield Publishers.

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2015. *Essentials of Sociology*. New York: W.W. Norton & Company, INC.

Pascoe, C.J. 2007. *Dude You're A Fag*. Berkeley: University of California Press.

The Giddens et al. text, *Essentials of Sociology*, will be your primary textbook throughout the class. You will NEED to get a copy of this book to pass the class. The other two books you will need to read to complete writing assignments. However owning the books is not necessary so long as you are able to get copies to read (e.g., from the library, from a friend, etc.).

Course Objectives:

The methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change. Students will be able to: (a) demonstrate knowledge of basic sociological concepts about social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and social institutions (e.g., the family, religion, and the state); (b) summarize theoretical or explanatory arguments in sociology; (c) apply these arguments to contemporary events or personal experience; and (d) display knowledge of cultural, class, religious, and other differences within and between societies. You will be able to understand the methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change.

Sociology is something you have been and will be doing your entire life – even if you didn't know it! Sociology is the study of people, groups, interaction, and the things people produce. That means anytime you ask a question – from “why was the new Transformers movie so bad?” to “why do women get paid less than men?” – you are engaging in Sociology. This class is about realizing what you've always been doing and learning how to do it more frequently.

Plagiarism:

See the student handbook for a definition of plagiarism. Taking another person's work and passing it off as your own will not be tolerated in this class. You will receive an immediate zero

for plagiarized work. The second attempt at plagiarism will be reported to the university and I reserve the right to give a failing grade for the course at that point. Please be sure to **cite your sources** and do not assume that I do not check them or your writing.

Secondly, please **do not** cite Wikipedia. Feel free to use Wikipedia as an information resource but be aware that: (a) the information there is not absolute, is frequently changed, and may be wrong and (b) any information put on Wikipedia comes from *other sources* and it is those sources you should be looking at and citing.

Electronics:

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related to* this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you're being disruptive or I notice your inattention you will be required to write a thousand-word essay about a sociological concept of my choosing.

Discussion Ground Rules:

During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

1. Acknowledge your privilege! We all have advantages and information we have been given that colors our perceptions of the world and how the world works. Understand and acknowledge those privileges, from white privilege, to male privilege, to class privilege, to able-bodied privilege, to heterosexual privilege, and many other types of privileges.
2. Be willing to listen to the perspective of others – *especially* when they come from different backgrounds and experiences.
3. Acknowledge that discrimination – both individual and institutional – exists. Acknowledge that racism, sexism, classism, homophobia, ableism, and other such prejudices exist and affect the lives of people every day.
4. We do not blame victims for their experiences of oppression.
5. We do not demean or put down anyone in this class for their experiences.
6. Anecdotes are not the best form of evidence to use for your claims. Anecdotes are a *type* of evidence and should be judged alongside other evidence such as scientific research or collected testimonials. If your claim begins with “I saw someone once” or “I knew someone who” be ready to back your claim up with other evidence.
7. The classroom will be a safe space to discuss issues that are often sensitive and the cause of strong emotions. If a student within the class makes a comment they do not wish repeated outside of the classroom, please preface your remarks saying so and the class will agree to the student's wishes.

ADA Accommodations:

It is the policy of Hendrix College to accommodate students with disabilities, pursuant to federal and state law. Any student who needs accommodation in relation to a recognized disability

should inform the instructor at the beginning of the course. In order to receive accommodations, students with disabilities are directed to contact Julie Brown in Academic Support Services at 505-2954.

Course Format:

This is a writing intensive class. Class time will be spent in discussion, during which we concern ourselves with understanding the readings and with learning how to "read" and analyze all sorts of other things, including snapshots, ads, fashion, grocery store shelves, rock videos, public performances, social norms, blockbuster movies, and Starbucks—to name just a few!

In order to be prepared for class, thus, you will need to spend your time outside of class doing a lot more than just reading. You will need to be writing and also be "out-in-the-world" doing some data collection of your own. You will also need a ways to take pictures that can be shared with the class. A camera, or a cell phone equipped with a camera, will do nicely.

