

## **SOCIOLOGY 1: INTRODUCTION TO SOCIOLOGY Spring 2014**

**INSTRUCTOR**

Jill Bakehorn, Ph.D.

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and by appointment**Sign-up:** <http://wejoinin.com/sheets/fbpwu>**CLASS MEETING**Mondays, Wednesdays, and Fridays 2-3pm  
2050 Valley LSB**COURSE DESCRIPTION**

This class will cover some of the fundamental theories, concepts, and methodologies of sociology. You will learn what it means to have a sociological imagination. Once you complete this course, you will have the basic tools you will need to further your sociological training and to evaluate and analyze the social world.

Questions we will explore in the course:

- What is the sociological perspective?
- What unique insights do sociological theories provide?
- How do sociologists study the social world?
- How can a sociological perspective help people make sense of their own lives?
- How can sociology be used as a tool to improve our world?

Sociology is the study of human social activity, organization, and interaction. Sociology is about the search for patterned behavior and social, rather than individual, explanations for this behavior. Sociologists look beyond the taken-for-granted notions of our social environment to examine the many layers of social meaning in the human experience.

Sociologists approach any study of the social world with the understanding that human behavior is not simply the outcome of individual free will. We are powerfully shaped by the social and historical context in which we live. Further, sociologists study social structures, institutions, division of power and resources, and social relations as outcomes of human action, not simply as natural or inevitable. Because these arrangements are created and sustained by us, they can be changed by us.

Sociology provides a unique framework for understanding the social world. Thus, in this class we will not only study sociological concepts and theories, we will be looking at real-world applications of sociology.

## REQUIRED TEXTS

Massey, Garth, ed. 2011. *Readings for Sociology*. Seventh Edition. New York: W. W. Norton & Company.

Hartmann, Douglas and Christopher Uggen, eds. 2011. *The Contexts Reader*. Second Edition. New York: W. W. Norton & Company.

Additional readings on bSpace

## ASSIGNMENTS

**Reading Responses:** You will complete two 3-4 page reading responses. Each is worth 15% of your final grade. Due dates are listed in the course outline. I will upload response paper prompts one week prior to the due date. No late responses are accepted without prior approval by the instructor.

These reading responses will test your comprehension of course readings as well as your ability to explain, synthesize, and make connections between the readings **in your own words**. Because you will not be able to rely on direct quotations of the material, you must focus on your own understanding and articulation of the texts.

**Exams:** You will take two exams. You will be responsible for course readings, lectures, and any media presented in the class. The Midterm is worth 25% of your final grade and the Final Exam is worth 35%.

**Participation:** Attendance and participation in twice-weekly section is required. In addition to in-class and section participation, you may also participate by posing questions, comments, or links to relevant videos or news stories in the chatroom on bSpace. If you post a link, be sure to contextualize it and make a connection to issues we are studying in the course.

## GRADE BREAKDOWN

Reading Responses (30%)

Exams (60%)

    Midterm (25%)

    Final Exam (35%)

Participation (10%)

## COURSE FORMAT AND POLICIES

**Readings:** Readings should be completed prior to class. You must keep up with the readings to participate in class and section discussions. Bring your reading materials to every class; you will likely need to refer to them. Assigned readings (aside from the required books) are available on bSpace. Be sure to download them early.

**Participation:** This class will incorporate the use of lecture, films, music, visuals, and group discussions. I expect you to be an active participant in the course. Bring your questions and comments to class and don't be shy about bringing them up.

You can also participate by posting links to news stories or videos, as well as any relevant thoughts on issues related to the class in the chat room on bSpace. Be sure to contextualize any posts by connecting them to the class.

If you have a question about the readings, lecture, etc., please post your question to the chat room on bSpace where both your questions and my answers will be visible to other students, rather than e-mailing me. Feel free to answer each other's questions as well.

If you miss a class, do not ask me if you missed anything. Of course you did!--but don't expect me to fill you in. I suggest sharing contact information with a classmate early on in the semester and getting the notes you missed.

Do not read, listen to music, browse the web, text, or sleep during class. If you want to do these things, don't bother coming to class.

This course challenges many taken-for-granted assumptions about the social world. Keep in mind that your personal experiences may not match the general sociological insights discussed in the course. This does not negate the insights. Ask yourself why this might be the case. You may not agree with everything we read and discuss, but I expect you to have an open mind and demonstrate your knowledge of the sociological perspective. Disagreements and debates are expected and welcome in this class; however, I will not tolerate personal attacks.

**Email:** Please **clearly** indicate to which class you are referring in your emails to me. I endeavor to respond to emails within 24 hours, but this is not always possible; please be patient.

## GRADING POLICIES

For assignments turned in via bSpace, your feedback can be found in a file there. Be sure to download this file and carefully consider the feedback. This feedback is provided to help you improve on future assignments.

