

## **SOCIOLOGY 1: INTRODUCTION TO SOCIOLOGY**

Fall 2013

**INSTRUCTOR**

Jill Bakehorn, PhD  
E-mail: [jabakehorn@berkeley.edu](mailto:jabakehorn@berkeley.edu)  
Office: 492 Barrows  
Office Hours: Wednesdays 10am-12pm and by appointment  
Sign-up: <http://wejoinin.com/sheets/uwkhh>

**CLASS MEETING**

Tuesdays and Thursdays, 11:00-12:30pm  
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. We will apply what you have learned: how the self is social; the social construction of gender, race, and sexuality; the reproduction of inequality; and the role of culture and media in our lives to Peggy Orenstein's book, *Cinderella Ate My Daughter* in order to understand the consequences of "girlie-girl culture."

## 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.

Orenstein, Peggy. 2012. *Cinderella Ate My Daughter: Dispatches From the Front Lines of the New Girlie-Girl Culture*. New York: Harper-Collins.

Additional readings on bSpace

## ASSIGNMENTS

**Reading Responses:** You will complete three 2-3 page reading responses. Each is worth 10% 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 three exams consisting of short answer and essay questions. You will be responsible for course readings, lectures, and any media presented in the class. Each is worth 20% of your final grade.

**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%)

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 discussions. Bring your reading materials to every class; you will likely need to refer to them in class discussions. 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.

I like to start class with a short discussion of topical cultural issues that you have come across. If you see a movie, listen to a song, overhear a conversation, or witness an interaction that ties into issues we have been discussing, please share this with the class!

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

## **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.

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.

## **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**

I will be holding office hours on Wednesdays from 10am to 12pm and by appointment. Sign-up: <http://wejoinin.com/sheets/uwkh>

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.

## **WEEK ONE: INTRODUCTIONS**

**Thursday, 8/29 Introductions**

## **WEEK TWO: WHAT IS SOCIOLOGY?**

**Tuesday, 9/3 Introduction to the Sociological Perspective**

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

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

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

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

**Thursday, 9/5 An Invitation to Sociology**

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

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

Georg Simmel: "The Stranger" (*Readings for Sociology*)

## **WEEK THREE: CONDUCTING RESEARCH**

**Tuesday, 9/10 Research Methodologies**  
**\*\*READING RESPONSE 1 DUE\*\***

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

Adlers: "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*)

Michael J. Lovaglia: "From Summer Camps to Glass Ceilings: The Power of Experiments" (*The Contexts Reader*)

**Thursday, 9/12                      Research Ethics**

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

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****Tuesday, 9/17                      The Social Aspects of Suicide**

Emile Durkheim: "Suicide and Modernity" (bSpace)

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

Robert J. Brym: "Six Lessons of Suicide Bombers" (*The Contexts Reader*)

**Thursday, 9/19                      Is There a Personal Self That Is Not Social?**

Stanley Milgram: "Some Conditions of Obedience and Disobedience to Authority" (bSpace)

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

Joel Best: "Sociologists as Outliers" (*The Contexts Reader*)

**WEEK FIVE: UNDERSTANDING SOCIAL INTERACTIONS****Tuesday, 9/24                      Defining The Self In Interactions**

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

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

Elijah Anderson: "The Code of the Street" (*Reading for Sociology*)

**Thursday, 9/26**                      **Raced, Classed, and Gendered Interactions**

Julie Bettie: "Women Without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity" (*Readings for Sociology*)

Read and Bartkowski: "To Veil or Not to Veil? A Case Study of Identity Negotiation Among Muslim Women in Austin, Texas" (*Readings for Sociology*)

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

**Tuesday, 10/1**                      **MIDTERM IN CLASS****WEEKS SIX AND SEVEN: SOCIAL CONSTRUCTION THEORY****Thursday, 10/3**                      **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*)

Douglas Hartmann: "The Sanctity of Sunday Football: Why Men Love Sports" (*The Contexts Reader*)

