

Syllabus, Fall 2004
Introduction to Sociology Section E5TBA
Queens College, CUNY

Meeting Time: Tuesday and Thursday, 5-6:15 pm

Place: Powdermaker Hall, Room 132

Class Website: <http://homepages.nyu.edu/~mma235/introf04>

Instructor: Mikaila Mariel Lemonik Arthur

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Phone: (212) 260-4118—Calls only accepted between 5-10 pm, Sunday-Thursday

Course Description:

Sociology as a discipline has a unique attraction among all of the other areas you may study in college. When we ‘do’ sociology, we are studying ourselves. While not everything that we cover in this course will be familiar to you, many of the topics we discuss and the readings we study will speak to some aspect of your experience. Sociology can help to provide the language to understand what we go through in our lives and how we are connected to other people. “*Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts*” (American Sociological Association).

This course is designed to provide a general introduction to the discipline of sociology. It is appropriate for majors/minors who plan to go on studying sociology and students who need to fulfill a social science requirement, as well as those who are simply curious and want to explore. The course is divided into four primary sections. In the first section of the course, we will try to understand what sociology is, how we ‘do’ sociology, and what it is that sociology studies. In the second section of the course, we will examine different types of inequality in society, including race, class, gender, sexuality, and disability and learn how they affect people’s lives. Third, we will explore the workings a variety of social institutions, including the economy, politics, religion, the family, and education. Finally, we will conclude the course with a summary text that helps us to see how what we have been learning all semester fits together.

Learning Goals

By the end of this course, you will be able to:

1. Explain what sociology is and what it can help us to understand;
2. Write about important social issues using the Sociological Imagination;
3. Read social scientific work with a critical eye;
4. Understand how inequality is reproduced in society; and
5. See the ways in which your own life has been shaped by social institutions.

In addition, you will be prepared to undertake more advanced coursework in sociology.

Required Materials:

Ferguson, Susan J. 2004. *Mapping the Social Landscape: Readings in Sociology*. McGraw Hill. (about \$40; 4th edition required). A copy should be available on reserve.

Duneier, Mitchell. 2000. *Sidewalk*. Farrar, Straus, and Giroux. (about \$16). A copy should be available on reserve.

Reading Packet (available at QC copy center, 65-01 Kissena Blvd.)

One package of index cards, any color (lined on one side preferable)—bring to every class

How to Use this Syllabus

This syllabus may be longer than those you have seen in other classes. The purpose is not 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.

The first page, which you have already read, provides general information on what the course is about and what we will cover in it, including the textbooks.

Pages two through six will tell you the topics we will cover in each class session and what the assigned reading is. Remember that this syllabus is a guideline for what we will cover, but is not set in stone. In addition, most class dates will also have a *supplemental* reading listed (this will be a source which you should turn to if you found that topic to be particularly interesting or thought-provoking). I would recommend that you try to read at least one supplemental source during the semester, but this is not required. If demands on your time prevent it, then I encourage you to take the time during the winter break to read a supplemental source then. In addition, many topics have a *Further education* note which recommends a Queens College course to take if you find that topic particularly interesting, though of course not all courses will be represented here.

Page seven outlines the work that will be required for the course and how grading will be completed, while page eight lays out course policies regarding attendance, electronic communication, and academic integrity/plagiarism. On page nine you will find resources for getting help if you need it and a description of how the course will be conducted. Finally, page 10 contains a bibliography of recommended supplemental readings.

Schedule:

August 31st—First day of class

Part I—Sociological Perspectives

September 2nd—What is sociology?/The sociological perspective

C. Wright Mills, “The Promise” (FR)

Donna Gaines, “Teenage Wasteland: Suburbia’s Dead-End Kids” (FR)

Mary Romero, “An Intersection of Biography and History: My Intellectual Journey” (FR)

Supplemental: The American Sociological Association guide on “Careers in Sociology,”

<http://www.asanet.org/student/career/homepage.html>

Further education: Foundations of Sociological Theory, Sociological Analysis, Social Problems

September 7th—How do we do sociology?

