**SOC100: Contemporary Societies**

Instructor: Dr. Danielle Kane

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Office hours: M-W-F 10:00-11:00

Course time and location: Soc100A: MWF 8:10-9:10 Olin 215;

Soc 100C: T R 10:00-11:30 JSC 251

An introduction to sociology: its questions, concepts and ways of analyzing social life. The focus is on how human societies organize themselves; how culture, socialization, norms, power relations, social institutions and group interaction affect the individual; and how, in turn, societies are transformed by human action. Of particular concern are problems facing contemporary societies.

**COURSE GOALS**

Over the course of the semester, students will gain exposure to:

* A sociological perspective, with some attention to data collection methods
* The variety of exciting subfields within sociology
* Sociological concepts in an international context
* Applying course concepts to new material

By the end of the semester, students will have gained an acquaintance with the following subfields of sociology: education, the family, migration; Students should have a deeper understanding of stratification, especially related to race, class, and gender – the central organizing focus of sociology.

Students will also gain a more thorough grounding in several key sociological concepts.

**REQUIRED TEXTS**

The aim of the course texts is to provide broad exposure to the many subfields that contribute to the liveliness of the discipline while providing exemplars of sociological work. A major orienting theme of sociology, and hence the course, is race, class, and gender – we will bring this lens to bear on most readings, and it will be an emphasis in assessment and our writing projects. We will also consider other forms of social inequality, particularly heterosexism and the inequality associated with globalization.

Boo, Katherine. 2012. *Behind the Beautiful Forevers: Life, Death, and Hope in A Mumbai Undercity.* New York: Random House.

Hagan, Jacqueline. 2012. *Migration Miracle: Faith, Hope, and Meaning on the Undocumented Journey*. Cambridge, MA: Harvard.

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life. 2nd Edition.* Berkeley, CA: University of California.

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

**\*\*\*Note that a textbook is also available by these authors; make sure to buy the book of *readings*!**

Pascoe, C.J. 2012. *Dude, You’re A Fag: Masculinity and Sexuality in High School, 2nd* ed. Berkeley, CA: University of California.

Other required material will be available on Moodle.

We will begin with a reading (*Dude, You’re A Fag*) that captures an aspect of life most familiar to students: high school. We’ll then move on to Lareau’s work on race and class in early life. With the third major text (*Migration Miracle*), we’ll be exploring topics that many of us may not have firsthand experience with. We’ll wrap up the course with an ethnography of a Mumbai slum written by a Pulitzer-prize winning journalist. Along the way, we will use the Newman and O’Brien book of readings to challenge the major texts of the course; add a different dimension; or fill in the gaps.

**EVALUATION**

This course will have three exams, a paper, and a group presentation. There will also be a number of homework, in-class assignments, and pop quizzes that will contribute to the participation grade.

*Grading Breakdown*

Exam 1 20%

Exam 2 20%

Exam 3 20%

Paper 15%

Presentation 10%

Participation 15%

Letter to Professor P/F

*Explanation of Assessment*

* Exams will test understanding of key concepts and will ask students to synthesize the material they’ve learned over the course of the semester
* Participation includes tasks related to being a ‘good citizen’ of the class that will help foster the student’s learning and that of his or her colleagues (e.g., showing up prepared for discussion, participating, providing useful feedback to others).
  + More specifically, the participation grade will include:
    - Attendance (2 classes can be missed without penalty)
    - Homework and in-class work that doesn’t receive a letter grade
    - Scores from pop quizzes (the lowest can be dropped)
* Other projects will ask students to extend their understanding of course concepts to new material
  + The paper will allow students to apply what they’ve learned in class to media representations of high school
  + The presentation will ask students to think both individually and as groups the representation of race, class, and gender in the media
* Letter to the Professor: Midway through the semester I will ask all students to write a brief letter to me about their progress and what they think is working (or not) about the class. Students will get full credit for completing the assignment.

I will follow the usual DePauw University grading system whereby:

A or A- reflects, “achievement of exceptionally high merit.”

B+, B, B- reflects, “achievement at a level superior to the basic level.”

C+, C, C- reflects, “basic achievement.”

D+, D, D- reflects, “achievement which falls short of satisfying the quantitative and qualitative requirements yet warrants credit.”

\*\*Late work and make-up exams will be accepted only in the case of serious, documented illness or family emergencies.

**Academic Integrity**

All students are expected to adhere to DePauw’s code of academic integrity.

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.