

SOCI 100 INTRODUCTION TO SOCIOLOGY

Bucknell University, Fall 2021

Professor: Dr. Daniel Alvord	Course Location: 214 Academic West
Email: d.alvord@bucknell.edu	Course Days: Monday / Wednesday
Office Location: 303 Academic West	Course Time: 5:30pm – 6:50pm
Office Hours: Tues/Wed 2-3pm & by appointment	Course #: 14440

COURSE DESCRIPTION

Sociology is a broad and diverse field, as broad and diverse as society itself. By one definition, sociology is the study of society. But sociology is much more than that – it is a unique way of understanding the world. This course is designed to introduce you to a variety of exciting and unique perspectives developed by sociologists. Over the course of this semester, we will cultivate your “sociological imaginations,” the unique perspective that situates individual experiences within social and historical contexts, with the goal of better understanding the social world.

LEARNING OBJECTIVES

The primary goal of this class is to introduce you to what sociology is, what sociology studies (and how), and some of the conceptual tools that sociology uses to make sense of society. Beyond that, this course should start to train you to think sociologically by understanding the broader social world and your individual experiences within social contexts. Concretely, this means that by the end of this course you should be able to:

- Demonstrate knowledge of important sociological concepts and methodologies
- Apply sociological concepts and insights to your personal life as well as to broader social events
- Appreciate the diversity of social identities and experiences in American society

Additional Course Goals

In addition to grasping core sociological concepts and cultivating your sociological imagination, you should also, by the end of the course, develop and refine important academic skills including critical thinking, data analysis and inference, thoughtful engagement with complex ideas and academic writing, and summarizing and synthesizing various arguments and ideas. These are important skills not only for sociology, but for success beyond this classroom.

COURSE MATERIAL

There is no need to purchase any texts for this class. All required readings will be made available on Moodle. *Readings may change or be adjusted over the course of the semester.* However, any updates to the readings will be noted and communicated ahead of time.

ASSESSMENTS

For this course, you will be expected to complete the following:

Weekly Writing Reflections: Close, careful, and critical reading is important to your success in this class. This is also a fairly reading-intensive introductory class and some of the material is dense and complex (some of it is also easy!). To facilitate your understanding and engagement with the reading, as well as to prepare you for in-class discussions, you will complete weekly writing reflections. Reflections need to be completed ahead of the week in which the reading is assigned. These reflections should be turned in through Moodle by Sunday at 9PM. Each writing reflection should be approximately 300-500 words (approximately one-two double-spaced page). Reflections should demonstrate engagement with the assigned readings. Evidence of this is found through direct citations included in your reflections (i.e. Alvord 2021:123). Your reflections can take different forms: Identifying what the main point(s) of the readings were, asking a question based on the reading, critiquing something from the reading, describing what about the readings was confusing or unclear. It is important to include your thoughts and reactions! You must complete **10** writing reflections over the semester. I do not put letter grades on these reflections, but I do record their *relative strength*. Doing strong ones or extra ones can raise your grade. But if they are very thin, carelessly done, or late, they can reduce your grade. At the end of the semester, these reflections will be totaled for an overall participation and effort score.

Academic Article Summary / Synthesis: For this course you will have two assigned article reviews. For the **first** review, you will be instructed to read, summarize, and critically reflect/engage with one academic article of your choosing from a sociology journal. **Then**, later in the semester, you will again be instructed to read, compare and contrast, and synthesize across three academic articles on a topic of your choosing. More details will be announced in the assignment handout.

Social Groups Paper: Understanding how social groups influence individuals' action and attitudes is fundamental to sociology and the sociological imagination. For this paper you will identify two social groups that you identify with and conduct informal interviews with at least one member of each reference group. This paper is designed to 1) assess how well you understand and can apply sociological concepts and 2) familiarize you with qualitative methods that sociologists use to answer questions. Further details for this paper will be provided in the prompt.

Midterm Exam: You will have **one** take-home essay exam that will cover the readings and lecture material for the first half of the course. More details will be provided in the exam prompt.

