

Introduction to Sociology For Pre-Health Majors

(Sociology N1H)
Summer Session C, 2016

University of California, Berkeley
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Tues, Wed, Thurs, 12:00-2:00 p.m.
Classroom = 102 Moffitt

Office Hours = Wednesdays, 2-3 p.m.
Moffitt Library Café

Course Overview:

This course surveys the major theories, concepts, and substantive areas of sociology in ways that are specifically designed to assist undergraduate students pursuing careers in medicine. The Association of American Medical Colleges has deemed sociology to be such an important lens for understanding health that 30% of the social & behavioral section of the MCAT is now derived from sociological materials. In this course, the readings, lectures, and assignments have been chosen with the needs of pre-med students in mind, consisting of units on social relationships, cultures, institutions, stratification, inequalities, demographics, and social change. It is open to all majors, and there are no prerequisites.

This course is:

- ⇒ Introductory: Students are not expected to have prior experience in sociology.
- ⇒ Comprehensive: This course offers the full range of concepts, terms, and theories typically presented in a general introductory sociology course.
- ⇒ Targeted: Most readings and discussions incorporate topics likely to be encountered by physicians and other health care professionals.

Course Objectives:

During the course of this term, I expect each of you to develop the ability to ask multiple questions about any scenario or topic relating to social life. In the broadest sense then, I hope that you enter this course asking: What can I learn from a course in sociology? And leave asking: How can I apply my sociological perspective and imagination to better understand each new situation that I encounter? It is the goal of this course to enable greater insight into sociological processes, working with questions such as: How do we study individuals, groups, and societies, and for what reasons? What is social justice, and how does it constitute a pivotal part of the sociological imagination? How do our roles and group memberships define us to others and to ourselves? What are social norms, and why are they so easy to take for granted? How do institutions such as the law, the government, and education intersect with the medical institution? And, perhaps more importantly, how does social change occur, and what are the characteristics of contemporary social movements?

**THROUGHOUT THIS COURSE, WE WILL CONTINUOUSLY PRACTICE AND APPLY WHAT I CALL:
"THE TRIO OF SOCIOLOGICAL THINKING":
Sociological perspective; Sociological imagination; Sociological commitment**

There are four required texts for this course and a series of articles:

1. Ritzer, George. 2013. *Introduction to Sociology*. Los Angeles: Sage.
2. Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Anchor Books, Doubleday.
3. Duneier, Mitchell. 1999. *Sidewalk*. New York: Farrar, Straus and Giroux Publishers.
4. Karp, David. 1996. *Speaking of Sadness: Depression, Disconnection, and the Meanings of Illness*. Oxford and New York: Oxford University Press.

◆ Final grades will be calculated as follows:

A+ (96-100%)	B+ (86-90%)	C+ (76-80%)	D (60-70%)
A (93-96%)	B (83-86%)	C (73-76%)	F (less than 60%)
A- (90-93%)	B- (80-83%)	C- (70-73%)	

Participation and Attendance (15%). One absence is permitted in order to receive full credit for attendance. Each day, I expect you to arrive on time and to be prepared. Several required articles are posted online. Please bring articles and books assigned for that day, either through hard copies or by downloading them to your laptop or tablet. However, you do not need to bring the text book. I prefer that everyone contribute on a regular basis. Respectful, attentive *listening* matters as well. Let me know if you anticipate any difficulties with your participation style/level so that we can strategize.

Wednesday Response Sheets (counts toward participation grade)

At the beginning of class each Wednesday, turn in a hard copy of a 1-2 page document that includes the numbered items. This will be graded on a check, check-plus, or check-minus basis.

