***Contemporary Society***

**Sociology 100-D**

MWF 2:50 - 3:50 p.m.

Room AH202

Spring 2011

Professor Mari Dagaz

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**Welcome!** This course is intended to introduce you to basic sociological concepts, theories, and principles to help you to develop a “sociological imagination.”  Much of what individuals know of the social world develops through education and experiences that are limited based on social background. You will learn to see the world around you from a sociological perspective and view events and taken-for-granted, common-sense knowledge from a more inquisitive and critical vantage point.

We will begin the course discussing the foundations of sociological inquiry including key theories and research methods, developing an understanding of culture, and the social construction of reality. Next we will look at social structure, social institutions (with a focus on family, education, media, and politics), and socialization. We will then examine deviance and social control. We will complete the semester by studying social identities and inequalities, examining how groups are stratified based on social class, race and ethnicity, and gender.

**Course Goals:**  At the end of this semester you should be able to:

1. Interpret the world around you using a sociological perspective.
2. Understand the basics of sociological study including concepts and theories to help you better analyze social issues.
3. Recognize the ways in which society is stratified and the implications for different groups based on class, race, and gender.
4. Develop an understanding of the complexity of society and social behavior.

**Required Texts:**

Newman, David M. and Jodi O’Brien, eds. 2010. *Exploring the Architecture of Everyday Life (Sociology Readings)*, 8th edition. Thousand Oaks, CA: Pine Forge.

McIntyre, Lisa J. 2008. *The Practical Skeptic: Readings in Sociology.* 4th Edition New York:McGraw-Hill.

Huxley, Aldous. 1932. *Brave New World.* New York: Harper Collins.

Ehrenreich, Barbara. 2002.  *Nickel and Dimed: On (Not) Getting by in America.* New York: Holt Paperbacks.

MacLeod, Jay. 1995. *Ain’t No Makin’ It: Aspirations and Attainment in a Low-Income Neighborhood.* Boulder Colorado: Westview Press.

 \*Additional readings will be made available on Moodle.

 **Course Requirements:**

Exams: There will be two exams consisting of multiple choice, definitions and short essay questions. The first exam will be given in class on **Friday, February 25th**. The second exam will be on **Wednesday, April 6th**.

Papers: You will be required to write two 2-3 page reflection papers over the course of the semester. Detailed instructions for the first paper will be handed out in class at least one week prior to the due date.

Collaborative Project/Presentation: You will be required to write a collaborative paper and provide an accompanying presentation on a course topic. Detailed instructions, group assignments and the paper/presentation topic will be determined early in the semester. The first draft of the paper will be due on Monday, March 14th. The final draft of the paper with the accompanying presentation and will be due on a varying schedule at the end of the semester. Detailed instructions for the paper and presentation will be handed out in class.

Class Participation: You are expected to come to class prepared and ready to participate actively in the class session. You are expected to have read the texts and used other required materials carefully and comprehensively before the class session. You will be graded on your participation at midterm and again at the end of the semester. Assessment of participation will be based on the quality and regularity of your participation. While there will be some course lectures, this class is based heavily on discussion and will allow ample time for all students to participate. Participation means being actively involved in the class and orally communicating your ideas. You must demonstrate that you have read the materials and have listened to others. Discussion does not mean simply waiting for your opportunity to speak, but rather listening carefully and responding in a thoughtful manner to the discussion.

**Readings and Preparation:**

* You will need to bring your books or articles to class for discussion on the days they are assigned.
* You are responsible for all of the assigned readings, even those that we do not specifically discuss in class.
* Read each assignment and come to class prepared to discuss it on the day in which it appears on the schedule.
* Develop a system of reading and note-taking that will allow you to answer the following questions after each article:

1. What is the author’s main point or argument?

2. What are the strengths and weaknesses of this argument? (e.g., Does the author present sufficient evidence to back up his/her argument? Can you think of counter-evidence that the author ignores? Is the logic consistent? Does the author have a particular bias?)

3. How does this article relate to this week’s topic and other readings?

**Course Policies:**

Classroom Etiquette**:**

        Arrive on time and stay for the full class.

        Cell phones and pagers need to be turned off during class.

* Use of laptops will not be allowed during class.

        ***Courtesy:*** Discussions and lectures may involve topics that you find controversial. You will be expected to be respectful toward your classmates regardless of disagreements you may have with a classmate’s ideas.  It is important for all of us to foster an environment that allows for expression of thoughts as well as questioning or critiquing arguments presented by others. I ask that you have an open mind and be willing to use logic and evidence to present your own arguments and in critiquing the arguments of others.

Academic Integrity: All students at DePauw University are bound by the policy on academic integrity. See me immediately if you do not understand your obligations as a student. Appropriate citations must be used when you are drawing ideas from an author or quoting another’s work. Plagiarism with be dealt with according to university policy whether intentional or unintentional. If you are unsure how to appropriately cite other’s work, please see me for assistance.