Michael Scwalbe, “Finding Out How the Social World Works” (FR)

Craig Haney *et al.*, “Interpersonal Dynamics in a Simulated Prison” (FR)

Elaine Bell Kaplan, “Not Our Kind of Girl” (FR)

ASA, “Preparation Checklist for ASA Manuscripts” (RP)

Supplemental: Booth *et al.*, *The Craft of Research*

Further education: Social Statistics, Methods of Social Research,
Social Science Research Using Computers

September 9th— Socialization

Michael Messner, “Boyhood, Organized Sports, and the Construction of Masculinities” (FR)

Robert Granfeldt, “Making it by Faking it: Working-Class Students in an Elite Academic Environment” (FR)

Gwynne Dyer, “Anybody’s Son Will Do” (FR)

Supplemental: Hocschild, *The Managed Heart*

Further education: Social Psychology

September 14th—Identity

Judith Lorber, “Night to His Day: The Social Construction of Gender” (FR)

David A. Karp, “Illness and Identity” (FR)

Penelope E. McLorg and Diane E. Taub, “Anorexia Nervosa and Bulimia: The Development of Deviant Identities” (FR)

Supplemental: Walker, *Black, White, and Jewish: Autobiography of a Shifting Self*

September 16th— No class; Rosh Hashanah

September 21st—Deviance

David Rosenhan, “On Being Sane in Insane Places” (FR)

Philippe Bourgois, “In Search of Respect: Selling Crack in El Barrio” (FR)

A. Ayres Boswell and Joan Z. Spade, “Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women” (FR)

Start deviance assignment

Supplemental: Goffman, *Stigma*

Further education: Deviance and Social Pathology, Criminal Justice, Crime and Juvenile Delinquency

September 23rd—Social Interaction

Patricia Adler and Peter Adler, “Peer Power: Clique Dynamics among School Children” (FR)

Martin Sanchez Jankowski, “Gang Business: Making Ends Meet” (FR)

Kathleen M. Blee, “Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups” (FR)

Mark Colvin, “Descent into Madness: The New Mexico State Prison Riot” (FR)

Supplemental: Lois, *Heroic Efforts*

Further education: Interpersonal Behavior and Group Processes

September 28th—Culture

Anne M. Velliquette and Jeff B. Murray, “The New Tattoo Subculture” (FR)

Elijah Anderson, “The Code of the Streets” (FR)

Eugenia Kaw, “Opening Faces: The Politics of Cosmetic Surgery and Asian American Women” (FR)

Haunani Trask, “Lovely Hula Lands: Corporate Tourism and the Prostitution of Hawaiian Culture” (FR)

*Deviance Assignment Due

Supplemental: Becker, *Art Worlds*

Further education: Mass Communication and Popular Culture

Part II—Inequality

September 30th—Class

Kingsly Davis *et al.*, “Some Principles of Stratification” (FR)

G. William Domhoff, “Who Rules America?: The Corporate Community and the Upper Class” (FR)

Barbara Ehrenreich, “Nickel-and-Dimed: On (Not) Getting By in America” (FR)

Supplemental: MacLeod, *Ain't No Makin' It*

Further education: Social Class in American Society

October 5th—Gender

Barbara Risman, “Gender as Structure” (FR)

Christine L. Williams, “The Glass Escalator: Hidden Advantages for Men in the Female Professions” (FR)

Myra Sadker and David Sadker, “Failing at Fairness: Hidden Lessons” (FR)

Supplemental: Connell, *Gender and Power*

Further education: Sociology of Women, Sex and Gender in Comparative Perspective

October 7th—Sexuality/Disability

Ellen Samuels, “My Body, My Closet: Invisible Disability and the Limits of Coming-Out Discourse” (RP)

Martin Rochlin, “The Heterosexuality Questionnaire” (RP)

Judith Stacey, “Gay and Lesbian Families are Here” (FR)

Supplemental: Queen and Schimel, *eds.*, *PoMoSexuals*
Davis, *ed.*, *The Disability Studies Reader*

Further education: The Sociology of Human Sexuality

October 12th—Race

Michael Omi and Howard Winant, “Racial Formation in the United States” (FR)

Jennifer Lee and Frank Bean, “Beyond Black and White: Remaking Race in America” (FR)

Lillian B. Rubin, “Is this a White Country, Or What?” (FR)

Charlie LeDuff, “At the Slaughterhouse, Some Things Never Die” (FR)

Supplemental: Smedley, *Race in North America*

Further education: Ethnic and Racial Relations

October 14th—Intersectionality

Melvin L. Oliver and Thomas M. Shapiro, “Black Wealth/White Wealth: A New Perspective on Racial Inequality in America” (FR)

Yen Le Espiritu, “The Racial Construction of Asian American Women and Men” (FR)

Peggy McIntosh, “White Privilege and Male Privilege” (RP)

