

Syllabus, Spring 2005
Introduction to Sociology Section 1T3RA
Queens College, CUNY

Meeting Time: Tuesday and Thursday, 1:40-2:55 pm **Place:** TBA

Class Website: <http://homepages.nyu.edu/~mma235/intros05>

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 new; 4th edition required). A copy is available on reserve.

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

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

One package of 3”x5” index cards, any color (lined on one side preferable)—bring to every class

Schedule:

January 27st—First day of class

Part I—Sociological Perspectives

February 1st—What is sociology?

C. Wright Mills, “The Promise” (FR)

The American Sociological Association “Guide to Careers in Sociology” (RP)

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

February 3rd—Sociological Writing and Research

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

“American Sociological Association Style Guide” (RP)

Kim Lanegran, “Fending off a Plagiarist” (RP)

*Assignment: The Sociological Imagination distributed

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

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

February 8th—Using Sociological Theories

Paul Colomy, “Three Theoretical Perspectives” (RP)

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

Karl Marx and Friedrich Engels, “The Manifesto of the Communist Party” (FR)

Further education: Foundations of Sociological Theory

February 10th—Socialization, Identity, and Social Groups

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

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

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

*Assignment: The Sociological Imagination due

Supplemental: Hocschild, *The Managed Heart*

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

Further education: Social Psychology, Interpersonal Behavior and Group Processes

February 15th—Deviance

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

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

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

*Deviance Essay distributed

Supplemental: Goffman, *Stigma*

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

February 17th—Culture

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

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

Horace Miner, “Body Ritual Among the Nacirema” (RP)

Supplemental: Becker, *Art Worlds*

Further education: Mass Communication and Popular Culture

Part II—Inequality

February 22nd—Inequality and Stratification; Intersectionality

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

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

*Deviance Essay due

Supplemental: Film, *A Day Without a Mexican*

February 24th—Class I

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

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

Herbert Gans, “The Positive Functions of Poverty” (RP)

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

Further education: Social Class in American Society

March 1st—Class II

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

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

Chuck Collins and Felice Yeskel, “The Picture: Growing Economic Insecurity and Inequality” (RP)

Supplemental: Bettie, *Women without Class*

March 3rd—Gender I

Barbara Risman, “Gender as Structure” (FR)

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

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

Supplemental: Connell, *Gender and Power*

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

March 8th—Gender II

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)

Tannen, Deborah, “You Just Don’t Understand: Women and Men in Conversation” (RP)

Supplemental: Film: *Real Women Have Curves*

March 10th—Race I

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)
Supplemental: Smedley, *Race in North America*
Further education: Ethnic and Racial Relations

March 15th—Race II

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)
Joe R. Feagin and Melvin P. Sikes, “Navigating Public Places” (RP)
*Inequality Essay distributed
Supplemental: Abelmann and Lie, *Blue Dreams: Korean Americans and the Los Angeles Riots*

March 17th—Sexuality/Disability

Ellen Samuels, “My Body, My Closet: Invisible Disability and the Limits of Coming-Out Discourse” (RP)
Martin Rochlin, “The Heterosexuality Questionnaire” (RP)
Alfred C. Kinsey, Wardell B. Pomeroy, and Clyde E. Martin, “Understanding Sexual Orientation”
Judith Stacey, “Gay and Lesbian Families are Here” (FR)
Supplemental: Queen and Schimel, eds., *PoMoSexuals*
Davis, ed., *The Disability Studies Reader*
Film: *Kinsey*
Further education: The Sociology of Human Sexuality

March 22nd—Welfare

Welfare Forms; Tables and Charts of Welfare Statistics (RP)
Kathryn Edin and Laura Lein, “Making Ends Meet: How Single Mothers Survive on a Welfare Check” (RP)
Supplemental: Ong, *Buddha is Hiding*
*Inequality Essay due

March 24th—No Class (Classes Follow Friday Schedule)

Part III—Institutions

March 29th—What is an Institution?/Health Care

David A. Karp, “Illness and Identity” (FR)
Johanna McGeary, “Death Stalks a Continent” (FR)
Talcott Parsons, “The Social Structure of Medicine” (FR)
*Group Welfare Project Part I due
Supplemental: Fadiman, *The Spirit Catches You and You Fall Down*
Further education: Sociology of Medicine, Sociology of Drugs

March 31st—Economy & Work

William Julius Wilson, “When Work Disappears: The World of the New Urban Poor” (FR)

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

Robin Leidner, “Over the Counter: McDonald’s” (FR)

*Group Welfare Project Part II Due

Supplemental: Film: *The Corporation*

Further education: Work, Industry, and Society

April 5th—Politics & Power

C. Wright Mills, “The Power Elite” (FR)

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

Gregory Mantsios, “Media Magic: Making Class Invisible”

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

Further education: Political Sociology, Sociology of Law

April 7th—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)

*Group Welfare Project Part III Due

Supplemental: Gerson, *No Man’s Land*

Further education: The Family

April 12th—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)