Hometown Inequality Data Exercise: "Making the familiar strange," or looking beyond your taken-for-granted assumptions about the social world, is another fundamental aspect of the sociological imagination. For this in-class assignment, you will use the Census data website (with the help of the social science librarian, Carrie Pirmann) to describe various social and economic inequalities in your hometown.

Presentation and Final Paper: For this assignment you will organize the data pulled from the in-class data exercise assignment and present them, along with your sociological interpretation of

the data, in short in-class presentations. You will also write a final paper with a reflection memo component to accompany the presentation. Exact details will be spelled out in the assignment handout. This assignment is designed to assess how well you employ sociological tools and reasoning to, 2) get you to reflect on the sociological significance of something familiar to you; and 3) familiarize you with quantitative methods that sociologists use.

GRADING AND EVALUATION

The following is the percentage breakdown for each of the components of this class:

<i>Article Summary</i>	5%
<i>Data Exercise</i>	10%
<i>Three Article Synthesis</i>	10%
<i>Social Groups Paper</i>	15%
<i>Attendance/Participation/Effort (includes weekly writing reflection)</i>	20%
<i>Final Paper and Presentation</i>	20%
<i>Midterm Exam</i>	20%
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	100%

Final grades will be assessed on the following scale:

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	59 and below

COURSE POLICIES

Academic Integrity: Bucknell’s policy on academic responsibility is as follows: “Bucknell students are responsible to the academic community for the preparation and presentation of work representing their own individual efforts. Acceptance of this responsibility is essential to the educational process and must be considered as an expression of mutual trust, the foundation upon which creative scholarship rests. Students are directed to use great care when preparing all written work and to acknowledge fully the source of all ideas and language other than their own.” Cheating, fabrication, plagiarism, academic misconduct, or misuse of computing facilities will not be tolerated. All incidents of which will be reported to the appropriate Associate Dean to be vigorously pursued in accordance with Bucknell’s Academic Responsibility policy. Please review the new Bucknell web resources on Academic Responsibility at <http://www.bucknell.edu/AcademicResponsibility/>

The Honor Code and Academic Engagement

The Committee on Instruction recommended to the faculty that they add the following two texts to their syllabi (College of Arts and Sciences Meeting on December 5, 2012):

Bucknell University Honor Code

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Bucknell University Expectations for Academic Engagement

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

Accommodations: Any student who needs an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) at OAR@bucknell.edu; 570-577-1188 or complete the Disability Accommodation Request form (https://bucknell-accommodate.symplicity.com/public_accommodation/). The OAR will coordinate reasonable accommodations for students with documented disabilities.

Attendance: Consistent class attendance is vital to your success in this course. I will take attendance in this course (though there is no points awarded for attendance) and it is expected that you will attend all class meetings, that you will arrive on time, and that you will be present and engaged during class meetings. If you have a bona fide reason that you must miss class, such as illness or a personal emergency, be sure to contact me and inform them about your situation; be sure to do so as soon as you know that you find it necessary to miss class, and if at all possible do this prior to the class session that you will need to miss. For any class session that you miss, for any reason, it is recommended that you come visit me during office hours to talk about the materials.

Electronic Devices: Cellphones and other mobile devices are to be silenced and stowed away during class. Research shows that using a laptop during class impedes both your learning and the learning of students around you (see, e.g., Sana et al. 2013, and Dynarski 2017). If you must use one, or insist on using one, students may sit in a “laptop zone” if they feel, for any reason, that you would benefit from using a laptop to take notes.

Email: Email is the most useful and convenient way to get in touch with me. There are a few email guidelines that should be adhered to during this course. First, I do not discuss grades over email. Any discussion of grades should be done during office hours. Second, unless otherwise noted, I do not read early drafts of papers or answer substantive questions by email. I am more

than happy to read drafts, provide comments, and give clarification for concepts covered in class during office hours, but not by email. Finally, I am not “on call” with my email. If you email me late at night, for example, do not expect an immediate reply.

Extra Credit: There are no “built in” extra credit opportunities in this class. However, opportunities for extra credit will be made available as they present themselves.

Illness: If you are sick, please do not come to class. If you must miss a deadline because of illness, please contact me by email.

