

Sociology 1: Introduction to Sociology

Fall 2020

INSTRUCTOR

Jill Bakehorn, Ph.D.

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Drop-in Office Hours: Tuesdays + Thursdays 10-11am

Sign-up Office Hours: Mondays + Wednesdays 2:30-4pm
+ additional times as needed

Sign-up: <https://calendly.com/bakehorn/office-hours>

CLASS MEETING

Mondays, Wednesdays, and Fridays 9-9:59am
(Zoom lectures will be recorded)

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.

General 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 lives?
- How can sociology be used as a tool to improve our world?

Some of the specific questions we will explore in the course:

- How can we make sense of people refusing to wear masks during the pandemic?
- Are our electronic devices turning us into cyborgs? What does this mean for our sense of self?
- What does it mean to say that emotions, like grief, are socially constructed?
- Why are college students reporting that it is so hard to opt out of hookup culture and what are the impacts of hookup culture?
- How do we begin to address the urgent issues of racial justice we face?
- Why is navigating college so easy for some students and for others such a monumental struggle?
- Who is most at risk of COVID-19? How and why are there significant health disparities in exposure, infections, treatments, and outcomes?
- How are trans kids and their parents leading a gender revolution?

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. Sociology is built upon empirical data, not opinions. 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, divisions 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.

Course Goals

- ❖ Introduce you to sociology as a discipline
- ❖ Show you the range of sociological theories and lines of inquiry
- ❖ Facilitate the critical examination of taken-for-granted ideas about the social world
- ❖ Make “the familiar strange and the strange familiar”
- ❖ Provide an opportunity to develop and enhance your values

Learning Outcomes

By the end of the semester you should be able to:

- ❖ Demonstrate knowledge of the sociological perspective
- ❖ Connect sociological theories to the social world and your experiences
- ❖ Critically analyze “common sense” understandings of the social world
- ❖ Write succinct papers where you effectively synthesize course materials and apply theory

Required Texts

Travers, Ann. 2018. *The Trans Generation: How Trans Kids (and Their Parents) are Creating a Gender Revolution*. New York: New York University Press.

This book and all other required and supplementary readings are available digitally on bCourses.

Assignments

Two Reading Responses: These reading responses test your comprehension of course readings as well as your ability to explain concepts **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. You will also be asked to make connections between the course materials and your experience of the social world.

Essay Exams: Midterm and final exam. You will be responsible for course readings, lectures, and any media presented in the class. These exams will focus on your ability to apply theories and to synthesize and make connections between various readings.

All work must be original (you cannot recycle work from other courses).

Homework: You can earn full points by completing homework and collaborative assignments, and contributing to online discussions. These assignments are designed to keep you motivated and engaged with the course, to provide opportunities for you to check your comprehension, and to receive feedback in preparation for your graded assignments.

Quizzes: Weekly short quizzes designed to motivate you to stay on top of the readings and lecture.

Grade Breakdown

Reading Responses (30%)

Midterm (20%)

Final Exam (30%)

Homework Assignments (15%)

Quizzes (5%)

GRADE SCALE

Grade Range		Grade
100%	97%	A+
96%	93%	A
92%	90%	A-
89%	87%	B+
86%	83%	B
82%	80%	B-
79%	77%	C+
76%	73%	C
72%	70%	C-
69%	67%	D+
66%	63%	D
62%	60%	D-
59%	50%	F

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 and complete assignments.

Course Slides: I use course slides which often incorporate media. I will post course slides, but they will only contain the text. Keep in mind that these slides are meant to be a guide during lecture and are therefore not exhaustive or a substitute for attending/ watching lecture.

Zoom Etiquette and Tips: Please refer to this [guide](#).

Sections: Attendance and participation in twice-weekly sections is strongly encouraged. We understand that synchronous attendance is not possible for everyone. Be sure to get in contact with your GSI about how you can ensure that you are adequately completing your participation and collaborative assignments and are receiving the support you need to succeed.

Email: 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.

Names and Pronouns: You have the right to be referred to by the name you prefer and with the correct gender pronouns. Because the name listed in University records may not correspond to your preferred name, please inform us of your name (and pronunciation) and your pronouns so that we can ensure you are properly recognized and respected.