**Re-grades:** If you would like to request a re-grade or re-evaluation of an assignment, you must first, wait 24 hours after the assignment was returned and second, write up a statement detailing why you believe you deserve a higher grade. This statement should be about the substance of your work, **not** about effort. My assessment and grade of your work will be used, even if that means you get a lower score than originally given for that work.

This class is not an "easy A" class. You can expect to work hard in this course and you must *earn* an A grade.

## **ACADEMIC DISHONESTY**

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on response papers or on exams or using notes during exams. Plagiarism includes turning in any work that is not your own as well as improper or missing citations of others' works. As a student of the University of California, you are bound by the Code of Academic Conduct. Any cases of cheating or plagiarism will result in a referral to The Center for Student Conduct and a zero for that assignment.

Plagiarism is most likely to occur because students are unaware of how to cite their sources or because they feel desperate. If you get to this point in your writing, contact me ASAP rather than doing something you'll very likely regret.

## **OFFICE HOURS**

If you are having any difficulties with the material or assignments for the course or if you are having any personal problems that are affecting your ability to complete assignments on time, you should take advantage of office hours immediately. I will be much more amenable to granting extensions when I have been made aware of problems early on rather than at the last minute.

Remember that office hours are an important resource if for no other reason than getting to know your instructors could help you in the future when you may need letters of recommendation.

## **SPECIAL NEEDS**

### **Disability Accommodations**

Please let me know early in the semester if you qualify for any disability accommodations.

### **Student Learning Center**

“The primary academic support service for students at Berkeley, the SLC helps students transition to Cal; navigate the academic terrain; create networks of resources; and achieve academic, personal and professional goals.” Located in The Cesar Chavez Student Center on Lower Sproul Plaza. Front desk phone: 510 642 7332

**COURSE OUTLINE** Readings are to be **completed** on the day listed below. **Course schedule is subject to change.**

## **WEEKS ONE AND TWO: INTRODUCTION TO SOCIOLOGY**

**Wednesday, 1/22**            **Introductions**

**Friday, 1/24**            **Introduction to the Sociological Perspective**

Emile Durkheim: "What Makes Sociology Different?" (*Readings for Sociology*)

C. Wright Mills: "Personal Experiences and Public Issues" (*Readings for Sociology*)

Francis and Bakehorn: "On (Not) Practicing What we Preach" (bSpace)

**Monday, 1/27**            **Introduction to the Sociological Perspective**

Peter Berger: "Sociology as an Individual Pastime" (*Readings for Sociology*)

Michael Burawoy: "Public Sociologies: Contradictions, Dilemmas, and Possibilities" (*Readings for Sociology*)

**Wednesday, 1/29**            **An Invitation to Sociology**

Peter Berger: "Sociology as a Form of Consciousness" (bSpace)

**Friday, 1/31**            **An Invitation to Sociology**

Howard Becker: "Becoming a Marijuana User" (bSpace)

## **WEEK THREE: CONDUCTING RESEARCH**

**Monday, 2/3**            **Research Methodologies**

Howard Schuman: "Sense and Nonsense about Surveys" (*The Contexts Reader*)

Joel Best: "Telling the Truth about Damned Lies and Statistics" (*Readings for Sociology*)

**Wednesday, 2/5**            **Research Methodologies**

Adler and Adler: "The Promise and Pitfalls of Going into the Field" (*The Contexts Reader*)

Robert S. Weiss: "In Their Own Words: Making the Most of Qualitative Interviews" (*The Contexts Reader*)

**Friday, 2/7**                      **Research Ethics**

Allan M. Brandt: "Racism and Research: The Case of the Tuskegee Syphilis Study"  
(*Readings for Sociology*)

Earl Babbie: "Laud Humphreys and Research Ethics" (bSpace)

**WEEK FOUR: FINDING THE SOCIAL IN THE SELF****Monday, 2/10**                      **The Social Aspects of Suicide**

Emile Durkheim: "Suicide and Modernity" (bSpace)

Scott Anderson: "The Urge to End It All" (bSpace)

**Wednesday, 2/12**                      **The Situation Overtaking the Self**

Kelman and Hamilton: "The My Lai Massacre: A Crime of Obedience?" (*Readings for Sociology*)

Philip Zimbardo: "Reflections on the Stanford Prison Experiment: Genesis, Transformations, Consequences" (bSpace)

**Friday, 2/14**                      **No Class Unless Otherwise Stated**  
**\*\*READING RESPONSE 1 DUE\*\*****WEEK FIVE: UNDERSTANDING SOCIAL INTERACTIONS****Monday, 2/17**                      **School Holiday****Wednesday, 2/19**                      **Defining The Self In Interactions**

Erving Goffman: "On Face-Work" (*Readings for Sociology*)

**Friday, 2/21**                      **Social Interactional Rules**

Spencer E. Cahill et al: "Meanwhile Backstage: Public Bathrooms and the Interaction Order" (bSpace)

**WEEKS SIX AND SEVEN: SOCIAL CONSTRUCTION THEORY****Monday, 2/24                      The Social Construction of Gender**