1. (1-2 paragraphs) Reflect on a topic or concept that was covered in class Monday (two days earlier). Briefly describe the topic or concept, and engage your sociological perspective and sociological imagination by considering questions such as: in what ways did this issue surprise you? How does this remind you of other concepts or readings we have covered in class? How might this issue be viewed differently by scholars from other disciplines? How might this phenomenon present in other eras or regions?
2. (1-2 paragraphs) Summarize any one of the readings due for that day. Consider elements such as the research method (if any) and clues about the theoretical perspective of the author. Describe the topic, population, questions at hand, and conclusion. Also, mention a specific part / element / statistic / quote from the reading you found interesting (include page numbers) and elaborate on why it caught your attention. What additional factors, events, or organizations might have helped shape this issue or process?
3. (1-3 sentences) In relation to the reading you summarize, raise one question you have about how the issue or the author's position. The question should be something that cannot be answered with an objective, singular, concrete answer. Instead, pose, "I wonder why/how" questions.
4. (1-3 sentences) Suggest a topic for class discussion based on any of the readings due for that day.
5. (optional): The response sheets are also a vehicle for clarifying other questions you have, including questions about the vocabulary for upcoming quizzes. Additionally, I am available to answer questions in person and through email.

Quizzes on June 30, July 14, August 2, August 11 = 10%. I will administer 4 quizzes derived from the vocabulary packet. The purpose of this activity is to make sure you have an excellent working knowledge of sociological terms for the MCAT and/or advanced sociology courses. However, we will not be covering all of the terms in class, so please ask if you are confused about definitions. The quiz will consist of 20 randomly selected definitions from the vocabulary packet, and you will be asked to provide the correct term. There will not be a word bank, but I will not count off for spelling errors. **Together, these are worth 10% of final grade.**

Theoretical Paper, Due July 7 = 16%. In this 5-7 page paper, you will draw from course texts, articles, and lectures to detail and defend your opinion in relation to one of the themes emphasized during the first half of the term. You will have options from which to choose, and you may [lightly] supplement your paper with sources other than course readings. I will provide in-depth instructions the first week of class.

Midterm Exam on July 14 = 16%. I will administer an in-class midterm that covers all material up to that date. It will consist of 6 short answer questions.

Observation and Blog, Due July 21 = 8%. Once during the term, you will conduct a discrete observation at a venue of your choice. Sometime between your observation and the blog deadline, you will post your field notes to the course website. Describe what, when, and where you observed. I want you to summarize what you saw, your thoughts and reflections about it, and *how your observations reflected and/or contradicted what was conveyed through course readings*. Your post should be about 4 paragraphs long. You will also comment on two of your classmates' blogs within 5 days of the posting deadline. These responses only need to be a few sentences. I will provide more information about the observation and blogs the second week of class.

Research Paper, Due August 9 = 20%. For your final paper (approximately 7-9 pages), you will research a health/medical topic in detail, including information both on the **substantive** issues (Why is this health topic important? When did it come about? Whom does it concern?), and its relation to **social science research** (Who has researched topics similar to this one, and what were their findings and conclusions? What other sociological issues and perspectives can shed light on the issue?). You will spend a lot of time with this paper, so choose wisely. I will provide extensive instructions in the weeks to come.

Take-home Final, Due August 16 = 15%. To conclude the semester, you will complete an exam that covers material from the second half of the term. The final will consist of 2 essay questions and you will have five days to complete it.

- ⇒ **Special Needs:** Any student with a specific need should let me know as soon as soon as possible so that I am able to ensure an optimal learning environment.
- ⇒ **Classroom etiquette:** Please employ respect and tolerance during class discussions. Refrain from small group discussions unless that is the designated activity. Cell phones need to be off during class. Laptops may be used to record lecture notes but must be closed during movies and presentations.
- ⇒ **Integrity of scholarship:** I am committed to strict enforcement of college regulations concerning academic honesty and plagiarism. Please remember that each of you pledged to uphold these standards.

AN INVITATION TO SOCIOLOGY; SOCIOLOGICAL QUESTIONS

As a discipline, sociology is both a product and critic of The Enlightenment. Because sociology is empirical and uses systematic methods to collect data, it is a social science. The first week of class, we will discuss the theoretical views of founding sociologists and how the social sciences differ from natural sciences. We will also distinguish sociology from professions and disciplines it is often confused with, such as psychology, journalism, demography, and social work. By thinking about how sociology is situated historically and in relation to other schools of thought, we can develop a greater appreciation for the sociological imagination as a lens that can be worn by professionals in any field.

