

SOC105.1: Introduction to Sociology

Summer 2018, Session 2

July 9, 2018 – August 15, 2018

Monday and Wednesday, 1:30 p.m. to 4:55 p.m.



“The important thing is not to stop questioning.
Curiosity has its own reason for existing.”

– Albert Einstein

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Welcome! Sociology is the study of human social activity, organization, and interaction. It 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. In particular, sociology focuses on how our membership in different groups, and our interactions with social structures and institutions, affect our daily lives.

I am not here to change your mind about any of the subjects we will cover in our class. However, it *is* my hope that the topics and readings we discuss in this course will cast a new light on some of your prior assumptions and knowledge about the social world and that students will come prepared to class, curious, with questions in mind! Together, we will create a valuable learning community, one in which we will draw upon each other as resources.

Learning Objectives

In this course, students will:

- Develop a “Sociological Imagination” through which to examine themselves, others, groups, and society, more generally
- Understand how history, culture, and institutions intersect in the shaping of your own experiences, life chances, and identities as well as of those of other individuals and groups in society
- Think critically about the causes and consequences of social inequality (i.e. how systems of privilege are organized around gender, race, class, and sexual orientation structure the world in which you live)
- Understand how applying theoretical perspectives to social problems can provide multiple ways to understand the same issue

How to Use this Syllabus

This syllabus may be longer than those you have seen in other classes. It is not my intention to overwhelm you; rather, it is to give you as much information as possible in helping you plan your semester and do well in this course. Page one provides general information on what the course is about and our learning objectives. Pages two through six outline the work that is required for the course, how grading will be completed, course policies regarding attendance, electronic communication, academic integrity/plagiarism, resources for getting help, and a description of how the course will be conducted. Pages seven through eight describe the topics and assigned readings we will cover in each class session.

Changes to the Syllabus

This syllabus was created to provide you with guidance through the course. It is detailed. Please be aware, however, there may be times when we run out of time to cover everything or we choose to divert from our normal schedule to discuss and engage with newsworthy events. If this occurs, some minor changes to the syllabus may take place. For example, a movie may be moved to a different lecture period, or lecture topics may be moved around or shortened.

Technology in the Classroom

Students are allowed to use electronic devices for notetaking during the class period. Students who are using their electronic device for non-class-related activities will lose participation points for the day.

Required Readings

All readings will be available to students via Blackboard. It is imperative that students understand that this is an accelerated course. Both the volume and complexity of the assigned readings will be demanding. You are expected to complete all the required readings before the lecture for which they are assigned. I recommend that you read the required texts in the order listed at the end of this syllabus.

Assessment		Grading Scale					
1. Attendance	10%	94 – 100:	A	80 – 83:	B-	67 – 69:	D+
2. Participation	20%	90 – 93:	A-	77 – 79:	C+	64 – 66:	D
3. Quizzes / SWA	25%	87 – 89:	B+	74 – 76:	C	60 – 63:	D-
4. Journaling	15%	84 – 86:	B	70 – 73:	C-	0 – 59:	F
5. Final Exam	25%						
6. Syllabus Quiz	5%						

1. Attendance 10%

This is a summer course, and as such, the pace and content delivery is accelerated. Students who miss class will fall behind, which will jeopardize their ability to succeed in this class. Since my goal is to help students do their best in this class, attendance is mandatory. Students who arrive after or leave before attendance has been taken, will be marked as absent for the class period.

2. Participation 20%

Students should come to class prepared to discuss the material and participate in class. Please remember that there will be many diverse experiences and opinions represented among your classmates, and while I encourage you to debate and disagree, you must always do so respectfully and criticize the content of the *idea* rather than the individual who expressed it. Your participation grade will also include the points from completing in-class activities. Students who do not attend class will not be able to make up these points.

3. Quizzes / Short Writing Assignments 25%

There will be a short quiz or writing assignment at the beginning of every class session. These may consist of 1) comprehension questions on the readings due for that class and 2) review questions from the previous week's

readings/lectures. The goal of these assessments is to demonstrate that you have read for the week's classes and to help students organize their thoughts for the class discussion that session.

4. Journaling 15%

Each week students will write a one-page, single-spaced journal "entry" documenting their thoughts, experiences, and feelings with respect to the course material. Each journal entry should be between 250 and 500 words. Students will write their journal entries in Blackboard via the Assignments link by Friday at 11:59 p.m. on the week they are due. There are five total journal assignments; students are not required to submit a journal entry for the final week of class. Each entry is worth 5 points.