Judith Lorber: "Social Construction Feminism" (bSpace)

Michael A. Messner: "Boyhood, Organized Sports and the Construction of Masculinities" (*Readings for Sociology*)

**Wednesday, 2/26                      The Social Construction of Race**

Herbert J. Gans: "Race as Class" (*The Contexts Reader*)

Mary C. Waters: "Optional Ethnicities: For Whites Only?" (*Readings for Sociology*)

**Friday, 2/28                              Continue Social Construction of Gender/Race****Monday, 3/3                              The Social Construction of Sexuality**

Elizabeth Armstrong: "Is Hooking Up Bad for Young Women?" (*The Contexts Reader*)

Jill Bakehorn: "Women-Made Pornography" (bSpace)

**Wednesday, 3/5                      Constructing Race, Class, and Gender**

Julie Bettie: "How Working-Class Chicas Get Working-Class Lives" (bSpace)

**Friday, 3/7                              No Class Unless Otherwise Stated****WEEK EIGHT: SOCIAL INEQUALITY AND MOBILITY****Monday, 3/10                          Poverty**

Herbert J. Gans: "Uses of the Underclass in America" (*Readings for Sociology*)

Mark R. Rank: "As American as Apple Pie: Poverty and Welfare" (*The Contexts Reader*)

**Wednesday, 3/12                      Inequality for All****Friday, 3/14                              Inequality for All**

**WEEK NINE: MIDTERM WEEK**

**Monday, 3/17**                      **Catch-up/Review for Midterm**

**Wednesday, 3/19**                **MIDTERM IN CLASS**

**Friday, 3/21**                      **No Class**

**WEEK TEN: SPRING BREAK!**

Monday, March 24-Friday, March 28

**WEEK ELEVEN: SOCIAL INEQUALITY IN EDUCATION**

**Monday, 3/ 31**                      **Understanding Educational Gaps**

Downey and Gibbs: “How Schools Really Matter” (*The Contexts Reader*)

George Farkas: “The Black-White Test Score Gap” (*The Contexts Reader*)

**Wednesday, 4/2**                **Cultural Capital and Educational Achievement**

Annette Lareau: “Concerted Cultivation and the Accomplishment of Natural Growth” (*Readings for Sociology*)

**Friday, 4/4**                      **No Class Unless Otherwise Stated**

**WEEK TWELVE: SOCIAL INEQUALITY IN THE WORKFORCE**

**Monday, 4/7**                      **The Working Poor**

Marx and Engels: “Manifesto of the Communist Party” (*Readings for Sociology*)

Barbara Ehrenreich: “Nickel-and-Dimed: On (Not) Getting By in America” (*Readings for Sociology*)

**Wednesday, 4/9**                **Discrimination in the Workplace**

William Julius Wilson: “The Economic Plight of Inner-City Black Males” (*Readings for Sociology*)

Pamela Stone: “The Rhetoric and Reality of ‘Opting Out’” (*The Contexts Reader*)

**Friday, 4/11**                      **No Class Unless Otherwise Stated**

**WEEK THIRTEEN: THE FAMILY****Monday, 4/14                      Love and Marriage**

Stephanie Coontz: "The Radical Idea of Marrying for Love" (*Readings for Sociology*)

Hull et al: "The Changing Landscape of Love and Marriage" (*The Contexts Reader*)

**Wednesday, 4/16                      Parenthood**

Arlie Russell Hochschild: "The Emotional Geography of Work and Family Life" (*Readings for Sociology*)

Robin W. Simon: "The Joys of Parenthood, Reconsidered" (*The Contexts Reader*)

Edin and Kefalas: "Unmarried with Children" (*The Contexts Reader*)

**Friday, 4/18                      Continue Parenthood****WEEK FOURTEEN: CULTURE AND MEDIA****Monday, 4/21                      Hip-Hop: Beyond Beats and Rhymes****Wednesday, 4/23                      Culture, Media, and Identity**

Michael P. Jeffries: "The Meaning of Hip-Hop" (bSpace)

Geoff Harkness: "Hip Hop Culture and America's Most Taboo Word" (*The Contexts Reader*)

**Friday, 4/25                      No Class Unless Otherwise Stated  
\*\*READING RESPONSE 2 DUE\*\*****WEEK FIFTEEN: SOCIOLOGY TO THE RESCUE****Monday, 4/28                      Sociology and Social Change**

John Becker: "In Supreme Court Brief, American Sociological Association Obliterates Claim That Same-Sex Couples Are Inferior Parents" (bSpace)

Amy B. Dean: "Student Activism as the Tip of the Spear: Raising the Minimum Wage in San Jose"

**Wednesday, 4/30          Review/Sum up Course**

**Friday, 5/2                  No Class Unless Otherwise Stated**

**WEEK SIXTEEN: READING, REVIEW, RECITATION WEEK**

Monday, May 5-Friday, May 9

**FINAL EXAM:** Tuesday, May 13 11:30am-2:30pm