READING ASSIGNMENTS		DUE:
June 21	<p>WHAT IS SOCIOLOGY?</p> <p>In class: Readings on the sociological imagination and perspective (C. Wright Mills) and discuss how sociology differs from other social sciences. We will also look at medical sociology and health.</p>	
June 22	<p>FOUNDERS OF SOCIOLOGY (27 pages to read)</p> <p>TEXTBOOK: 27-31 (begin at “sociology’s purpose” and end with the chapter) 40-48 (begin at “the giants of...” and end before “other important early theorists”)</p> <p>ARTICLES: Marx, K. (1844/1978). “On human requirements.” <i>The Marx-Engels reader</i>. R. Tucker. New York and London: W.W. Norton & Company: 94-97. Weber, M. (1930/2992). “The Protestant Ethic and the Spirit of Capitalism.” London and New York: Routledge Classics. Durkheim, E. (1969/1998). “The Division of Labor in Society.” New York: The Free Press: 1-7.</p>	Resp. Sheet
June 23	<p>OTHER KEY FIGURES AND CONTEMPORARY THEORIES (27 pages)</p> <p>TEXTBOOK: 49-50 (begin at “W.E.B. Du Bois” and end before “Thornstein Veblen”) <i>The following pages are not required reading, but you might want to skim or read them for reference: 51-52; 57-70</i></p> <p>ARTICLES: DuBois, W. E. B. 1903. “Excerpt from The Souls of Black Folk.” Pp. 151–57 in <i>Thirty Readings in Introductory Sociology</i>, edited by K. Gould and T. Lewis. New York and Oxford: Oxford University Press. Burawoy, M. 2015. “Facing an Unequal World.” <i>Current Sociology</i> 63(1):5–34. (only read pages 5-11). Barker, K. 2010. The Social Construction of Illness. In Bird (ed.) 2010 <i>Handbook of Medical Sociology</i>. Vanderbilt University Press: 147-162.</p>	

<p>June 28</p>	<p>RESEARCH METHODS (41 pages)</p> <p>TEXTBOOK: 84-95 (begin “observational research” and end before “experiments”) 104-108 (begin “research ethics” end before “informed consent and institutional review”)</p> <p>ARTICLES: Best, Joel. 2003. “Excerpt from Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists.” Pp. 51–62 in <i>Thirty Readings in Introductory Sociology</i>, edited by K. Gould and T. Lewis. New York and Oxford: Oxford University Press. Brandt, Allan. 2000. “Racism and Research: The Case of the Tuskegee Syphilis Experiment.” Pp. 15–33 in <i>Tuskegee’s Truths: Rethinking the Tuskegee Syphilis Study</i>, edited by S. Reverly. University of North Carolina Press.</p>	
<p>June 29</p>	<p>CULTURE (46 pages)</p> <p>TEXTBOOK: 116-118 (begin “a definition of culture” end before “the basic elements”) 123-127 (begin “symbolic culture and language” end before “subcultures”) 132-139 (began “multiculturalism and assim.” end before “consumer culture”)</p> <p>ARTICLES: Walters, S. Wedding Bells and Baby Carriages: Heterosexuals Imagine Gay Families, Gay Families Imagine Themselves. Pages 286-299 of Richardson, L., V. Taylor, & N. Whittier (2004). <i>Feminist Frontiers: Sixth Edition</i>. Boston: McGraw Hill. Fadiman, A. 1997. Chapters 1 and 3 from <i>The Spirit Catches You and You Fall Down</i>. New York: Farrar, Straus and Giroux.</p>	<p>Resp Sheet</p>
<p>June 30</p>	<p>SOCIALIZATION AND FAMILIES (39 pages)</p> <p>TEXTBOOK: 159-166 (“symbolic interaction and devel” end “the individual as performer”) 416-421 (“the family household” end “nonresident parents”) 431-435 (“abuse and violence” end before “the family, consumption...”)</p> <p>BOOK (GOFFMAN): Introduction</p> <p>ARTICLES: Pilcher, Jane. 2010. “What Not to Wear? Girls, Clothing and ‘Showing’ the Body.” <i>Children and Society</i> 24(6):461–70.</p>	<p><u>QUIZ</u> <u>TERM</u> <u>“A”</u></p>