Late Assignments: Unless otherwise noted, all assignments must be submitted by the beginning of class on the assigned due date. If you anticipate missing an assignment, you must contact me ahead of time and we will work out an arrangement. If you miss an assignment without contacting me ahead of time, you will have a limited period of time (2 weeks) to turn the assignment in for a reduced grade. After 2 weeks, there you will receive no credit for the late assignment.

Library: The library is a great and wonderful place. Contact the social science librarian for help if needed: Carrie Pirmann (carrie.pirmann@bucknell.edu), Bertrand Library Research Help Area.

Masking: In accordance with the University's rule that all individuals are to be masked at all times whenever inside campus buildings, you must be fully masked at all times when attending class. Unless and until the University announces a formal change to this policy in a written communication to the campus community, the masking policy will remain in effect. "Fully masked" means having a mask fully covering both your mouth and the entirety of your nostrils; wearing a mask over your mouth but not covering your nose entirely is as good as not wearing a mask at all. There are no exceptions to this masking requirement.

Mental Health Resources: Any student who is struggling and believes this may impact their performance in the course is encouraged to contact their Associate Academic Dean or the Dean of Students at 570-577-1601 for support. Furthermore, please approach me if you are comfortable in doing so. This will enable me to provide resources and support. If immediate mental health assistance is needed, call the Counseling & Student Development Center at 570-577-1604 (24/7).

Religious Holidays: Students seeking academic accommodations (missing class, rescheduling labs or assignments, etc.) in order to observe religious holidays should inform me as early in the semester as possible to set up a time to meet and discuss appropriate action.

Respectful Engagement: In this class, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Your success at Bucknell and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in

a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others. We all come to class from a variety of backgrounds and experiences. Since the purpose of a class is to explore and better understand a topic, we need that variety of perspectives to strengthen our ability to learn, generate hypotheses, and analyze facts and opinions. Therefore, it is vital that each person feels comfortable bringing their unique perspective to bear on a given subject, and that it happens in a respectful manner.

Most people appreciate having freedom to explore their own opinions (and perhaps change their minds or retrench), so let us consider providing that freedom to each other as well. This give and take requires a community where people believe that they can speculate, question, or discuss deep or challenging issues without fear of attack or disrespect. This class is one of your first professional environments, so we will practice professional quality behavior. Behaviors that are of low quality, such as arriving late, being unprepared, missing class, texting, shirking group work, turning in work late, not doing your own work or other less desirable behaviors, lay the groundwork for shallow learning. My intent is rather to help you lay the groundwork for deep and engaged learning, and so your involvement in and professional demeanor towards the class counts heavily. Please feel free to discuss these matters with me or the class. In cases of serious infractions, I will follow University policies for academic honesty & plagiarism, which can be found at <http://www.bucknell.edu/x1324.xml>.

COURSE SCHEDULE

Part 1: Sociology and the Sociological Imagination					
<i>Week</i>	<i>Day</i>	<i>Topic</i>	<i>Reading</i>	<i>Due</i>	<i>Assign</i>
One	Monday, August 23, 2021	Syllabus and Introductions	Syllabus	N/A	
	Wednesday, August 25, 2021	The Sociological Imagination	C. Wright Mills - "The Promise;" Jerry Jacobs - "Updating C. Wright Mills;" Joe Pinsker - "The Misfortune of Graduating in 2020"		
Two	Monday, August 30, 2021	Discovery of Society and the Social	Nicholas Christakis and James Folwer - "In the Thick of It;" Durkheim - "What is a Social Fact?"		
	Wednesday, September 01, 2021	Modern Society	Selections From: Karl Marx - "Wage- Labour and Capitalism;"		

			Emile Durkheim - "The Division of Labor in Society;" Max Weber - "The Protestant Ethic and the Spirit of Capitalism"		
Three	Monday, September 06, 2021	Sociological Inquiry / Library Visit	TBD		Assign Article Summary
Part 2: Interaction and Identity					
	Wednesday, September 08, 2021	The Self: Individual and Society	George H. Mead - "The Self;" Charles Cooley - "Society is in the Mind;" W. E. B. Du Bois - "Strivings of the Negro People"		
Four	Monday, September 13, 2021	Groups and Identity Formation	Howard Becker - "Becoming a Marihuana User;" David Rosenhan - "On Being Sane in Insane Places;" Richard Jenkins - "Understanding Identification"	Article Summary	Group Paper
	Wednesday, September 15, 2021	Race and Ethnic Identity	Mary Waters - "The Cost of a Costless Community;" Stephen Cornell and Douglas Hartmann - "A Constructionist Approach;"		
Five	Monday, September 20, 2021	Racial and Ethnic Identity	Joan Nagel - "American Indian Ethnic Renewal;" <i>New York Times</i> - "Why Some Black Puerto		

