What is Sociology?

We are all everyday sociologists. We all have some knowledge about our social identities, how our social relationships are organized, and how the groups and institutions to which we belong work. Of course, many of us have some serious misconceptions about these things too. Sociologists use research and analysis as a way to discover the “truth” about how the social world works.

This course introduces you to the perspectives, theories, and methods of sociology in order to improve your understanding of groups and societies, the way our lives and identities are shaped by present and past social, cultural, political, technological, and economic developments, and the processes that influence social change. Some central concerns of this course include the varieties of experience and identities that exist in U.S. society, the historical and contemporary conflicts that shape social institutions in the U.S., and the ceaseless pattern of change that is going on all around us.

Course Objectives:

1. To introduce the basic concepts, theories, and methods of sociology;
2. To understand how social processes influence people’s lives, identities, beliefs, and behaviors;
3. To understand the organization of groups and societies;
4. To examine processes of social change in everyday life;
5. Learn to be critical and analytical thinkers, understanding that you have agency and that you have the ability to affect change;
6. Become better writers and more informed scholars through writing research;
7. Move out of your comfort zone

By the end of the course, you will develop a sociological understanding of how social identities are shaped, how social relationships are organized, how groups and institutions operate and how social change occurs.
There will be three exams. **Exam One** is on **Sept. 18th** and will be worth **100 pts**. **Exam Two** is on **Oct. 12th** and will be worth **100pts**. While the first two exams will be in essay format, the final exam will be a 7-8 page response essay due at 4pm in my mailbox on Thursday, **Dec. 17th**. An essay prompt will be provided one month prior to the assignment due date.

The **final exam** is on **Wednesday, May 13th** and will be worth **115pts**.

**Grading**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total # of pts</th>
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</thead>
<tbody>
<tr>
<td>3 exams (1st 100 pts; 2nd 100; Final essay exam is 115)</td>
<td>315 pts</td>
</tr>
<tr>
<td>Proposal for paper (due Mon. Oct. 26th)</td>
<td>5 pts</td>
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<tr>
<td>Peer edit of first draft of paper (2.5 per paper)</td>
<td>5 pts</td>
</tr>
<tr>
<td>1 paper (7-8 pages) (due Fri. Nov. 20th)</td>
<td>100 pts</td>
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<tr>
<td>Class Attendance/Participation</td>
<td>35 pts</td>
</tr>
<tr>
<td>Weekly Summary (8 summaries worth 5 pts each)</td>
<td><strong>40 pts</strong></td>
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<tr>
<td>Total</td>
<td><strong>500 pts</strong></td>
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Grade points per unit are assigned by the Registrar as follows:

- **A** = 4.00
- **B-** = 2.67
- **D+** = 1.33
- **A-** = 3.67
- **C+** = 2.33
- **D** = 1.00
- **B+** = 3.33
- **C** = 2.00
- **D-** = 0.67
- **B** = 3.00
- **C-** = 1.67
- **F** = 0.00

For more information see: [http://www.depauw.edu/academics/catalog/academic-policies-2015/#grades](http://www.depauw.edu/academics/catalog/academic-policies-2015/#grades)

**What the Grades Mean**

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

- **B=** Work that adequately 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 partially 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 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.

**Paper**

You will write a paper on a topic that is of sociological importance. For example, you can write on specific issues within the broad category of education, health, crime, race, class, gender, family, and so forth. The goal of the paper is to critically analyze an issue from a sociological perspective, applying theories, conceptual frameworks, statistics, and/or some other aspect of sociological insight in your assessment. You can investigate the pros and cons of a particular issue, say, the decriminalization of illegal drugs. Or you can take a side on an issue, for example, the role of prisons in our society. If you want, you can offer a solution to a problem, say, how to end poverty or homelessness. Past papers have addressed the functionalist perspective on abortions, the increasing occurrences of road rage from a conflict theorist perspective, and the importance of marriage in our society from a functionalist perspective, as well as the controversy surrounding transracial adoption and the disparities between urban and suburban school systems using various theoretical approaches. This paper should present your ideas and voice about some issue that motivates you and that generally interests you. **I am not looking for a particular answer or what you may perceive as something I want to read.** I want to read a well-written, thoughtful, and analytical paper that is supported with scholarly evidence from books and peer-reviewed academic journals excluding the ones for this class (so, you cannot use any of the books in this class in your bibliography, although you may use them to generate ideas). Details about the paper will be provided in an assignment sheet. The assignment is **due in the beginning of class on Fri. November 20th.** If a paper is turned in after this time there will be a full ten points deducted from the final grade of the paper. For each day the paper is late there will be ten points deducted from the final grade.