July 5	<p>INTERACTIONS AND SMALL GROUPS (71 pages)</p> <p>TEXTBOOK: 166-169 (“the individual as performer” end before “socialization”) 181-192 (“interaction” end with the chapter)</p> <p>BOOK (GOFFMAN): Ch. 1: Read 17-58 of Performances, stopping before Misrepresentation Ch. 3: Read 106-124, stopping before paragraph beginning with: “The decorations and permanent fixtures”</p> <p>Also read short interview with Hochschild: http://isa-global-dialogue.net/emotional-labor-around-the-world-an-interview-with-arlie-hochschild/</p>	
July 6	<p>LARGE GROUPS AND SOCIETIES (42 pages)</p> <p>TEXTBOOK: 197-202 (begin with chapter, end before “informal organization”) 209-216 (begin with 1st paragraph “Yet another important” end before “The Global”)</p> <p>BOOK (GOFFMAN): Ch. 3: Read second half of chapter, pages 124-140</p> <p>ARTICLES: Ruzich, C. 2008. “For the Love of Joe: The Language of Starbucks.” <i>Journal of Popular Culture</i> 41(3):428–42.</p>	Resp Sheet
July 7	<p>DEVIANCE (28 PAGES)</p> <p>TEXTBOOK: 233-237 (begin with chapter, read through the box on Dutch and marijuana) 246-254 (begin with “social control” end before “crime”)</p> <p>BOOK (DUNEIER): Introduction</p> <p>ARTICLES: Becker, Howard. 1953. “Becoming a Marihuana User.” <i>American Journal of Sociology</i> 59(3):235–42.</p>	P A P E R D U E
July 12	<p>SURVEILLANCE AND INCARCERATION (73 pages)</p> <p>TEXTBOOK: 254-260 (begin with “crime” end before “types of crime”) 263-267 (begin with “demographies and crime” end “globalization and crime”)</p> <p>BOOK (DUNEIER): Part I: The Book Vendor AND The Magazine Vendors</p>	

July 13	<p>STRATIFICATION AND SOCIOECONOMICS (51 pages)</p> <p>TEXTBOOK: 303-309 (begin with “theories of...” end at bottom of page 309)</p> <p>BOOK (DUNEIER): Part I: The Men Without Accounts</p> <p>ARTICLES Sherman, R. 2004. “Class Acts: Service and Inequalities in Luxury Hotels.” Pp. 1–6 in, edited by K. Gould and T. Lewis. New York and Oxford: Oxford University Press.</p>	Resp Sheet
July 14	<p>MIDTERM EXAM + CAREER DIRECTIONS</p> <p><i>No readings</i></p>	QUIZ & EXAM
July 19	<p>CONDUCT FIELD OBSERVATIONS</p> <p>BOOK (DUNEIER): (30 pages) Part III: Sidewalk Sleeping AND When You Gotta Go</p>	
July 20	<p>SOCIOLOGY AND CINEMA</p> <p>BOOK (DUNEIER): (39 pages) Part III: Talking to Women AND Part IV: A Christmas on Sixth Avenue</p>	Resp Sheet
July 21	<p>RACE, ETHNICITY, DISCRIMINATION (43 pages)</p> <p>TEXTBOOK: 334-341 (begin “majority-minority relations” end “race, ethnicity, consumption”) 354-356 (begin “ethnic identity and globalization” end “global flows...”)</p> <p>BOOK (DUNEIER): Part V: A Scene from Jane Street</p> <p>ARTICLES: Lee & Zhou, 2014 Lee, Jennifer and Min Zhou. 2014. “The Success Frame and Achievement Paradox: The Costs and Consequences for Asian Americans.” <i>Race and Social Problems</i> 6(1):38–55.</p>	Blog is Due
July 26	<p>SEX AND GENDER (47 pages)</p> <p>TEXTBOOK: 379-390 (begin “gender” end before “gender, crime, and globalizarion”) 394-397 (begin “global migration and gender” end “women export processing” JULY 26 CONTINUED ON NEXT PAGE</p>	Resp ond to Blogs