**Tuesday, 10/8**                      **The Social Construction of Race**

Ellen Berrey: "Sociology Finds Discrimination in the Law" (*The Contexts Reader*)

Edward E. Telles: "Mexican Americans and Immigrant Incorporation" (*The Contexts Reader*)

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

Min Zhou: "Are Asian Americans Becoming 'White'?" (*The Contexts Reader*)

**Thursday, 10/10**                      **The Social Construction of Sexuality**

Steven Seidman: "Gay, Lesbian, and Bisexual Politics in the United States" (bSpace)

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

Ronald Weitzer: "Prostitution: Facts and Fiction" (*The Contexts Reader*)

## **WEEK EIGHT: SOCIAL INEQUALITY AND MOBILITY**

### **Tuesday, 10/15                      Poverty**

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

Kate Ledger: "The Moynihan Report: A Retrospective" (*The Context Reader*)

Auyero and Switsun: "Amidst Garbage and Poison: An Essay on Polluted Peoples and Places" (*The Context Reader*)

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

### **Thursday, 10/17                      Understanding Educational Inequality**

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

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

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

## **WEEK NINE: SOCIAL INEQUALITY IN THE WORKFORCE**

### **Tuesday, 10/22                      The Working Poor \*\*READING RESPONSE 2\*\***

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*)

William E. Thompson: "Hanging Tongues: A Sociological Encounter with the Assembly Line" (*Readings for Sociology*)

### **Thursday, 10/24                      Discrimination in the Workplace**

Cedric Herring: "Is Job Discrimination Dead?" (*The Contexts Reader*)

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*)



**WEEK TEN: THE FAMILY****Tuesday, 10/29                      Love and Marriage**

Giri Raj Gupta: "Love, Arranged Marriage, and the Indian Social Structure" (*Readings for Sociology*)

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*)

**Thursday, 10/31                      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*)

Carol B. Stack: "Domestic Networks" (*Reading for Sociology*)

**WEEK ELEVEN: RELIGION****Tuesday, 11/5                      Religion and Social Life**

Max Weber: "The Protestant Ethic and the Spirit of Capitalism" (*Readings for Sociology*)

Robert N. Bellah et al: "Religious Community and American Individualism" (*Readings for Sociology*)

Jen'nan Ghazal Read: "Muslims in America" (*The Contexts Reader*)

Mark Chaves: "Abiding Faith" (*The Contexts Reader*)

**Thursday, 11/7                      MIDTERM IN CLASS**

**WEEK TWELVE: CULTURE AND MEDIA****Tuesday, 11/12                      Cultural Consumption**

Michael Pollan: "America's National Eating Disorder" (*Readings for Sociology*)

Robert Glennon: "Size Does Count, as Least for French Fries: Minnesota's Straight River" (*Readings for Sociology*)

Allison J. Pugh: "Care and Belonging in the Market" (*Readings for Sociology*)

**Thursday, 11/14                      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*)

**WEEKS THIRTEEN-FOURTEEN: CINDERELLA ATE MY DAUGHTER****Tuesday, 11/19                      What's Wrong with Cinderella and Pink?**

Peggy Orenstein: Chapters 1-3

**Thursday, 11/21                      Making Girls Into Girls**

Peggy Orenstein: Chapters 4-6

**Tuesday, 11/26                      Sex, Body Image, the Internet, and Girl Power**

Peggy Orenstein: Chapter 7-10

**Thursday, 11/28                      THANKSGIVING HOLIDAY****WEEK FIFTEEN: SOCIAL CHANGE****Tuesday, 12/3                      Social Activism**

Mary Pardo: "Grassroots Activism: Mothers of East Los Angeles" (*Readings for Sociology*)

Edward Walker: "Industry-Driven Activism" (*Readings for Sociology*)

Randy Stoecker: "Community Organizing and Social Change" (*The Contexts Reader*)

**Thursday, 12/5**

**Catch-Up/Review**  
**\*\*READING RESPONSE 3 DUE\*\***

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

December 9-December 13

**FINAL EXAM: Wednesday, December 18 8:00-11:00 am**