These weekly assignments are intended to help students apply course concepts and deepen their sociological understanding of various phenomena. An example of a writing prompts is: Describe something you notice about yourself or aspects of your life (as it relates to our readings/discussion/course content) that you may have taken for granted before. When journaling, do your best to avoid summarizing the weekly material. Instead, reflect on the readings, discussions, activities, and lecture and apply them to the social world around you. Students who demonstrate thoughtful consideration of the course material will do well on this assignment.

5. Final Exam 25%

The final exam will be completed outside the class period and will be available through Blackboard. Students will have two hours to complete the exam. The exam will consist of a combination of multiple choice and true/false questions. Questions for the final exam will be culled from lectures, readings, and in-class activities. The final exam will be open on Blackboard between **August 15, 2018 at 5:00 p.m. and August 19, 2018 at 11:59 p.m.** Students who do not complete the final by August 19, 2018 at 11:59 p.m. will not have an opportunity to make up the exam.

6. Syllabus Quiz 5%

Students will be required to complete a quiz testing their knowledge about the content in this syllabus. A link to the quiz will be posted on Blackboard at the beginning of our summer class session. All quizzes must be completed by **July 11, 2018 at 11:59 p.m.** Late work will not be accepted.

Participation

Regular, active engagement in class discussions and other in-class activities is required. There are a wide range of possibilities for getting involved, including:

- Active listening
- Answering questions posed by the instructor
- Responding to other students' questions
- Building on previous points made by others
- Raising thoughtful questions of your own
- Asking for clarification
- Comparing and contrasting readings with other course materials
- Engaging in critical reflection on your own and others' assumptions

Organization of Class Time

Class will consist of lecture, group discussion, and supplementary materials such as pertinent documentary films and class activities. During class sessions, I will give lectures on the readings, but my goal is to facilitate discussions that allow students to apply concepts to real life or fictional situations. Students should take notes during discussions and activities – knowledge of this material will be tested in the final exam. Audio and/or video recording of the lectures is not permitted.

Classroom Culture and The Rules of Engagement

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. Students should not be reading other materials, talking or whispering with each other when others are talking, or sleeping during class. Most importantly, it is expected that we will respect each other's opinions and contributions to the classroom even when they challenge our own beliefs. We will use language that is respectful of others. No student should attack other students for their political or religious beliefs, personal appearance,

nationality, race / ethnicity, gender, gender identification, sexuality, age, or abilities. Anyone not in compliance with this policy will be asked to leave class. Consistently violating the rules will affect your participation grade and may lead to your permanent dismissal from the class.

Your Stony Brook University Email Address

Students can expect announcements, updates, and other information related to this course from me via email. These communications will be sent to your official Stony Brook University email address. It is your responsibility to check your @stonybrook.edu email account regularly.

Email Policy and Etiquette

If you wish to reach me via email, you should allow for at least 24 hours for a response during the week and 48 hours over the weekend. Given the amount of emails that professors typically receive, I will not respond to questions that are answered in the syllabus. Lastly, please keep in mind that email is not the best way to discuss course material at length, and thus, you should come to my office hours or schedule an appointment if you need to go over course materials and / or grades. For clarity, you should include the course and section number (SOC105) in the subject line of any email you send me.

College is the perfect time to practice life skills. Appropriate email etiquette is important, especially when emailing someone who holds a position of authority or who doesn't know you very well. Below are guidelines you are expected to use for email in this course:

Do:

- Use a meaningful subject line. For a college class, include the name of the course, and any other detail that might be helpful. Example: [SOC105] Question about Goffman's Theory of Dramaturgy
- Use a professional salutation. For college instructors, start with addressing them as Dr. or Professor and let them invite you to use their first name if they wish. Pay close attention to how they sign their email response to you: often this will tell you how they wish to be addressed. You can address me as Professor Gordon.
- Use a professional closing, including both your first and last name. Examples: Thank you, Jeffrey Goldman; Best, Kiara Atieku, etc.
- Write clear, short paragraphs and be direct and to the point. Like your subject line, you should be specific about what you're referencing. Example: "I've read the assignment sheet for the midterm essay exam and I don't understand question 2. If I read it one way, it means x, but if I read it another way it means y. Which one of these is correct?"
- Spell check your email before sending it.
- Read and re-read through your email before you hit send.
- Be patient and realistic. An email sent at 2:00 a.m. is not likely to get an immediate response. Likewise, neither is a question about an assignment that is due in 1 hour.