Course Requirements and Grading:

Exam 1: 60 points

Exam 2: 60 points

Exam 3: 60 points

Reading Responses: 10 points each x 12 times = 120 points

Analysis Papers: 30 points each x 5 times = 150 points

Presentations: 25 points each x 2 presentations = 50 points

Total possible points: 500 points

Grading Scale:

450 or above – A

400 to 449 – B

350 to 399 – C

300 to 349 – D

299 or below – F

Participation and Attendance:

I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

Exams:

You will have three exams throughout the class, each worth sixty points. The exams will be taken in class and you will be given an hour to complete each. Exams will be multiple choice, true/false, and short answer. Exams will be given:

Exam 1: February 27

Exam 2: April 10

Exam 3: TBD (either May 4 or May 13)

Reading Responses:

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted weekly on the class Moodle site. Everyone is expected to a 200-word response analyzing aspects of the readings due by 12pm on Fridays. Some suggested topics to write about:

Questions the readings raised for you

Videos, articles, or other interesting internet-based material that is related to the readings (along with a discussion of how they are related)

Applying sociological theories and ideas in the readings to gender in your life (e.g., how you act, popular culture you consume, etc.)

Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post to a reading response at least ten times over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

- (a) Does the writing assignment meet the required length?
- (b) Does the writing assignment address the prompt?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed.

Analysis Papers:

There will be five short writing assignments throughout the semester. You will be asked to apply concepts you've learned in class to three sociological texts and two pieces of pop culture.

Questions that might be asked include: (a) what concepts are present? (b) why do you think so? (c) how does it affect your understanding of the books? (d) how are these books "sociological"?

Your analyses will be due:

Sociological Texts:

- (a) Racism Without Racists: Feb 6
- (b) Dude, You're A Fag: March 6
- (c) Sociology Book Choice: Due April 3; Review and analyze **one** of the following options:
 - a. Best, Joel. 1990. *Threatened Children: Rhetoric and Concern about Child-Victims*. Chicago: University of Chicago Press

- b. Bousquet, Marc. 2008. *How the University Works: Higher Education and the Low-Wage Nation*. New York: New York University Press.
- c. Jenkins, Henry. 2006. *Convergence Culture: Where Old and New Media Collide*. New York, NY: New York University Press.
- d. Karp, David A. 2006. *Is It Me or My Meds: Living With Antidepressants*. Cambridge, MA: Harvard University Press.
- e. Klein, Naomi. 2007. *The Shock Doctrine: The Rise of Disaster Capitalism*. New York: Picador USA.
- f. Nakamura, Lisa. 2008. *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press.
- g. Seidman, Steven. 2004. *Beyond the Closet: The Transformation of Gay and Lesbian Life*. New York: Routledge.

Pop Culture Works:

- (a) *Blazing Saddles* (1974, Mel Brooks): Due February 20
- (b) Pop Culture Choice: Due March 20; Review and analyze **one** of the following options:
 - a. Bedchel, Alison. 2007. *Funhome: A Family Tragicomic*. Mariner Books.
 - b. Westerfeld, Scott. 2005. *Uglies*. New York, NY: Simon and Schuster.
 - c. *Fables vol 1: Legends in Exile*, Bill Willingham, 2011, Vertigo.
 - d. *Carrie*, 1976, Brian De Palma / *Carrie*, 2013, Kimberly Peirce
 - e. *Yeezus*, Kanye West / *Artpop*, Lady Gaga
 - f. *Divergent*, Veronica Roth, 2012, Katherine Tegan Books.
 - g. Gillespie, Craig. 2008. *Lars and the Real Girl*. MGM.
 - h. Green, Hank. Bernie Su. 2012. *The Lizzie Bennet Diaries*.
<http://www.lizziebennet.com/>
 - i. Levithan, David. John Green. 2011. *Will Grayson, Will Grayson*. Penguin Publishing.
 - j. Vaughn, Brian and Pia Guerra. 2003. *Y: the Last Man, Vol 1: Unmanned*. Vertigo.
 - k. *Pitch Perfect*, 2012, Jason Moore.
 - l. Another option of your choice cleared with me at least *two weeks* prior to the due date

Presentations:

You will be asked to give two presentations throughout the course of the semester: a short, 3-5 minute presentation and a longer 5-7 minute presentation. These presentations will be timed so please make sure you are prepared.

