Course Description
This course is designed to be an introduction to the discipline that will acquaint the student with sociological concepts, terminology, and methodology. Emphasis will be placed on understanding society and its component parts in a sociological manner. Readings and discussion will examine how social institutions affect everyday life. Traditional sociological thought, as well as more contemporary sociological thinking, are included. Important issues to be addressed include the relationship between economy and social institutions, social stratification, and gender divisions. Current sociological literature will be used to both introduce concepts and help students interpret scholarly writing. Emphasis will be placed on understanding social inequality and the link between the individual and social structure.

Required Texts

Course Requirements

Attendance is REQUIRED, except in cases of illness, emergency or religious reasons. Students are responsible for all material, regardless of absence. Attendance will be taken daily! Students may miss 4 classes before a grade deduction penalty will be assessed.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Socialization paper (due by 3.7 IN CLASS)</td>
<td>20%</td>
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<tr>
<td>In Class Exams (3) (3.18, 4.15, 5.13)</td>
<td>20% each (60%)</td>
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<tr>
<td>Computational Modeling Exercise (5.4)</td>
<td>15%</td>
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Course Objectives

1: Development of a Sociological Imagination: The course introduces you to Mills’ “sociological imagination” framework. This framework emphasizes the linkage between personal biography and history, as well as connecting micro and macro level social behavior.

2: Increase Information Literacy: Important to understanding social phenomena is the ability to access, manage and understand scholarly information. This will involve exploring library and technological resources critical to the exploration of the sociological literature.
3: Development of Critical Analytical Skills: In this course you will be challenged to think about “commonplace” activities from an analytical perspective. Through the development of critical analytical skills you will “make sense” of social phenomena.

4: Development of Empirical Data Interpretation Skills: Observational records of social behaviors and phenomena will be explored from both idiographic and nonmothetic perspectives and used to help understand and generate social theory.

5: Increase ability to observe and understand social inequalities: Unequal distributions of material and nonmaterial social resources have persisted throughout history. Attention will be paid to identifying such inequalities and developing understandings regarding their continued existence.

INSTRUCTOR POLICIES

(1) ASSIGNMENTS MUST BE HANDED IN ON THE DATE THEY ARE DUE. ALL LATE ASSIGNMENTS WILL BE PENALIZED ONE LETTER GRADE EACH DAY THEY ARE LATE (e.g. an A would become an A- if one day late). ASSIGNMENTS THAT ARE NOT TURNED IN WILL RECEIVE A VALUE OF “ZERO” IN THE FINAL GRADE COMPUTATION (e.g. Failing to hand in an assignment that is worth 20% of the final grade will yield 0%, thus the “best” final grade you can achieve is an 80% or a B-, IF you have 100% on all other assignments). Assignments must be handed in as paper copy. ASSIGNMENTS WILL NOT BE ACCEPTED VIA EMAIL!

(2) Office Hours are listed at the top of this syllabus. If you would like to meet at a specific time during my office hours, please sign up on the sheet next to my office door. You may also drop in if no one has signed up for the time. Upon special request, I will meet with students at times outside of my office hours. Please see me IN PERSON to set up such an appointment.

(3) I receive up to 30 or more e-mails per day. Please do not expect me to reply immediately to an e-mail question or request. If something is urgent, please CALL ME in my office or signify in the e-mail header that it is urgent.

(4) Honor Code: This course will follow the policies described in the Oberlin College Honor Code and Honor System. Please include the statement “I affirm that I have adhered to the Honor Code in this assignment” in all written work. Please contact me if you have any questions about citation, or the relationship of the Honor Code to your work in this course. For more information on the Honor Code, see http://www.oberlin.edu/students/student_pages/honor_code.html.

(5) Students with Disabilities: If you need disability-related accommodations for your work in this course, please let me know. Support is available through Student Academic Services—please contact Jane Boomer, Coordinator of Services for Students with Disabilities, (Room G27 Peters Hall, ext. 58467) for assistance in developing a plan to address your academic needs.

(6) I reserve the right to modify the syllabus during the semester, if needed.
ASSIGNMENT DESCRIPTIONS

Socialization paper: You will choose a status that you have been socialized into (i.e. college student, athlete, musician, worker, etc.). Using information from your texts and class discussions, talk about the socialization process, the role requirements of the status, your feelings and experiences concerning the roles and any role strain or conflict you may have experienced. The paper must be word-processed, double-spaced and approximately 4-5 pages in length.

In Class Exams: These exams will cover all material between the dates of the exams (readings, lectures, discussion, videos, etc.). The exam will be given in class and will be closed book, closed notes. The format of the exam will be short answer and one short essay.