On **Oct. 16th** you must submit a two-paragraph proposal of your paper to me. What topic will you address? What theoretical approach do you plan on applying? How do you plan on structuring your paper? This must be given to me in hard copy during class and is worth five points. If you fail to submit this assignment when it is due then you will not receive the points for it. You cannot change the topic of your paper once you have submitted your proposal.

**Peer Editing of drafts**

Writing is a process. Unfortunately, many of us do not produce our best work on the first draft; rather, our ideas and writing become more concise and succinct over several drafts. This will be the case with any paper that you write in college. It is extremely helpful, although a bit intimidating, to have someone read over your work. Peers can help us find where there may be unclear ideas or sentences, gaps in thinking, or places where there needs to be better transitional sentences, as well as misspelled words, or incorrect syntax or grammar. To this end, I will place students in three person groups with each person having to read completed drafts from their peers (**due to group members by Oct 28th in class**). Thus, each group member must read and offer feedback on the papers of the two other members of their group. I will provide you all with paper editing sheets that will guide you in reading your classmates’ work. You will complete the sheets (after reading your partners’ drafts) and discuss them with your group members on our designated peer review day (**10/30**). **You also must also provide and exchange papers with your group members on Nov 11th AT THE START OF CLASS (no emailing later, etc.) in order to receive full credit.** You must be present in class when you
are peer-reviewing. Students will take the peer edited sheets and turn them in with their final drafts due on Fri. Nov. 20th (do not turn in the peer edited papers!). This exercise is intended to make your final draft the best paper that it can possibly be, please take advantage of it. The peer editor will receive a potential total of 5 points (2.5 per review) for each completed review. I will deduct points for papers not exchanged at the beginning of class and/or individuals not present on peer review day and you will lose your peer editing points.

Participation/Weekly Summary

To gain a firm understanding of the material covered in this course it is necessary that you participate as often as possible inside and outside the classroom. This means that you should read prior to attending class, not during. Also, you should come to class prepared to discuss readings. To ensure that you have something insightful to say, you are required to write and turn in a weekly summary/commentary of the readings for a particular day. You should briefly summarize the reading and then offer your reflections on it. Did it make sense to you? What is your reaction to it? Does the author have any good points? Where do you disagree? You should turn in a summary/commentary of the material covered for either Wednesday or Friday’s class. You do not have to turn in a summary every class period. You have to turn in a summary one class period every week. Thus, if you write and turn in a summary on Wednesday, September 9th your next summary is due the following week. It does not have to be on the same day each week. In total you should turn in 8 summaries (each worth up to five points). Summaries are not due on the weeks you have an exam or the final paper due date (also they are not due during Fall Break). Everyone has a summary/commentary due on Monday, September 7th. Commentaries/summaries should be one full page, single-spaced in 12 point, Times New-Roman font. Points will be deducted for summaries over one page (and half a page). You MUST be in class on time to turn in a summary, no exceptions (I will not accept any emailed work sent to me or work turned in by a fellow student).

Academic Integrity Policy

Cheating, plagiarism, submission of the work of others, and so on violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. The policy and discussion of each student’s obligation and rights are in the Student Handbook.

Laptop Policy

Unless otherwise stated, students are required to take notes by hand in a notebook of some sort. You may NOT use a laptop during class. In the past, I have found students checking their emails, reading Facebook, IMing, or doing something else inappropriate with their laptops; therefore, to resist such temptations please do not use your laptop in class to take notes.

Email Policy

I will respond to email within a 24-hour period. During grading periods, my response time will be a 48-hour period. Please note: I do not respond to questions on assignments two days prior to a deadline. It is imperative that you write short and succinct emails to address your concern.
Absences for medical reasons
When an absence due to medical reasons will result in your being unable to fulfill academic responsibilities—for example, papers and examinations—you should notify me in advance so that we can work out arrangements for possible extension or makeup work. In cases of hospitalization, have your physician notify the Office of Student Life to alert me of your condition to make appropriate arrangements for course completion.