Midterm distributed

Supplemental: Bettie, *Women without Class*

October 19th—Welfare Assignment

Come to class having read the welfare materials (RP)

Take-Home Midterm due

Part III—Institutions

October 21st—Economy & Work

Karl Marx and Friedrich Engels, “The Manifesto of the Communist Party” (FR)
William Julius Wilson, “When Work Disappears: The World of the New Urban Poor” (FR)
Robin Leidner, “Over the Counter: McDonalds” (FR)
Supplemental: Burawoy, *Manufacturing Consent*
Further education: Work, Industry, and Society

October 26th—Health/Medicine

Talcott Parsons, “The Social Structure of Medicine” (FR)
Johanna McGeary, “Death Stalks a Continent” (FR)
*Welfare Assignment Part I Due
Supplemental: Fadiman, *The Spirit Catches You and You Fall Down*
Further education: Sociology of Medicine, Sociology of Drugs

October 28th—Family

Ann Crittendon, “The Mommy Tax” (FR)
Arlie Russel Hochschild, “The Time Bind: When Work Becomes Home and Home Becomes Work” (FR)
Stephanie Coontz, “Historical Perspectives on Family Diversity” (RP)
Supplemental: Gerson, *No Man’s Land*
Further education: The Family

November 2nd—Religion

Max Weber, “The Protestant Ethic and the Spirit of Capitalism” (FR)
Mark Chaves, “Abiding Faith” (FR)
Kathleen S. Lowney, “Baring Our Souls: TV Talk Shows and the Religion of Recovery” (FR)
*Welfare Assignment Part II due
Supplemental: Min, *Religions in Asian America*
Further education: Sociological Aspects of Religion

November 4th—Education

Mary Crow Dog, “Civilize Them with a Stick” (FR)
Peter W. Cookson, Jr. and Caroline Hodges Persell, “Preparing for Power: Cultural Capital and Curricula at America’s Elite Boarding Schools” (FR)
Ann Arnett Ferguson, “Bad Boys: Public Schools in the Making of Black Masculinity” (FR)
Start Education Assignment
Supplemental: Brint, *Schools and Societies*
Further education: Sociology of Education

November 9th—Mass Media

Martin N. Marger, “The Mass Media as a Power Institution” (FR)
Gregory Mantsios, “Media Magic: Making Class Invisible” (FR)
Todd Gitlin, “Media Unlimited: How the Torrent of Images and Sounds Overwhelms Our Lives” (FR)
Supplemental: Bourdieu, *On Television*
Further education: Mass Communication and Popular Culture, Sociology of Cinema

November 11th—Interlude: A Case Study on Education, State Power, and Inequality
Please view the film *Rabbit Proof Fence* prior to today's class & complete the handout.
(This film should be available from your local video rental store as well as on reserve.)

November 16th— Politics & Power

C. Wright Mills, "The Power Elite" (FR)

Dan Clawson *et al.*, "Dollars and Votes: How Business Campaign Contributions Subvert Democracy" (FR)

Donald L. Bartlett and James B. Steele, "Playing the Political Slots: American Indians and Casinos" (FR)

*Education Assignment due

Supplemental: Weaver, *Ending Welfare as we Know It*

Further education: Political Sociology, Sociology of Law

November 18th— Social Movements

Kristin Luker, from *Abortion and the Politics of Motherhood* (RP)

Doug McAdam, "Tactical Innovation and the Pace of Black Insurgency" (RP)

Erin Hedegaard, "The Rise and Fall of the Campus Nazi" (RP)

Supplemental: Blee, *Inside Organized Racism*

Further education: Social Change and Social Movements

November 23rd— Social Change, Urbanization, & Globalization

George Ritzer, "The McDonaldization of Society" (FR)

Conrad L. Kanagy and Donald B. Kraybill, "How will the Internet Change Society?" (FR)

Charles Derber, "The Wilding of America: Iraq and the War Against Terrorism" (FR)

Supplemental: Klein, *No Logo*

Further education: Computers and Society, Social Change in Africa,

Sociology of Developing Countries, The Modern Urban Community

Part IV—Pulling it All Together

November 25th—No Class; Thanksgiving

November 30th—*Sidewalk*—Begin reading. You should read up to at least page 230.

December 2nd—*Sidewalk*—Read up to page 293.

December 7th—*Sidewalk*—Finish reading the book, including the Afterword and the Appendix.