Computational Modeling Assignment: In class, we will discuss the utility of using computational modeling to understand complex phenomena. Models will be introduced and you will have the opportunity to experiment with these models. The assignment will ask you to comment on your experience manipulating the models, how well you think such models help us understand particular social phenomena and what factors might be added in refinement of these models. No computational skills are required for this exercise.

COURSE OUTLINE

2.7 Introduction

What is Sociology?

Ferguson:

2.9
1. Mills: The Promise
2. Gaines: Teenage Wasteland
3. Romero: Intersections of Biography and History

2.11
5. Haney, Banks and Zimbardo: Interpersonal Dynamics in a Simulated Prison
6. Duneier: Sidewalk

Culture

Ferguson:

2.14
7. Glassner: The Culture of Fear: Why Americans are Afraid of the Wrong Things
Socialization

Ferguson:

2.18 11. Lorber: “Night to His Day”: The Social Construction of Gender
12. Lucal: What it Means to be Gendered Me

2.21 13. Granfield: Making it By Faking It: Working Class Students in an Elite Academic Environment
14. Dyer: Anybody’s Son Will Do
40. Sternheimer: It’s Not the Media

Groups and Social Structure

Ferguson:

2.23 15. Adler and Adler: Peer Power: Clique Dynamics Among School Children
16: Sanchez Jankowski: Gang Business: Making Ends Meet

2.25 17. Williams: Shopping as Symbolic Interaction
18. Colvin: Descent into Madness: The New Mexico State Prison Riot
45. Dandaneau: Religion and Society

2.28-3.7 Bettie: Women Without Class, entire text

2.28 Chapters 1-2
3.2 Chapters 3-4
3.4 Chapters 5-6
3.7 Chapter 7

Deviance and Social Control

Ferguson:

3.9 19. Rosenhan: On Being Sane in Insane Places
49: Karp: Illness and Identity

3.11 21 Draus and Carlson: Down on Main Street
22. Boswell and Spade: Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women
Social Inequalities (Class, Gender, Sexuality, Race and Ethnicity)

Ferguson:

3.14  
23: Davis, Moore and Tumin: Some Principles of Stratification  
24. Domhoff: Who Rules America?

3.16  
25. Shapiro: The Hidden Costs of Being African American  
26. Ehrenreich: Nickel and Dimed: On (Not) Getting By in America  

3.18  
**EXAM 1 IN CLASS**

Ferguson:

3.21  
27. Risman: Gender as Structure  
28. Pascoe: “Dude, You’re a Fag?”-Adolescent Male Homophobia

3.23  
29. Young: Drinking Like a Guy  
30. Loe: Working at Bazooms

3.25  
Video In Class

Ferguson:

4.4  
32. LeDuff: At a Slaughterhouse, Some Things Never Die

4.6  
33. Kim: Out of Sorts: Adoption and (Un)Desirable Children  
34. Anderson: The Cosmopolitan Canopy

Power and Economy

Ferguson:

4.8  
35. Mills: The Power Elite  
4.11 37. Derber: One World Under Business
38. Mantsios: Media Magic: Making Class Invisible

Ferguson:

4.13 44. Weber: The Protestant Ethic and the Spirit of Capitalism
41. Marx and Engels: Manifesto of the Communist Party

4.15 **EXAM 2 IN CLASS**

4.18 42. Leidner: Over the Counter: McDonald’s
46. Shorto: Faith at Work

4.20-4.27 Venkatesh, *Off the Books: The Underground Economy of the Urban Poor*
   4.20- Prologue-Chapter 1
   4.22- Chapter 2- Chapter 4
   4.25- Chapter 5-Chapter 6
   4.27- Chapter 7-Chapter 8

4.29 Computational Modeling Discussion in Class

**Education**

Ferguson:

5.2 50. Crow Dog and Erdoes: Civilize Them With a Stick
51. Kozol: Still Separate, Still Unequal
52. Ferguson: Bad Boys: Public Schools in the Making of Black Masculinity

**Family**

Ferguson:

3.4 53. Cherlin: The Deinstitutionalization of American Marriage
54. Crittenden: The Mommy Tax

5.6 43. Hochschild: The Time Bind: When Work Becomes Home and Home Becomes Work
55. Lareau: Invisible Inequality

**Social Change**

5.8 56. Harper and Leicht: American Social Trends
57. Eitzen: The Atrophy of Social Life
58. Johnson: What Can We Do? Becoming Part of the Solution
39. Nacos and Torres-Reyna: Muslim Americans in the News Before and After 9/11
47. Rubin: Sand Castles and Snake Pits

**EXAM 3 IN CLASS**