You can refer to me as Prof. Bakehorn, Dr. Bakehorn, or Jill. My pronouns are she/they.

Grading Policies

All assignments will be checked by TurnItIn for plagiarism. Keep in mind, this program keeps a database of previously turned in papers as well as searching the internet.

Be sure to carefully consider assignment feedback; it is provided to help you improve on future assignments. For in-text feedback, **click on the link "View Feedback"** which may not be visible if you are not in full-screen mode.

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. Be sure to make specific reference to your work, don't simply say that you responded to the questions asked. Demonstrate how you did so.

You must request a re-grade within 7 days of the assignment being returned. 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

The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (UC Berkeley Code of Student Conduct).

Academic dishonesty includes cheating and plagiarism. Cheating is collaboration with other students on response papers and 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 failing grade for that assignment.

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

Office Hours

Please see Page 1 or [this link](#) for information about my 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, please take advantage of office hours—we are here to help!

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. You do not need to be struggling or have course-specific questions to go to office hours.

Student Support Services

Course Accessibility

This course is intended for all UC Berkeley students, including those with mental, emotional, physical, or cognitive disabilities, illnesses, injuries, impairments, or any other condition that can negatively impact equal access to education. If, at any point in the semester, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact us by email or during office hours to discuss your specific needs.

I also encourage you to contact the [Disabled Students' Program](#). If you have a diagnosis, DSP can help you document your needs and create an accommodation plan. By making a plan through DSP, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors.

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.”

Sexual Harassment and Violence Support Services

To learn more about these issues, how to support survivors, or how to file a report and receive support services, start here: <http://survivorsupport.berkeley.edu>. **Please note that we are not confidential advocates; we are mandated reporters.** You can speak to a [Confidential Care Advocate](#).

Economic, Food, and Housing Support

If you are in need of economic, food, or housing support, you can find help at [the Basic Needs Center](#). You may be eligible for money to buy groceries via [Calfresh](#) or our [Food Assistance Program](#). If you are in need of food immediately, please contact our UC Berkeley [Food Pantry](#). More information can be found [here](#).

Technology and Internet Support

Please see [this page](#) for the latest information on university-provided support.

We are all still adjusting to the profound changes caused by the pandemic. Please reach out if you need support. (Doesn't have to be related to the course). For an instant mood boost, [click here](#).

Course Outline

Complete readings on the day listed below. Course schedule is subject to change.

Weeks One and Two: Introduction to Sociology

Wednesday, 8/26 **Welcome**

Friday, 8/28 **Introduction to the Sociological Perspective**

Durkheim, Emile. 2012. "What Makes Sociology Different?" Pp 19-26 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Berger, Peter. 2012. "Sociology as an Individual Pastime." Pp 3-12 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Monday, 8/31 **The Sociological Imagination**

Mills, C. Wright. 2000. "The Promise." Pp 3-11 in *The Sociological Imagination*. New York: Oxford University Press.

Morris, Aldon. 2020. "Sociological Promise in an Age of Crises." *ASA Footnotes* 48 (4):1-3.

Wednesday, 9/2 **An Invitation to Sociology**

Berger, Peter L. 1963. "Sociology as a Form of Consciousness." Pp 25-53 in *Invitation to Sociology: A Humanistic Perspective*. New York: Anchor Books.

Friday, 9/4 **Invitation to Sociology: Explaining the Social World**

Becker, Howard S. 1953. "Becoming a Marihuana User." *American Journal of Sociology* 59 (3):235-242.

Week Three: Finding The Social in the Self

Monday, 9/7 **HOLIDAY: NO CLASS**

Wednesday, 9/9 **The Social Aspects of Suicide**

Durkheim, Emile. 1999. "Suicide and Modernity" Pp 74-82 in *Social Theory: The Multicultural and Classic Readings*. Second Edition, edited by Charles Lemert. Boulder, CO: Westview Press.

Friday, 9/11 **The Individual and the Greater Good**

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162 (3859):1243-1248.

Week Four: Understanding Social Interactions

Monday, 9/14 **Defining the Self in Interactions**

Goffman, Erving. 1967. "On Face-Work: An Analysis of Ritual Elements in Social Interaction." *Psychiatry* 18 (13):213-231.