December 9th—Last Class/Next Steps

Amitai Etzioni, "Community Building: Steps Toward a Good Society" (FR)

Allan G. Johnson, "What Can We Do? Becoming a Part of the Solution" (FR)

Take-home exam due: December 22nd by 6:15 pm

Assignments/Grading:

1. DAILY reading response quizzes. These will be 5 minute short-answer quizzes, generally requiring you to respond to one discussion question. They will be taken on index cards, which you are required to bring to every class. The grading will be as follows: 1 point for an answer that is acceptable or better; ½ point for an answer which falls short but shows effort; ¼ point for turning in a paper with an incomplete answer; and 0 points for not turning in a paper (including by reason of absence). One of the goals for these quizzes is to help you organize your thoughts for discussion at the beginning of class (15%).
2. PARTICIPATION. You 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. If you have difficulty speaking in class, come and talk to me privately within the first week of class to make alternative arrangements (10%).
3. TAKE-HOME EXAMS. You will be required to complete two take-home essay exams over the course of the semester. I will check these exams for plagiarism. We will discuss strategies for preparing for the exams and doing well on them in class. The midterm will require you to answer two questions, each in about three pages, out of a choice of three. The final exam will have one required two-page question and then two additional three-page questions out of three options. The final will be cumulative, in that you will be expected to draw on ideas and readings from the beginning of the course in answering the questions, but you should expect the questions themselves to focus more heavily on later topics (20% for the midterm, 25% for the final).
4. ACTIVE LEARNING ASSIGNMENTS. Three short papers requiring active learning experiences and teaching you sociological thinking and research skills. One paper will address norms and deviance and will require you to engage in participant observation; one will address welfare and inequality and will require you to engage in documentary and observation research; and the third will address education, inequality, and institutions and will require you to conduct an interview. These assignments may require some in-class group work, but must be completed independently. Specific instructions will be handed out later in the semester when we begin work on each assignment. All, however, will require formal academic writing style, proper citations, use of course materials, refraining from committing plagiarism, and reflections on the research experience (10% each=30%).
5. PROGRESS OVER THE COURSE. Those students who have improved over the semester in terms of better quiz responses, a higher grade on the midterm than the final, more sophisticated active learning papers, and more active participation in class can expect for this to have an impact on their grade. In addition, I encourage students who are concerned about their grade, as well as those who simply are excited by the ideas we are talking about, to schedule an appointment to meet with me and talk. These conferences and meetings will help your grade as well. Finally, those students who have taken the initiative to read one or more of the supplemental texts are encouraged to meet with me to talk about what they have learned and will additionally have an opportunity on the final to demonstrate their engagement with the book.

Attendance

You are expected to come to class on time every day. While I will not take attendance, those students who are late or absent will be unable to take the daily reading quiz for that class period and will see their grades suffer accordingly. If you alert me *in advance* to your absence or if you are absent unexpectedly due to illness, a family emergency, or other such circumstances, I will provide an alternative opportunity for making up the quiz. In addition, if you are not present, you can not participate, and this will lower your participation grade. I understand that other responsibilities can get in the way of getting to class on time. However, if you must come late, please enter the classroom quietly, and try to minimize disruption to the other students.

If you must be absent on a date when an exam or assignment is due, please make your best effort to turn it in ahead of time. If this is impossible, I will accept emailed assignments if they have been sent before 5 pm on the due date. Please attach the assignment as an .rtf, .pdf, .html, or .doc file. If you do not receive an email confirming that I have received and successfully opened the file, then you must resend it. Technical problems will not be an acceptable excuse for lateness.

Email

You are expected to have access to email for the duration of this course. If you do not have access to email, <http://mail.yahoo.com> is a good source for free email accounts. I would suggest you check your email often, as I will send important information about the course via email. At a minimum, please check it every Sunday night/Monday morning. If you have any changes in your email address during the course, please notify me immediately.

Academic Integrity

As in all college courses, I expect all students to adhere to a strict standard of academic integrity. Any student who cheats or commits plagiarism will receive a grade of 0 for that assignment. Repeated offenses will result in a grade of F for the course.

