

**Contemporary Society  
Sociology S100A  
Tue-Thu 12:40-2:10  
Asbury Hall 222  
Spring 2015**

**Instructor: Dr. Matthew Oware  
Office: Asbury Hall 306  
Office Hrs: Tue & Thu: 2:15-3:15;  
Wed. 1-3; also by appointment  
Office # 6699**

### **Course Description**

Sociology is the scientific study of human society and social behavior. Specifically, we will develop and use the tools that sociologists employ to understand our everyday lives as well as the lives of others different than ourselves. We will examine what the norms, values, and standards are in our society as well as the consequences for deviating from these beliefs. We will begin to understand how social facts such as class, race, and gender operate in our society. In addition, we will learn how criminal and educational institutions benefit or disadvantage certain groups. Finally, we will discover what the social construction of reality entails, how do you relate to other people, and how do you come to make sense of the world around you.

Understanding the above aspects of your social world will provide you with valuable insight on possible ways of changing your reality. Sociology is a powerful social science that allows you to emancipate and liberate your mind. Learn it and use it to your full potential!

### **Objectives:**

- 1) Learn what sociology is and what sociologists do;
- 2) Comprehend key sociological concepts, theories, methods, and be able to apply them in your everyday life;
- 3) Appreciate the roles that gender, race, class, education, sexuality, and others, play in your life;
- 4) Learn to be critical and analytical thinkers, understanding that you have agency and that you have the ability to affect change;
- 5) Become better writers and more informed scholars through writing research;
- 6) Move out of your comfort zone

### **Grading**

<b>Assignments</b>	<b>Total # of pts</b>
<b>3 exams (1<sup>st</sup> 100 pts; 2<sup>nd</sup> 100; Final Exam is 115)</b>	<b>315 pts</b>
<b>Proposal for paper</b>	<b>5 pts</b>
<b>Peer edit of first draft of paper (2.5 per paper)</b>	<b>5 pts</b>
<b>1 paper (7-8 pages)</b>	<b>100 pts</b>
<b>Class Attendance/Participation</b>	<b>35 pts</b>
<b>Weekly Summary (8 summaries worth 5 pts each)</b>	<b><u>40 pts</u></b>
<b>Total</b>	<b>500 pts</b>

There will be three exams. **Exam One** is on **March 3rd** and will be worth **100 pts**. **Exam Two** is on **April 14th** and will be worth **100pts**. The **final exam** is on **Wednesday, May 13th** and will be worth **115pts**. It will be held from 1 to 4 o'clock and is **comprehensive**. All exams will be in essay format.

#### Final Grade Scale

A, A-	A=500-475; A-= 474-450
B+, B, B-	B+= 449-435; B=434-410; B-= 409-390
C+, C, C-	C+=389-380; C=379-360; C-=359-325
D+, D, D-	324 and lower

#### 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 my mailbox by 4pm on April 28th**. 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 **March 31st** 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 April 16<sup>th</sup> 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 (**4/21**). Students will take the **peer edited sheets and turn them in with their final drafts due on April 28<sup>th</sup> (Do not turn in the peer edited papers, though)**. 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 thorough review that he/she does. **You also must provide and exchange papers with your group members on April 16<sup>th</sup> 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.** 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.

## **Class attendance**

**To do well in this class you must attend, arrive on time, and participate in every class. If you miss more than one class without proper documentation (except for university sanctioned holidays or sports related activities) I will deduct five points from your Attendance/Participation grade. For example, if, at the end of the semester, you have missed five classes (four over what is allowed), I will subtract 20 points from your Attendance/Participation grade, leaving you with only 5 points for this category.** Be careful, absences could be detrimental to your final grade. **When you are absent you must notify me by email. In addition, I will not provide students with lecture notes, so you are encouraged to contact other class members if you have missed a class.**

## **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 Tuesday's or Thursday'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 Tuesday, February 3rd 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 Spring Break). Everyone has a summary/commentary due on Tuesday, February 3rd. 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.

## **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). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance 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](tel:765-658-6267)). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.

## **Required books**

Bogle, Kathleen. 2008. Hooking Up: Sex, Dating, and Relationships on Campus. ISBN-10:0-8147-9968-X **KB**

Lareau, Annette. 2011. Unequal Childhoods: Class, Race, and Family Life. ISBN: 978-0-520-27142-5 **AL**

Reiman, Jeffrey and Paul Leighton. 2013. The Rich Get Richer and the Poor Get Prison. 10<sup>th</sup> edition. ISBN 0-205-30557-1 **JR**

Henslin, James. Down to Earth Sociology: Introductory Readings. 14<sup>th</sup> Edition ISBN-10: 1-4165-3620-5 **JH**

\*-Articles marked with an asterisk can be found on Moodle (**M**)

## **COURSE OUTLINE**

Note: Assigned readings for a particular day should be read **before** coming to class I reserve the right to make minor adjustments to this syllabus as needed throughout this semester. Any changes will be announced in advance. JR-Jeffrey Rieman book; JH-James Henslin book; AL-Annette Lareau book; KB-Kathleen Bogle book