Avoid:

- Asking a question via email that is answered in the syllabus.
- Focusing on how stressed out or frustrated you are. Instead, focus on the specific difficulty you are having and ask for help. Doing so helps me to better help you.
- WRITING IN ALL CAPS. IN ELECTRONIC COMMUNICATION, ALL CAPS IS CONSIDERED SCREAMING.
- Using exclamation points throughout your email! Even if you are very upset!!! It is professional to convey disappointment, discouragement, or displeasure but not the kind of extreme emotion conveyed by one or more exclamation points.
- Writing an email that doesn't use punctuation or capital letters and periods proper english bad spelling or SMS slang it make you rly lzy an if u didnt care enuf to write a desent sentence then why shld ur Prof. spend time trying to figure out what ur sayiin lolz ☺

Getting Help

If at any time during the semester you are having difficulty with the work, please contact me as soon as is convenient. Students can also contact the Writing Center, which offers tips for writing and research in sociology <http://www.stonybrook.edu/writingcenter>. Even the best writers can benefit from help in editing and focusing their writing assignments. Students can also make use of the Stony Brook University Academic Success and Tutoring Center if need be.

https://www.stonybrook.edu/commcms/academic_success/students/services.html

Students New to the English Language

I understand that the students in my class come from diverse linguistic backgrounds, and while this is not an English or writing-intensive class, I do require that papers are grammatically correct and show attention to writing style and format. If you believe that this may be difficult for you, please come speak to me early in the semester so that we can work out appropriate arrangements. Written communication is important in sociology, but I do not want this to be a stumbling block for anyone to do well. Some strategies for improving your writing include taking advantages of the services listed above, scheduling meetings to talk with me about your writing, exchanging drafts with peers for proofreading, and reading your papers aloud to yourself as part of the editing process. Remember that even the best writers need practice with editing, and don't be over-critical of yourself.

In Case of an Emergency

I recognize that events may occur in life that negatively affect a student's ability to perform well in class. Students may contact the Office of the Dean of Students to receive assistance with notifying your department and professors about your circumstances. <http://studentaffairs.stonybrook.edu/dos>.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary>. Please pay close attention to the section on avoiding plagiarism.

Disability Support Services (DSS) Statement

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Copyright Notice

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Course Outline	
July 9, 2018 W1L1 Introduction to the Course; Sociological Perspectives	<ul style="list-style-type: none"> • [O'Brien 2010]: <i>What is Real?</i> (1-5) • [Mills 1959] <i>The Sociological Imagination</i> (13-18) • [Berger 1963] <i>Invitation to Sociology</i> (7-9) • [Goffman 1959] <i>The Presentation of Self in Everyday Life</i> (126-134)
July 11, 2018 W1L2 Culture and Socialization	<ul style="list-style-type: none"> • [O'Brien 2010] <i>Who Am I? Developing Character</i> (1-11) • [O'Brien 2010] <i>Learning the Script: Socialization</i> (1-11) • [Goffman 1955] <i>On Face Work</i> (104-114) • [Kluckhohn 1949] <i>Queer Customs</i> (73-80) • [Karp, Holmstrom, and Gray 1998] <i>Leaving Home for College: Expectations for Selective Reconstruction of Self</i> (68-74)
July 16, 2018 W2L1 Power, Privilege, and Politics	<ul style="list-style-type: none"> • Crash Course: Politics [9:12] • Crash Course: Public Opinion [9:16] (Optional) • [Mills 1956] <i>The Power Elite</i> (429-433) • [Reich 1998] <i>What Happened to the American Social Compact?</i> (210-217) • [Johnson 2001] <i>Privilege, Power, Difference, and Us</i> (69-78) • [Fortgang, Clymer, Gastfriend 2014] <i>Princeton Privilege Readings</i> (17-27)
July 18, 2018 W2L2 Social Stratification and Class Inequality	<ul style="list-style-type: none"> • Crash Course: Social Stratification (Optional) [9:36] • Crash Course: Social Stratification in the U.S. [8:32] • Crash Course: Social Class and Poverty in the U.S. [8:24] • [Edelman 2012] <i>The State of Poverty in America</i> (158-161) • [Gans 1972] <i>Uses of the Underclass in America</i> (248-260) • [Rank 2011] <i>Rethinking American Poverty</i> (16-21) • [Eppard, Chomsky, Rank, and Brady 2017] <i>On Culture, Politics, and Poverty</i> (8-11)
July 23, 2018 W3L1 Deviance and Crime	<ul style="list-style-type: none"> • Crash Course: Deviance [8:09] • Crash Course: Theory and Deviance [8:45] • Crash Course: Crime [10:27] • [Becker 1963] <i>Outsiders – Defining Deviance</i> (1-14) (Optional) • [Cole and Duster 2016] <i>Microscopic Hair Comparison and the Sociology of Science</i> (29-35) • [Westervelt and Cook 2008] <i>Coping with Innocence after Death Row</i> (32-37)