	<p style="text-align: center;">JULY 26 CONTINUED FROM PREVIOUS PAGE</p> <p>BOOK (DUNEIER): Conclusion and Afterword</p> <p>ARTICLES: Collins, 1990. Excerpt from Black Feminist Thought. Pp. 239–62 in <i>Thirty Readings in Introductory Sociology</i>, edited by K. Gould and T. Lewis. New York and Oxford: Oxford University Press.</p>	
July 27	<p>POLITICS AND SOCIAL MOVEMENTS (41 pages)</p> <p>TEXTBOOK: 458-466 (begin “demographics and voting” end “implementing political...”) 601-614 (begin “social movements” end before “resources and mobilization”)</p> <p>ARTICLES: Klawiter, Maren. 1999. “Racing for the Cure, Walking Women, and Toxic Touring: Mapping Cultures of Action within the Bay Area Terrain of Breast Cancer.” <i>Social Problems</i> 46(1):104–26.</p>	Resp Sheet
July 28	<p>BODIES AND HEALTH (48 pages)</p> <p>TEXTBOOK: 507-517 (begin with “the body” and end before “the sociology of health & med”)</p> <p>(KARP): Chapter 1</p> <p>ARTICLES: Barber, Kristen. 2008. “The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon.” <i>Gender & Society</i> 22(4):455–76.</p>	
Aug. 2	<p>MEDICINE AND SOCIAL JUSTICE (84 pages)</p> <p>TEXTBOOK: 528-543: (begin “health care reform” end at the bottom of page 543)</p> <p>BOOK (KARP): Chapter 2 AND Chapter 4 (you can skim interview segments)</p> <p>ARTICLES: Farmer, P. 1999. “Introduction.” Pp. 1–17 in <i>Infections and Inequalities: The Modern Plagues</i>. Berkeley: University of California Press.</p>	<u>QUIZ</u> <u>TERM</u> <u>“C”</u>

Aug. 3	<p>RELIGION AND EDUCATION (45 pages)</p> <p>TEXTBOOK: 639-644 (begin with chapter, end before “civil religion”) 672-682 (begin with “inequality in education” end at the bottom of page 682)</p> <p>BOOK (KARP): Chapter 6</p>	Resp Sheet
Aug. 4	<p>DEMOGRAPHY AND TRANSITION (54 pages)</p> <p>TEXTBOOK: 550-566 (begin at “population” and end before “urbanization”)</p> <p>BOOK (KARP): Chapter 7 and Postscript</p> <p>ARTICLES: Walter, Nichola, Philippe Bourgois, Margarita Loinaz, and Dean Schillinger. 2002. “Social Context of Work Injury Among Undocumented Day.” <i>Journal of General Internal Medicine</i> 17(March):221–29.</p>	
Aug. 9	<p>GLOBAL FLOWS AND TECHNOLOGY (33 pages)</p> <p>TEXTBOOK: 617-622 (begin “the internet, globalization...” end before “disasters”) 628-631 (begin “globalization as the ultimate...” end before “consumption...”)</p> <p>ARTICLES: Crowley-Matoka, Megan and Margaret Lock. 2006. “Organ Transplantation in a Globalised World.” <i>Mortality</i> 11(2):166–81. Barndt, Deborah. 2008. “Excerpt from Tangled Routes: Women, Work, and Globalization on the Tomato Trail.” Pp. 317–29 in <i>Thirty Readings in Introductory Sociology</i>, edited by K. Gould and T. Lewis. New York and Oxford: Oxford University Press.</p>	P A P E R D U E
Aug. 10	<p>URBANIZATION AND THE ENVIRONMENT (34 pages)</p> <p>TEXTBOOK: 566-574 (begin at “urbanization” end before “cities and globalization”) 581-585 (begin at “the environment” end before “the leading environmental...”)</p> <p>ARTICLES: Brown, Phil et al. 2004. “Clearing the Air and Breathing Freely: The Health Politics of Air Pollution and Asthma.” <i>Int. Journal of Health Services</i> 34(1):39–63.</p>	Res Sheet
Aug. 11	PUBLIC SOCIOLOGY AND HEALTH PROMOTION: No Readings Due	<u>QUIZ</u> <u>“D”</u>