1/27: Overview of course

### **What is Sociology?**

- 1/29: JH: Invitation to Sociology (3-7)  
JH: What is Sociology? Comparing Sociology and the Other Social Sciences (8-19)  
JH: The Promise (20-28)  
M: It's Awful! It's Terrible! It's...Never Mind\*  
M: What Makes Sociology Different?\*
- What is sociology?*  
*What the heck is the sociological imagination?!?*

- 2/03: Sociological Methods  
JH: How Sociologists Do Research (35-47)  
M: Telling the Truth about Damned Lies and Statistics\*  
JH: Doing Research with Streetcorner Crack Dealers (73-82)  
JH: The Lives of Homeless Women (229-241)  
*What sociologists do and how do they do it?*  
*Your turn!*

### **The Cultural Context of Social Life**

- 2/05: 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**

- 2/10: 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**

- 2/12: 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)  
*Are you a deviant or look like a criminal?*
- 2/17: JH: The Uses of Poverty: The Poor Pay All (376-382)  
M: Islands in the Street: Urban Gangs as Economic Organizations\*  
JH: The Pathology of Imprisonment (315-321)  
M: Crime and the Media\*

*What is the benefit of poverty?*  
*Video in class: The Stanford University Prison Experiment*

### **The Rich Get Richer and the Poor Get Prison**

- 2/19: JR: Criminal Justice through the Looking Glass, or Winning by Losing (1-9)  
Crime Control in America: Nothing Succeeds Like Failure (11-52)
- 2/24: JR: A Crime by Any Other Name (65-107)  
...And the Poor Get Prison (118-162)
- 2/26: JR: To the Vanquished Belong the Spoils: Who Is Winning the Losing War against Crime (177-199)  
Criminal Justice or Criminal Justice (207-221)
- Review for Exam Tuesday
- 3/03: **Exam 1**
- 3/05: Library Day (Meet in class)  
*Think about a topic for your research paper*

### **Social Institutions and Social Inequality**

- 3/10: 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)
- 3/12: JH: Would You Hire an Ex-convict? (63-74)  
M: Racial Formations\*  
M: Defining Race and Ethnicity\*
- 3/17: M: A Crack In the Door\*  
M: White Privilege: Unpacking the Invisible Knapsack\*  
M: Shades of Belonging: Latinos and Racial Identity\*  
M: Asian American?\*

### **Unequal Childhoods: Class, Race, and Family Life**

- 3/19: AL: Concerted Cultivation and the Accomplishment of Natural Growth (1-13)  
Social Structure and Daily Life (14-32)

The Hectic Pace of Concerted Cultivation: Garrett Tallinger (35-65)

- 3/31: AL: A Child's Pace: Tyrec Taylor (66-81)  
Children's Play Is for Children: Katie Brindle (82-104)  
Developing a Child: Alexander Williams (105-133)

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

**Fall Break (21-27)**

- 4/02: AL: Language as a Conduit for Social Life: Harold McAllister (134-160)  
Concerted Cultivation in Organizational Spheres: Stacey Marshall (161-181)  
Concerted Cultivation Gone Awry: Melanie Handlon (182-198)  
Letting Educators Lead the Way: Wendy Driver (198-220)

- 4/07: AL: Beating with a Belt, Fearing "the School": Little Billy Yanelli (221-232)  
The Power and Limits of Social Class (233-258)  
Class Differences in Parents' Information and Intervention in the Lives of Young Adults (259-311)

- 4/09: AL: Reflections on Longitudinal Ethnography and the Families' Reactions to *Unequal Childhoods* (312-323)  
*Unequal Childhoods* in Context: Results from Quantitative Analysis (333-341)  
Afterword, Appendix A. Methodology, Appendix B (342-364)

- 4/14: **Exam 2**

**Socialization and Gender**

- 4/16: M: The Meaning of Gender\*  
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)

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

- 4/21: **Group members discuss peer edited papers in class**

## **Hooking Up: Sex, Dating and Relationships on Campus**

- 4/23: KB: Introduction (1-10)  
From Dating to Hooking Up (11-23)  
The Hook-Up (24-49)
- 4/28: KB: The Hookup Scene (50-71)  
KB: The Campus as a Sexual Arena (72-95)  
JH: Fraternities and Rape on Campus (349-359)  
JH: "Riding the Bull at Gilley's:" Convicted Rapists Describe the  
Rewards of Rape (48-62)  
**(Research paper due in my mailbox by 4pm)**
- 4/30: KB: Men, Women and the Sexual Double Standard (96-127)  
Life after College: A Return to Dating (128-157)
- 5/05: KB: Hooking Up and Dating: A Comparison (158-186)  
JH: Women in the Military (518-535)
- 5/07: Recap

**Final: Wednesday, May 13th 1-4 o'clock**