July 25, 2018 W3L2 Media and Society	<ul style="list-style-type: none"> • Crash Course: Introduction to Media Literacy [10:09] (Optional) • Crash Course: The Dark(er) Side of Media [9:56] • Crash Course: Influence and Persuasion [9:02] • [Croteau and Hoynes] <i>Media and Society</i> (15-21) • [Sternheimer 2012] <i>Rethinking Goffman's Front Stage - Back Stage</i> (1-2) • [Wynn 2017] <i>Sociology, Science, and Fake News</i> (1-2) • [Daniels 2018] <i>The Algorithmic Rise of the "Alt-Right"</i> (1-6)
July 30, 2018 W4L1 Gender and Sexuality	<ul style="list-style-type: none"> • Crash Course: Sex & Sexuality [10:33] • Crash Course: Theories of Gender [9:30] • [Andersen 2003] <i>The Social Construction of Gender</i> (222-226) • [Barber and Bridges 2017] <i>Marketing Manhood in a 'Post-Feminist' Age</i> (38-43) • [Dean 2015] <i>Being Straight in a Post-Closeted Culture</i> (68-69) • [Schilt and Westbrook 2015] <i>Bathroom Battlegrounds and Penis Panics</i> (26-31)
August 1, 2018 W4L2 Race and Society	<ul style="list-style-type: none"> • Crash Course: Race and Ethnicity [10:02] • Crash Course: DuBois & Race Conflict [9:10] • [DuBois 1903] <i>The Souls of Black Folk</i> (193-194) • [Farley & Squires 2005] <i>Fences and Neighbors: Segregation in 21st-Century America</i> (33-39) • [Longazel 2013] <i>Subordinating Myth: Latino/a Immigration, Crime, and Exclusion</i> (212-216)
August 6, 2018 W5L1 Medical Sociology	<ul style="list-style-type: none"> • Crash Course: Health and Medicine [10:02] • Crash Course: Population Health [8:56] • [Cockerham 2016] <i>Introduction to Medical Sociology</i> (pages TBA) • [Cockerham 2016] <i>The Doctor-Patient Interaction</i> (pages TBA) • [Rosich and Hankin 2010] <i>Key Findings from 50 Years of Medical Sociology</i> (1-5) • [Almeling 2017] <i>The Business of Egg and Sperm Donation</i> (68-70) • [Rudrappa 2012] <i>India's Reproductive Assembly Line</i> (1-6)
August 8, 2018 W5L2 Food and Society	<ul style="list-style-type: none"> • TED Talk: What's Wrong with Our Food System? [5:14] • TED Talk: Want Kids to Learn Well? Feed them Well [12:08] • [Ritzer 1993] <i>The McDonaldization of Society</i> (100-105) • [MacKendrick 2014] <i>Foodscape</i> (16-18) • [Piontak and Schulman 2014] <i>Food Insecurity in Rural America</i> (75-77) • [Khan 2014] <i>Culinary Capitalism</i> (88)
August 13, 2018	<p style="text-align: center;">NO CLASS – See Blackboard for Assignment</p>
August 15, 2018 W6L1 Protest, Movements, and Social Change	<ul style="list-style-type: none"> • PBS: How Online Social Movements Translate to Offline Results [8:25] • TED Talk: Courage is Contagious [5:27] • TED Talk: It's Time for the Law to Protect Victims of Gender Violence [6:15] • [Johnson 1997] <i>What Can We Do? Becoming a Part of the Solution</i> (697-708) • [Rojas, Oliver, and Earl 2018] <i>Resistance Readings</i> (1-7) • [Heaney 2018] <i>Making Protest Great Again</i> (42-47)