Wednesday, 9/16 **Defining the Self Online**

Freitas, Donna. 2017. "Chapter 1: Is Everybody Hanging Out Without Me? Comparing Ourselves to Others and the Importance of Being 'Liked'." Pp 16-42 in *The Happiness Effect: How Social Media is Driving a Generation to Appear Perfect at Any Cost*. New York: Oxford University Press.

———. "Chapter 3: My Name is My Brand and My Brand is Happiness!" Pp 63-80 in *The Happiness Effect: How Social Media is Driving a Generation to Appear Perfect at Any Cost*. New York: Oxford University Press.

Friday, 9/18 **Are We Becoming Cyborgs?**

Freitas, Donna. 2017. "Chapter 10: My Smartphone and Me: A Love-Hate Relationship." Pp 209-230 in *The Happiness Effect: How Social Media is Driving a Generation to Appear Perfect at Any Cost*. New York: Oxford University Press.

Week Five: Social Construction of Reality

Monday, 9/21 + The Social Construction of Reality
Wednesday, 9/23

Zerubavel, Eviatar. 1997. "The Social Lens." Pp 124-141 in *The Production of Reality: Essays and Readings on Social Interaction*, 2nd ed. Edited by Jodi O'Brien and Peter Kollach.

Friday, 9/25 The Social Construction of Emotions
READING RESPONSE 1 DUE

Hochschild, Arlie. 2008. "One Thing I Know: Feeling Around the World." *Contexts* 7 (2):80.

Lofland, Lyn. 1985. "The Social Shaping of Emotion: The Case of Grief." *Symbolic Interaction* 8 (2):171-190.

Week Six: Social Construction of Gender

Monday, 9/28 + Social Construction of Gender
Wednesday, 9/30

Wade, Lisa and Myra Marx Ferree. 2019. "Introduction." Pp 3-7 and "Ideas" Pp 9-37 in *Gender: Ideas, Interactions, Institutions*. Second Edition. New York: W.W. Norton.

Friday, 10/2 The Social Organization of Masculinity

Connell, Raewyn. 2016. "The Social Organization of Masculinity." Pp 136-144 in *Exploring Masculinities*. Edited by C.J. Pascoe and Tristan Bridges. New York: Oxford University Press.

Week Seven: Social Construction of Sexuality

Monday, 10/5 Constructing Heterosexuality

Blank, Hanne. 2012. "Chapter One: The Love that Could Not Speak Its Name." Pp 1-21 in *The Surprisingly Short History of Heterosexuality*. Boston, MA: Beacon Press.

Wednesday, 10/7 Constructing Campus Hookup Culture

Wade, Lisa. 2017. "Introduction: The New Culture of Sex." Pp 13-25 in *American Hookup: The New Culture of Sex on Campus*. New York, NY: Norton.

———. "Hooking Up: A How-To." Pp 27-49 in *American Hookup: The New Culture of Sex on Campus*. New York, NY: Norton.

Friday, 10/9 Constructing "Not Gay" Homosexual Sex

Ward, Jane. 2016. "Dude-Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex with Dudes." Pp 402-411 in *Exploring Masculinities*. Edited by C.J. Pascoe and Tristan Bridges. New York: Oxford University Press.

Week Eight: Social Construction of Race

Monday, 10/12 The Social Construction of Whiteness

Biewen, John and Chenjerai Kumanyika. 2017. "Turning the Lens: Seeing White, Part 1." Scene on Radio. Podcast audio, February 15.

Biewen, John and Chenjerai Kumanyika. 2017. "Made in America: Seeing White, Part 3." Scene on Radio. Podcast audio, March 16.

McIntosh, Peggy. 1989. "Unpacking the Invisible Knapsack." *Peace and Freedom* 49 (4).

Wednesday, 10/14 Social Construction of Race: Social Structures

Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62 (3):465-480.

Friday, 10/16 Black Lives Matter

Kramer, Rory, Brianna Remster, and Camille Z. Charles. 2017. "Black Lives and Police Tactics Matter." *Contexts* 16 (3):20-25.

Hannah-Jones, Nikole. 2020. "It is Time for Reparations." *The New York Times Magazine*. June 30.