Missing two or more weeks of class for medical or other reasons beyond your control will result in my consulting with a member of the Academic Affairs staff to decide whether you may reasonably make up the missed work. As a general rule, students who miss two or more weeks of class may no longer be eligible to continue in the class.

Absences for personal or psychological reasons
Occasionally Student Life staff will encounter students who must miss class for personal or emotional reasons. These cases include such events as death or illness of a family member or emergency psychological crisis. When possible, Student Life staff will ask the student to notify faculty members and indicate that faculty members may call Student Life staff for confirmation if such validation is deemed necessary. In some of these cases, the Student Life staff member has no real way to validate the student's statement. Maintaining such information over a period of time, however, could help determine possible patterns of dishonesty for an individual student. In some extreme emergencies, Student Life staff may notify faculty members directly.

Americans with Disabilities Act (ADA) Accommodations
DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). If you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge you are strongly encouraged to contact Student Disability Services for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267) (studentdisabilityservices@depauw.edu). Accommodations cannot be implemented until the faculty member has received the official ADA letter, released by Student Disability Services. It is critical that you schedule a time to discuss the implementation of the accommodations specified in your letter with each faculty member receiving the letter. Accommodations are not retroactive. Students with documented disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that faculty are under no obligation to retroactively address any issue arising from students’ choices to forgo accommodations.

Religious Holydays and Observances
DePauw accommodates students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on holy days. Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days. For the sake of this policy, “holy days” are defined as periods of time in which either: activities required by normal class participation are prohibited by a religious tradition, or a special worship obligation is required by a religious tradition. For this class I ask that you notify by e-mail at least 14 days in advance of the date in question.
Required Texts (all are available on reserve in the library):


Wed. 8/26: Course overview

Fri. 8/28:
  JH: Invitation to Sociology (3-7)
  JH: What is Sociology? Comparing Sociology and the Other Social Sciences (8-19)
  JH: The Promise (20-28)

Mon. 8/31
  JH: How Sociologists Do Research (35-47)
  JH: Doing Research with Streetcorner Crack Dealers (73-82)
  JH: The Lives of Homeless Women (242-248)

The Cultural Context of Social Life
Wed. 9/2
  JH: Body Ritual Among the Nacirema (87-91)
  JH: The Sounds of Silence (109-117)
  JH: Sympathy in Everyday Life (118-134)
  JH: The Presentation of Self on Everyday Life (135-146)

Social Groups and Social Structure
Fri. 9/4
  JH: Attacking Nicely: Women Selling Cars (203-216)
  JH: Religion and Morality in Weight Loss Groups (217-228)
  JH: Handling the Stigma of Handling the Dead (249-264)

Deviance and Social Control
Mon. 9/7:
  JH: If Hitler Asked You to Electrocute a Stranger, Would You? Probably (269-276)
  JH: The Saints and the Roughnecks (299-314)
  JH: On Being Sane in Insane Places (322-334)
Wed. 9/9
JH: The Uses of Poverty: The Poor Pay All (376-382)
JH: The Pathology of Imprisonment (315-321)

Film: The Stanford University Prison Experiment. Directed by Phillip G. Zambardo. Distributed by Insight Media

Fri. 9/11
JH: Nickel and Dimed (411-424)
JH: The American Family (425-431)
JH: Kindergarten as Academic Boot Camp (446-460)
JH: Moving Up From the Working Class (383-394)

Socialization and Gender
Mon. 9/14
JH: On Becoming a Male: Reflections of a Sociologist on Childhood and Early Socialization (161-172)
JH: On Becoming Female: Lessons Learned in School (173-179)
JH: Sexuality and Gender in Children’s Daily Words (180-191)

How does race and other social categories create stratification?

