Sociology 1: Introduction to Sociology
Fall 2020

INSTRUCTOR
Jill Bakehorn, Ph.D.
E-mail: jabakehorn@berkeley.edu
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**


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

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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


Monday, 8/31  The Sociological Imagination


Wednesday, 9/2  An Invitation to Sociology


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

Week Three: Finding The Social in the Self

Monday, 9/7  
HOLIDAY: NO CLASS

Wednesday, 9/9  
The Social Aspects of Suicide


Friday, 9/11  
The Individual and the Greater Good


Week Four: Understanding Social Interactions

Monday, 9/14  
Defining the Self in Interactions


Wednesday, 9/16  
Defining the Self Online


—. “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?

**Week Five: Social Construction of Reality**

**Monday, 9/21 +**

**Wednesday, 9/23**


**Friday, 9/25**

**The Social Construction of Emotions**

[READING RESPONSE 1 DUE]


**Week Six: Social Construction of Gender**

**Monday, 9/28 +**

**Wednesday, 9/30**


**Friday, 10/2**

**The Social Organization of Masculinity**

Week Seven: Social Construction of Sexuality

Monday, 10/5  Constructing Heterosexuality


Wednesday, 10/7  Constructing Campus Hookup Culture


Friday, 10/9  Constructing “Not Gay” Homosexual Sex


Week Eight: Social Construction of Race

Monday, 10/12  The Social Construction of Whiteness


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


Friday, 10/16  Black Lives Matter


**Week Nine: Class Inequality and Mobility**

Monday, 10/19 +  The Working Poor

Wednesday, 10/21


Friday, 10/23  NO CLASS

**MIDTERM DUE**
Week Ten: Inequalities in Education

Monday, 10/26  Understanding Educational Gaps


Wednesday, 10/28  Cultural Capital and Educational Achievement


Friday, 10/30  College for Whom?


Week Eleven: Intersectionality

Monday, 11/2  Defining and Applying Intersectionality


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


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


**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 + Bathroom, 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