Week Nine: Class Inequality and Mobility

Monday, 10/19 + The Working Poor
Wednesday, 10/21

Marx, Karl and Friedrich Engels. 2012. "Manifesto of the Communist Party" Pp 265-274 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Ehrenreich, Barbara. 2012: "Nickel-and-Dimed: On (Not) Getting By in America." Pp 245-264 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Reich, Robert. 2020. "Covid-19 Pandemic Shines a Light On a New Kind of Class Divide and its Inequalities." *The Guardian*. April 26.

Friday, 10/23 NO CLASS
MIDTERM DUE

Week Ten: Inequalities in Education

Monday, 10/26 Understanding Educational Gaps

Downey, Douglas B. and Benjamin G. Gibbs. 2010. "How Schools Really Matter." *Contexts* 9 (2):50-54.

Stavley, Zaidee. 2016. "Two Moms Choose Between Separate and Unequal Schools in Oakland." KQED. August 30.

Wednesday, 10/28 Cultural Capital and Educational Achievement

Lareau, Annette. 2012. "Concerted Cultivation and the Accomplishment of Natural Growth." Pp 153-162 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Friday, 10/30 College for Whom?

McMillan Cottom. Tressie. 2017. "Introduction: The Education Gospel." Pp 1-26 in *Lower-Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. New York: The New Press.

Jack, Anthony Abraham. 2019. "I Was a Low-Income Student. Classes Weren't the Hardest Part." *The New York Times*. September 10.

Week Eleven: Intersectionality

Monday, 11/2 Defining and Applying Intersectionality

Coaston, Jane. 2019. "The Intersectionality Wars." *Vox*. May 28.

Crenshaw, Kimberley Williams and Andrea J. Ritchie. 2015. *Say Her Name: Resisting Police Brutality Against Black Women*. African American Policy Forum and the Center for Intersectionality and Social Policy Studies at Columbia University.

Wednesday, 11/4 **Being and Performing Race, Class, and Gender**

Bettie, Julie. 2012. "Women Without Class: *Chicas, Cholas*, Trash, and the Presence/Absence of Class Identity." Pp 212-225 in *Readings for Sociology*. Seventh Edition, edited by Massey Garth. New York: W. W. Norton & Company.

Friday, 11/6 **Intersectional Health Disparities of COVID**

Kendi, Ibram X. 2020. "The American Nightmare." *The Atlantic*. June 1.

Oppel, Richard A. Jr., Robert Gebeloff, K.K. Rebecca Lai, Will Wright, and Mitch Smith. 2020. "The Fullest Look Yet at the Racial Inequity of Coronavirus." *The New York Times*. July 5.

Bowleg, Lisa. 2020. "We're Not All in This Together: On COVID-19, Intersectionality, and Structural Inequality." *American Journal of Public Health* 110 (7):917.

Weeks Twelve—Fifteen: *The Trans Generation*

Monday, 11/9 **Introducing *The Trans Generation***

Ann Travers: Introduction in *The Trans Generation: How Trans Kids (and Their Parents) are Creating a Gender Revolution*

Get started on Chapter 1

Wednesday, 11/11 **HOLIDAY: NO CLASS**

Friday, 11/13 **Social Structures and Transgender Kids**
READING RESPONSE 2 DUE

Ann Travers: Chapter 1: Transgender Kids in *Trans Kids*

Monday, 11/16 **Schools and Transgender Kids**

Ann Travers: Chapter 2: Schools in *Trans Kids*

Wednesday, 11/18 + Bathrooms, Locker Rooms, and Other Barriers
Friday, 11/20

Ann Travers: Chapter 3: Spaces in *Trans Kids*

Monday, 11/23 Parenting and Parent-Led Social Movements

Ann Travers: Chapter 4: Parents in *Trans Kids*

Wednesday, 11/25 HOLIDAY: NO CLASS

Friday, 11/27 HOLIDAY: NO CLASS

Monday, 11/30 Affirmative Healthcare

Ann Travers: Chapter 5: Supportive Healthcare in *Trans Kids*

Wednesday, 12/2 Concluding *The Trans Generation*

Ann Travers: Conclusion: Beyond Hope in *Trans Kids*

Friday, 12/4 Review/Sum up Course

Week Sixteen: Reading, Review, Recitation Week

Monday, December 7–Friday, December 11

FINAL EXAM: Due Thursday, Dec 17 at 10:00pm