Offenses include:

- ↳ Submitting work that does not use proper attribution of all sources, whether print, internet, or simply a conversation with a classmate or friend. Proper attribution includes a correctly formatted citation and bibliographic entry every time you use an idea that did not come entirely from your own head, whether you quote directly, paraphrase, or merely draw on a text. All standard citation formats are acceptable in this course (such as MLA, Chicago, APA, etc.) though you need to be internally consistent. For those who are not familiar with a particular citation format, here are two links for the citation format used by the American Sociological Association: http://www.skidmore.edu/academics/sociology/resources/writing_citation.html and <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.
- ↳ Copying work from other students or writing papers as a joint effort, unless specifically directed to do so. This does not prohibit you from discussing assignments with your peers, but the product of your work must be your own. In addition, you may not submit papers written for other courses without my prior approval.
- ↳ Purchasing your papers from a web source, hiring someone to write your papers for you, submitting papers written by other individuals, or downloading all or part of your paper from a website. Be aware that it is easier to detect this sort of dishonesty than you might think and many students have been caught.

Getting Help:

If at any time during the semester you are having difficulty with the work, or even if you just have a question, please let me know right away. Other resources you might want to turn to are:

- ↳ The Queens College “Sociology Write” website, which offers tips for writing and research in sociology as well as a link to the Queens College writing center. Remember that even good writers can benefit from writing practice and from help in editing and focusing their writing assignments. <http://www.soc.qc.edu/robin/writesoc/index.html>
- ↳ If you have personal or academic concerns that are keeping you from doing your best, you may wish to consider taking advantage of the services of the Peer Advisement Center. <http://qcpages.qc.edu/peeradvisement/home.html>
- ↳ The library offers online tutorials (<http://qcpages.qc.edu/Library/olstutorial/index.html>) as well as informational tours (<http://qcpages.qc.edu/Library/info/instructional.html>) to help you get acquainted with library services and with doing research.

Disability Accommodations:

If you have a disability for which you will need accommodations during this course, such as extra time on assignments, please let me know as soon as possible during the semester so that all appropriate arrangements can be made.

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 class, I do require that papers and exams be 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 including 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.

How This Course Will Be Conducted:

In every course I teach, I engage in a variety of instructional styles and activities to help students learn in the way that is best for them. While I will minimize the traditional lecture style, I will reinforce important key points through lectures and visual presentations. The primary teaching style of the course will be focused discussions, where students discover through talking and listening to each other and to me. We will also be engaging in a significant amount of reading and in in-class and out-of-class discovery writing. Finally, along with three major written assignments, we will do smaller in-class active learning assignments such as simulations to help make the material “come alive.”

Bibliography of Recommended Supplemental Readings

- Becker, Howard Saul. 1982. *Art Worlds*. Berkeley: University of California Press.
- Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. Berkeley: University of California Press.
- Blee, Kathleen M. 2002. *Inside Organized Racism: Women in the Hate Movement*. Berkeley: University of California Press.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: University of Chicago Press.
- Bourdieu, Pierre. 1998. *On Television*. New York: New Press.
- Brint, Steven G. 1998. *Schools and Societies*. Thousand Oaks: Pine Forge Press.
- Burawoy, Michael. 1979. *Manufacturing Consent: Changes in the Labor Process under Monopoly Capitalism*. Chicago: University of Chicago Press.
- Connell, R. W. 1987. *Gender and Power: Society, the Person, and Sexual Politics*. Stanford, Calif.: Stanford University Press.
- Davis, Lennard J. 1997. *The Disability Studies Reader*. New York: Routledge.
- Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.
- Gerson, Kathleen. 1993. *No Man's Land: Men's Changing Commitments to Family and Work*. New York, NY: BasicBooks.
- Goffman, Erving. 1986. *Stigma: Notes on the Management of Spoiled Identity*. New York: Simon & Schuster.
- Hochschild, Arlie Russell. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.
- Klein, Naomi. 2000. *No Logo: Taking Aim at the Brand Bullies*. New York: Picador USA.
- Lois, Jennifer. 2003. *Heroic Efforts: The Emotional Culture of Search and Rescue Volunteers*. New York ; London: New York University Press.
- MacLeod, Jay. 1995. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder: Westview Press.
- Min, Pyong Gap, and Jung Ha Kim. 2002. *Religions in Asian America: Building Faith Communities*. Walnut Creek, CA: AltaMira Press.
- Queen, Carol, and Lawrence Schimel. 1997. *Pomosexuals: Challenging Assumptions About Gender and Sexuality*. San Francisco, Calif.: Cleis Press.
- Walker, Rebecca. 2001. *Black, White, and Jewish: Autobiography of a Shifting Self*. New York: Riverhead Books.
- Weaver, R. Kent. 2000. *Ending Welfare as We Know It*. Washington, D.C.: Brookings Institution Press.