Special Needs: DePauw University is committed to providing equal access to academic programs and university-administered activities and reasonable modifications/accommodations to students with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990, as amended in 2008. Any student needing special accommodations due to a disability should contact the Coordinator of Student Disability Services, Pam Roberts, 302 Harrison Hall or call (765) 658-6267.

It is the responsibility of each student to discuss implementation of approved modifications/accommodations with me within one week of the date of receiving a modification/accommodation approval memo or within the first two weeks of the academic semester.

Late Work/Make-up Work: Paper and exam due dates are firm and will only be changed in the event of an extreme emergency. Exceptions will be made if I receive, in advance, an official notification that you will be off campus on university business (e.g., athletic competition) or if I receive proper notification of serious illness such as hospitalization. No other exceptions will be made (this includes faulty alarm clocks, minor illness, job interviews, weddings, cheap plane tickets, etc.). Unexcused late papers will be penalized a one-step grade reduction (for example an A to A-) for every 24-hour period in which they are late. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers. Please do not ask me for my lecture notes or for a private reenactment of the class.

Security Measures. Please make copies of your paper (hardcopy and electronic). Do not put late papers in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

*Grade Calculations:* Grades will be calculated based on the following percentage system. Students must complete ***all*** assignments to pass the course. Failure to complete any assignments will result in automatic failure of the course.

Exam 1 15%

Exam 2 15%

Reflection Paper 1 5%

Reflection Paper 2 6%

*Collaborative Paper*

 First Draft 10%

 Final Version 30%

Group Presentation 15%

*Participation*

 1st half of semester 2%

 2nd half of semester 2%

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Total 100%

*Grading Scale:*

93.0%-100%: A 73.0%-76.9%: C

90.0%-92.9%: A- 70.0%-72.9%: C-

87.0%-89.9%: B+ 67.0%-69.9%: D+

83.0%-86.9%: B 63.0%-66.9%: D

80.0%-82.9%: B- 60.0%-62.9%: D-

77.0%-79.9%: C+ Less than 60%: F

How grades are determined:

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that clearly meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that satisfactorily meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

**Schedule:** (subject to change)

 **\*\* Assigned readings are to be completed *prior* to class on the date listed.**

***Part I The Science of Sociology***

Week 1 Jan. 31: Introductions

 Feb. 2: *Looking at the world in a new way*

Readings: **Mills**, “The Sociological Imagination,” pp. 4-8 in Newman & O’Brien.

 **Berger**, “Invitation to Sociology,” pp. 9-12 in Newman & O’Brien.

Feb. 4: *Theoretical Perspectives*

Readings: **Milkie**, “Social Comparisons, Reflective Appraisals, and Mass Media: The Impact of Pervasive Beauty Images on Black and White Girls’ Self-Concepts,” (Moodle)

Week 2 Feb. 7: *Social Construction of Reality*

Readings: **Kelman and Hamilton**, “The My Lai Massacre: A Military Crime of Obedience, pp. 13-25 in Newman & O’Brien.

 **Glassner**, “Culture of Fear,” pp. 28-40 in Newman & O’Brien.

 **McIntyre**, “Hernando Washington,” pp.18-28 in McIntyre.

Feb. 9: *Investigating the Social World*

Readings: **Babbie**, “Concepts, Indicators, and Reality,” pp. 44-48 in Newman &

 O’Brien.

 **Schuman**, “Sense and Nonsense about Surveys,” pp. 49-54 in

 Newman & O’Brien.

Feb.11:

 Readings: **Adler**, “Researching Dealers and Smugglers,” pp. 33-40 in Newman & O’Brien.

 **Wyatt**, “Skipping Class: An Analysis of Absenteeism Among First-Year College Students,” pp. 35-42 in McIntyre.

Week 3 Feb. 14:

Readings: **Myer**, “If Hitler Asked You to Execute a Stranger, Would You? Probably.” pp.53-63 in McIntyre.

 Feb. 16: *Film: Deadly Deception*

 Feb. 18: *No Class Today*

***Part II Culture and Society***

Week 4 Feb. 21:

Readings: **Kulckhohn**, “Queer Customs,” pp.64-69 in McIntyre.

 **Miner**, “Body Ritual Among the Nacirema,” pp.70-74 in McIntyre.

 **Laz**, “Act Your Age,” pp. 75-84 in McIntyre.

 **Fadima**, “The Melting Pot,” pp. 69-78 in Newman & O’Brien.

 Feb. 23: ***Reflection Paper 1 Due***

 Readings: **Scheuble & Johnson**, “Marital Name Change: Plans and Attitudes of

College Students,” pp.85-93 in McIntyre.

 **Anderson**, “The Code of the Streets,” pp.94-102 in McIntyre.

Feb. 25: ***EXAM 1***

***Part III Social Structure***

Week 5 Feb. 28:

Readings: **Greider**, “These Dark Satanic Mills,” pp. 204-213 in Newman & O’Brien.