Wed. 9/16

Unequal Childhoods: Class, Race, and Family Life

Fri. 9/18
----------------------------------------EXAM 1----------------------------------------
Wed. 9/30

Library Day (Meet in class)
*Have a proposed topic for your research paper by this date*

Fri. 10/2
AL: Concerted Cultivation Gone Awry: Melanie Handlon (182-198)
AL: Letting Educators Lead the Way: Wendy Driver (198-220)

Mon. 10/5
AL: Beating with a Belt, Fearing “the School”: Little Billy Yanelli (221-232)
AL: The Power and Limits of Social Class (233-258)

Wed. 10/7
AL: Class Differences in Parents’ Information and Intervention in the Lives of Young Adults (259-311)
AL: Reflections on Longitudinal Ethnography and the Families’ Reactions to Unequal Childhoods (312-323)

Fri. 10/9
AL: Unequal Childhoods in Context: Results from Quantitative Analysis (333-341)
AL: Afterword, Appendix A. Methodology, Appendix B (342-364)


Proposal: Two-Paragraph Description of your paper topic due to me in class

Mon. 10/12

**************************************************************Exam 2**************************************************************

Hooking Up: Sex, Dating and Relationships on Campus

Wed. 10/14
KB: Introduction (1-10)
KB: From Dating to Hooking Up (11-23)

Fri. 10/16
KB: The Hook-Up (24-49)
KB: The Hookup Scene (50-71)

Proposal: Two Paragraph Description of your paper topic due to me in class

FALL BREAK (Oct. 17-25)

Mon. 10/26
KB: The Campus as a Sexual Arena (72-95)
KB: Men, Women and the Sexual Double Standard (96-127)
Wed. 10/28
JH: Fraternities and Rape on Campus (349-359)
JH: “Riding the Bull at Gilley’s:” Convicted Rapists Describe the Rewards of Rape (48-62)

Film: "Til death do us part / produced and directed by Vita Lusty. [Venice, Calif.] : Pathfinder Home Entertainment, c2008.

(Provide Completed Copy of Research Paper to Group Members In Class)
(Group members peer edit papers for next class period)

Fri. 10/30
KB: Life after College: A Return to Dating (128-157)
KB: Hooking Up and Dating: A Comparison (158-186)

(Group members discuss peer-edited papers in class)

The Sociological Study of Difference through a Feminist Intersectional Lens
Mon. 11/2

The Role of Race and Gender in Shaping Public Policy and the “Culture of Poverty”
Wed. 11/4

Fri. 11/6
Ch. 1 – Looking For the “Real” Nigga: Social Scientists Construct the Ghetto *

Sociology and the Study Color-Blind Racism
Mon. 11/9
Ch. 1. The Strange Enigma of Race in Contemporary America*
Ch. 3. The Central Frames of Color-Blind Racism*

Wed. 11/11
Ch. 4. Building a Better Underclass*

(Group members discuss peer-edited papers in class)
Fri. 11/13
   JH: Moving Up from the Working Class (383-394)
   JH: The U.S. Upper Class (395-406)
We will watch video content in class:
(http://www.nytimes.com/2012/02/12/us/even-critics-of-safety-net-increasingly-depend-on-it.html?_r=0&pagewanted=all)

How Race and Class Shape Social Institutions and Social Inequality
The New Jim Crow
Mon. 11/16
   MA: Introduction (1-19)
   MA: The Rebirth of Caste (20-58)

Wed. 11/18
   MA: Introduction (1-19)
   MA: The Rebirth of Caste (20-58)

Fri. 11/20
   MA: The Lockdown (59-96)

(Research paper due in beginning of class)

Mon. 11/23
   MA: The Color of Justice (97-139)

Thanksgiving Recess (25-29)

Mon. 11/30
   MA: The Cruel Hand (140-177)

Wed. 12/2
   MA: The New Jim Crow (178-220)

Fri. 12/4
   MA: The Fire This Time (221-261)

Video in class: Why your worst deeds don’t define you (12 minutes) (https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you#t-295847)
**Sociological Study of Sexuality in Prison Institutions in the US and Abroad**

Mon. 12/7


Ch. 3: “Prisons for Our Bodies, Closets for Our Minds” *


**Intersectional Analysis of School Expulsions in the U.S.**

Wed. 12/9


Fri. 12/11 RECAP

**Final 7-8 page essay due on Thursday, Dec. 17th at 4pm in my departmental mailbox.**