			Ricans Choose 'White' on the Census"		
	Wednesday, September 22, 2021	Racial and Ethnic Identity	Gonzalez - "Learning to be Illegal;" TBD		
Six	Monday, September 27, 2021	Gender and Sexual Identity	Emily Kane - "No Way My Boys are Going to Be Like That!;" Judith Lorber - "The Social Construction of Gender"		
	Wednesday, September 29, 2021	Gender and Sexual Identity	Tony Silva - Straight Men's Same-Sex Behavior; CJ Pascoe - "Dude, You're a Fag;" Tristan Bridges and Mignon Moore - "Young Women of Color and Shifting Sexual Identities."	Group paper (October 1)	
Seven	Monday, October 04, 2021	Symbolic and Social Boundaries	Lamont – “The Dignity of Working Men;” Wedow et al - "I'm Gay and I'm Catholic"		
	Wednesday, October 06, 2021	<i>Midterm Review Session</i>	N/A		
Eight	Monday, October 11, 2021	<i>NO CLASS - Fall Break</i>			Midterm
	Wednesday, October 13, 2021	<i>NO CLASS - Midterm Exam</i>		Midterm	
Part 3: Institutions and Inequality					
Nine	Monday, October 18, 2021	Inequality and Stratification	Putnam - Economics: The Rise and Fall of Equality;"		Article Synthesis

			C. Wright Mills - "The Sociology of Stratification;" Doug Massey - "How Stratification Works."		
	Wednesday, October 20, 2021	Social Class and Inequality	Karl Marx - "Bourgeois and Proletarians;" Max Weber - "Class, Status, and Party;" Michael Hout - "How Social Class Works"		
Ten	Monday, October 25, 2021	<i>In-Class Data Exercise</i>	N/A	In-class exercise	In-class exercise and Reflection Memo
	Wednesday, October 27, 2021	Social Classes	TBD		
Eleven	Monday, November 01, 2021	Social Classes	TBD		
	Wednesday, November 03, 2021	Cultural Reproduction Social Class	Annette Lareau - Cultural Knowledge and Social Inequality; Bourdieu - "The Sense of Distinction"		
Twelve	Monday, November 08, 2021	Institutional Reproduction of Inequality and Class	Robert Putnam - "Schooling;" Jessica Calarco - "Coach for the Classroom"		
	Wednesday, November 10, 2021	Discrimination and Institutional Reproduction of Inequality and Class	Lauren Rivera and Andras Tilcsik - "Class Advantage, Commitment Penalty;" TBD		
Thirteen	Monday, November 15, 2021	Race and Inequality	Robert Putnam - "Race and the American We;"		

			Devah Pager - "The Mark of a Criminal Record; "		
	Wednesday, November 17, 2021	Gender and Inequality	Robert Putnam - "Gender and the American We;" Trond Petersen and Laurie A. Morgan - "The Within-Job Gender Wage Gap;" Paula England - "Devaluation and the Pay of Comparable Male and Female Occupations"	Article Synthesis	
Fourteen	Monday, November 22, 2021	<i>NO CLASS - Thanksgiving Break</i>			
	Wednesday, November 24, 2021	<i>NO CLASS - Thanksgiving Break</i>			
Part 4: Social Change					
Fifteen	Monday, November 29, 2021	Social Movements	TBD		
	Wednesday, December 01, 2021	Social Movements	TBD		
Sixteen	Monday, December 06, 2021	<i>In-class Presentations</i>		Presentations and Reflection Memo	
	Wednesday, December 08, 2021	<i>NO CLASS</i>			
Seventeen	Monday, December 13, 2021	Final Exam Period			
	Wednesday, December 15, 2021	Final Exam Period			