 **Rosen**, “How to Squeeze More Out of a Penny,” pp. 215-224 in Newman & O’Brien.

 Mar. 2:

 Readings: **Huxley**, “Brave New World,” Ch. 1-5, pp. 3-86

Mar. 4:

Readings: **Huxley**, “Brave New World,” Ch. 6-13, pp. 87-197.

Week 6 Mar. 7:

Readings: **Huxley**, “Brave New World,” Ch. 14-18. Pp. 198-264

***Part IV Socialization and Identity***

Mar. 9:

Readings: **Romero**, Life as the Maid’s Daughter: An Exploration of the Everyday Boundaries of Race, Class, and Gender,” pp. 89-97 in Newman & O’Brien.

 **Zhou and Lee**, “The Making of Culture, Identity, and Ethnicity Among Asian American Youth,” pp. 98-105 in Newman & O’Brien.

 **Brint** et al, “Socialization Messages in Primary Schools,” pp.162-181 in McIntyre.

 Mar. 11:

Readings: **Dyer**, “Anybody’s Son Will Do,” pp.211-222 in McIntyre.

 **Schmid and Jones**, “Suspended Identity: Identity Transformation in a Maximum Security Prison,” pp.217-228 in McIntyre.

 **Zimbardo**, “The Pathology of Imprisonment,” pp. 132-136 in McIntyre.

Week 7 Mar. 14 ***Collaborative Paper (Draft) Due***

Readings: **Goffman**, “The Presentation of Self in Everyday Life: Selections,”pp. 117-126 in Newman & O’Brien.

Mar. 16

Readings: **Upton and Han**, “Maternity and its Discontents: Getting the Body Back After Pregnancy,” pp. 127-133 in Newman & O’Brien.

**Grazian**, “The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Action,” pp. 134-142 in Newman & O’Brien.

Mar. 18:

Readings: **Ashford and Kreiner**, “How Can You Do It?” Dirty Work and the Challenges of Constructing a Positive Identity,” pp. 167-175 in McIntyre.

Week 8 SPRING BREAK WEEK – NO CLASSES

 Mar. 21 – Mar. 25

***Part V Deviance and Social Control***

Week 9 Mar. 28:

Readings:**Durkheim**, “The Normality of Crime,” pp. 258-259 in McIntyre.

 **Chambliss**, “The Saints and the Roughnecks,” pp.260-271 in McIntyre.

Mar. 30:

Readings: **Guinier and Torres**, “Watching the Canary,” pp. 178-181in Newman & O’Brien.

**Chapkis**, Patients, “Potheads,” and Dying to Get High,” pp. 182-190 in Newman & O’Brien.

Apr. 1:

Readings: **Conrad and Schneider**, “Medicine as an Institution of Social Control,” pp. 191-199 in Newman & O’Brien.

 **Rosenhan**, “On Being Sane in Insane Places,” pp.272-279 in McIntyre.

Week 10 Apr. 4: ***Reflection Paper 2 Due***

Readings: **Benson**, Denying the Guilty Mind: Accounting for Involvement in White Collar Crime pp. 299-307 in McIntyre.

Apr. 6: ***EXAM 2***

***Part VI Social Inequalities: Class, Race/Ethnicity, and Gender***

Apr. 8:

Readings: **Mantsios**, “Making Class Invisible,” pp. 236-241 in Newman & O’Brien.

 **Block et al**, “The Compassion Gap in American Poverty Policy,” pp.

242-250 in Newman & O’Brien.

Week 11 Apr. 11:

Readings: **MacLeod**, Ch 1-3, pp. 3-49

Apr. 13:

Readings: **MacLeod**, Ch 4-5, pp. 50-81

 Apr. 15:

Readings: **MacLeod**, Ch 6-7, pp. 83-134

Week 12 Apr. 18:

Readings: **MacLeod**, Ch 8, pp. 135-150

Apr. 20:

Readings: **MacLeod**, Ch 9, pp. 155-194

Apr. 22:

Readings: **MacLeod**, Ch 10, pp. 196-237

Week 13 Apr. 25:

Readings: **Ehrenreich**, Intro and Ch. 1, pp. 1-49

Apr. 27:

Readings: **Ehrenreich**, Ch. 2, pp. 51-119

Apr. 29:

Readings: **Ehrenreich**, Ch. 3, 121-191

Week 14 May 2: **Ehrenreich**, Evaluation, pp. 193-221

***Collaborative Paper (Final Draft) Due on date of presentation.***

May 4: **Student Presentations**

 Groups 1 & 2

May 6: **Student Presentations**

 Groups 3 & 4

Week 15 May 9: **Student Presentations**

 Groups 5 & 6

May 11: **Student Presentations**

 Groups 7 & 8