*Institutions Essay distributed

Supplemental: Brint, *Schools and Societies*

Further education: Sociology of Education

April 14nd—Religion

Max Weber, “The Protestant Ethic and the Spirit of Capitalism” (FR)

Russel Shorto, “With G-d at Our Desks: The Rise of Religion and Evangelism in the American Workplace” (RP)

Wendy Cadge and Courtney Bender, “Yoga and Rebirth in America: Asian Religions are Here to Stay” (RP)

Supplemental: Min, *Religions in Asian America*

Further education: Sociological Aspects of Religion

April 19th— Social Movements

Kristin Luker, from *Motherhood and Morality in America* (RP)

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

Jo Freeman, “On the Origins of Social Movements” (RP)

*Institutions Essay Due

Supplemental: Blee, *Inside Organized Racism*

Further education: Social Change and Social Movements

April 21st—Connections Among Institutions

Please view the film *Rabbit Proof Fence* prior to today’s class

(This film should be available from your local video rental store as well as on reserve.)

*Theoretical Perspectives Essay distributed

Supplemental: Bourdieu, *On Television*

Further education: Mass Communication and Popular Culture, Sociology of Cinema

April 26th/28th—No Class; Spring Break

Part IV—Pulling it All Together

May 3rd—*Sidewalk*—Critical Sociological Thinking

Begin reading. You should read up to at least page 115.

*Theoretical Perspectives Essay due

May 5th—*Sidewalk*—Inequalities

Read up to page 231

*Exam Review Assignment distributed

May 10th—*Sidewalk*—Crime, Deviance, and Social Control

Read up to page 319

May 12th—*Sidewalk*—Social Research, Sociological Perspectives, and Social Problems

Finish reading the book, including the Afterword and the Appendix.

Come to class with *sociological questions* about *Sidewalk*

*Exam Review Assignment due

May 17th—Last Class/Next Steps

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

**Sidewalk* Essay distributed

Supplemental: Klein, *No Logo*

The final exam will be held in class at the regularly scheduled exam time, which will be announced later in the semester. The final short essay (on *Sidewalk*) will be due prior to the start of the exam.

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. They will be graded on a scale of 0-1. Students who improve their quiz grades over the semester will have early low scores discounted. 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 (5%).
3. SHORT ASSIGNMENTS. There will be two short (approximately one page) writing assignments during the semester. One will come at the start of the semester to give you writing practice. The other will come at the end of the semester to help you prepare for the exam. They will each be worth 5% of your final grade.
4. ESSAYS. You will be required to complete four short essays, due at points designated on the syllabus. These essays will require you to integrate personal experiences or observations with the readings and concepts discussed in class and should be 2-3 pages in length. Late essays will face a substantial penalty. (4x10% each=40%)
5. GROUP PROJECT. There will be one group project concerning welfare. While you will be required to work in a group to complete this project, almost all of the grade will be computed individually. The groups will be assigned. (15%)
6. FINAL EXAM. There will be an open-book in-class final exam consisting of short answer and discussion questions. It will be cumulative. (15%)
7. 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. Student who meet with me privately may also receive a bonus to their grade. Finally, those students who have taken the initiative to read or view one or more of the supplemental texts or films 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 or film.

College courses commonly assume that you will spend two to three hours outside of class doing reading, writing, or review for every one hour that you spend in class. As this class meets for two and one-half hours per week, you should therefore assume that you will need to spend an average of at least five to seven hours a week reading, studying, and writing essays.

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 discount the missed quiz from your quiz grade. 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 submit an assignment electronically, you should also submit a copy through the Turnitin.com website. 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. Be aware that I have caught and penalized many students in the past. I encourage you to submit your essays to the Turnitin.com web service to spare me suspicion of your plagiarism. The enrollment password for Turnitin.com is “imagination.” If you provide me with an email address, I will register you for Turnitin.com. For help, see http://www.turnitin.com/static/training_support/tii_student_qs.pdf.

Offenses against academic integrity 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>. Remember that you can always refer to the ASA Style Guide in your reading packet for help.
- ↳ 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.

Course Resources:

On the course website, you will find links to a number of helpful course resources. These include a glossary of key terms used in the course, a link to the website for our reader which has multiple choice quizzes for you to test your knowledge, a link to the Turnitin.com website, and a link to the Learning Styles self-test which can help you assess how you learn best and develop new strategies for succeeding in the course.

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.

Bibliography of Recommended Supplemental Readings

- Abelmann, Nancy and John Lie. 1995. *Blue Dreams: Korean Americans and the Los Angeles Riots*. Cambridge, MA: Harvard University Press.
- 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.
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- 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.
- 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.
- Ong, Aihwa. 2003. *Buddha is Hiding: Refugees, Citizenship, and the New America*. Berkeley: University of California 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.
- Films:** *Kinsey* (2004), *Real Women Have Curves* (2002), *A Day Without A Mexican* (2004), *The Corporation* (2003)