The first presentation will be on an element of popular culture relating specifically to the concept we are discussing that week (e.g., gender, race, culture, social norms, etc.) you wish to share with the class. This could be a clip from a movie, a segment from a television show, song lyrics, a book, advertising, a set of clothing or an outfit, or even a video game. Your presentation should include a sample from your source (lasting no more than 90 seconds if this is a video clip) and then a short discussion of: (1) how your element relates to the course and (2) what you thought of the element. I will demonstrate the format during the first week of class. Time during class on Fridays will be set aside for presentations. I will ask for volunteers to go the third week (02/06/2015) and will assign students a date after that.

You will work on your longer presentations as a pair and they will follow the same format as the individual presentations, but I will assign each pair a particular concept we have or will have discussed in the course. Students must then find an element they think is a good example of that concept. So, for example, if you are assigned the concept of “power,” you might want to talk about the presentation of a president on the television show *24*. In your presentation, your group must discuss: (1) a brief introduction to the element, (2) a brief introduction and discussion of the concept, and (3) how the element you chose illustrates the concept. These presentations will take place during the second half of the semester.

At the time you are scheduled to present you must turn in a typed sheet of paper with your name, the element you are presenting (with appropriate links, if it is available online), and a brief (no more than a paragraph) summary of your presentation.

I ask that students turn their work in digitally through Moodle. If you have issues uploading, you may also email an attached copy of your work to [brownfield@hendrix.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

Late Work:

Turn in your assignments when they are due! **Late work will not be accepted within this class – you will receive a zero if you do not complete your assignments on time.**

Tentative Course Schedule: (topics/readings subject to change)

ES = Essentials of Sociology

Week One (Jan 21, 23): Course introduction, introduction to Sociology

Readings: ES CH1

Week Two (Jan 26, 28, 30): Culture

Readings: ES CH2

View: Jane Austen Fight Club [<http://www.funnyordie.com/videos/efeb4dc1b6/ja-Cne-austen-s-fight-club>]

Week Three (Feb 2, 4, 6): Culture and Socialization

Readings: ES CH3

View: The 10 Most Important Things They Didn't Teach You in School

[http://www.cracked.com/article_18611_the-10-most-important-things-they-didnt-teach-you-in-school.html]

View: Classic Disney Movies [<http://www.cracked.com/funny-4485-classic-disney-movies/>]

Due: Racism Without Racists Analysis, Feb 6

Week Four (Feb 9, 11, 13): Class Stratification

Readings: ES CH7-8

Read: Class Matters [http://www.nytimes.com/2005/05/15/national/class/OVERVIEW-FINAL.html?_r=1]

Week Five (Feb 16, 18, 20): Race/Ethnicity

Readings: SM CH10

Due: Blazing Saddles Analysis, Feb 20

Week Six (Feb 23, 25, 27): Gender

Readings: ES CH9

Due: Exam 1, Feb 27

Week Seven (March 2, 4, 6): Conformity, Deviance, Crime, and Punishment

Readings: ES CH6

Read: More women than men being dismissed from the military for being gay

[http://www.cnn.com/2009/US/10/09/military.gays.dismissals/index.html?eref=rss_topstories]

Due: Dude You're A Fag Analysis, March 6

Week Eight (March 9, 11, 13): Families and Intimate Relationships

Readings: SM CH11

Read: A Labor Market Punishing to Mothers

[<http://www.nytimes.com/2010/08/04/business/economy/04leonhardt.html>]

Read: Raising Katie [<http://www.thedailybeast.com/newsweek/2009/04/22/raising-katie.html>]

Week Nine (March 16, 18, 20): The Body

Read: ES CH14

View: Onslaught/Beauty Pressure [<http://www.youtube.com/watch?v=Ei6JvK0W60I>]

Due: Pop Culture Analysis #2, March 20

Week Ten (March 23, 25, 27): No class / Spring Break

Week Eleven (March 30, April 1, 3): Education and Religion

Readings: ES CH12

Due: Sociology Book Analysis #3, April 3

Week Twelve (April 6, 8, 10): Politics and the Economy

Read: ES CH13

Due: Exam 2, April 10

Week Thirteen (April 13, 15, 17): Internet and Technology

Read: ES CH4

Week Fourteen (April 20, 22, 24): Globalization

Read: ES CH16

Week Fifteen (April 27, 29, May 1): Synthesis

Week Sixteen (May 4): Review / Final Exam