SOC 210: Survey of Sociology
Fall 2019

INSTRUCTOR
Nicholas Pedriana
8135 Social Sciences
npedriana@wisc.edu
Office Hours: 11-12:30 MW and by appointment

TEACHING ASSISTANTS
Siying Fu
Margaret Earley
Janaina Saad
Jill Richardson

INTRODUCTION
Welcome to SOC 210: Survey of Sociology! Sociology is defined as the scientific study of social life and includes a wide range of issues, concepts, and theories about how our individual lives are deeply shaped by our broader social environments. The topics covered in this class provide a general introduction to the sociological perspective and many of its central concepts and subjects including: culture and socialization; social structure and social interaction; deviance and crime; social inequality; race, gender, and sexuality; family and religion; and education.

SOC 210 is a “Comm-B” class and thus includes a substantial writing component with an eye towards developing:

- Critical and logical thinking
- Use of evidence to analyze claims and develop strong arguments
- Clear and concise writing skills

Each week you will attend two 50-minute lectures and two 50-minute discussion sections with your assigned teaching assistant. Section meetings are required, and your TA will provide a more detailed outline of assignments and other activities and due dates at your first meeting.

LEARNING OBJECTIVES

Beyond the specific content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- **Communicate Skillfully:** Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- **Critical Thinking about Society and Social Processes:** Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
• See Things from a Global Perspective: Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.

• Improve project management skills: Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

REQUIRED MATERIALS
There is NO textbook for this course; all required readings and other materials will be posted electronically to Canvas.

EMAIL/CONTACT POLICY
I respectfully request that if you need to contact me about routine issues or questions (absences, technology issues, important dates; etc.), PLEASE CONTACT YOUR TA FIRST. If your TA is unable to resolve the issue, then by all means feel free to contact me, whether that be by email or in-person after class. Also, if you have a very important or sensitive issue that you'd rather address directly with me, that's also fine. I do my best to respond to all emails within 24 hours. If you haven't heard from me after that time, please send a reminder email and I'll see to it that I respond ASAP.

GRADING
Your grade for this course is based on the following items:

EXAMS (15% EACH; 30% TOTAL)
There will be a mid-term and final exam. The exams are multiple choice and the final exam IS NOT CUMULATIVE

SHORT WRITING ASSIGNMENTS (5% EACH; 20% TOTAL)
Courses satisfying the Communications B requirement must provide multiple writing assignments. As such, you will write four short writing assignments in the form of critical responses/commentary on certain readings designated by your section instructor. These are not opinion pieces or summaries but should clearly and critically analyze the reading in question. Your final grade will be based on the highest four out of five grades for these assignments. You will receive additional information in section. By the end of the semester, between the research project and the short writing assignments, you will have completed a minimum of 20 pages of writing, meeting the Communications B requirements for writing.

RESEARCH PROJECT (25%)
General Education Requirements related to communication are intended to help you develop skills in critical reading, logical thinking, and the use of evidence, as well as the use of appropriate style and disciplinary conventions in writing. To achieve these objectives, you will be required to produce a sociological research paper, due at the end of the semester. The topic of the paper is of your choosing so long as it is sufficiently sociological. Just what that means will become clearer to you as we proceed. The topic of your paper requires approval from your section instructor. The research project is divided into a series of assignments due at different points in the semester. You will receive greater detail about this in section. The final draft of the research paper is due to your section instructor no later than the final exam period.
**ORAL PRESENTATIONS (5%)**
An additional objective of the university’s Communications B requirements is to develop skills in disciplinary conventions for speaking. To satisfy this requirement, each student will give an oral presentation during the semester. Your TAs will provide further details in your discussion sections.

**LECTURE ATTENDANCE (10%)**
Attendance at lectures and discussion sections are mandatory. I will take attendance for each lecture using the Acadly app (specific instructions will be discussed at our first class on Sept. 4). The app is free but of course only works if you have your smartphone with you in class, which I assume virtually all of you will. However, if you don't have a smartphone or for some reason can't get the app to work on your phone, you can see me or your TA after class so we can mark you as present manually. As for discussion sections, your TA will take attendance manually.

Everyone is allowed one UNEXCUSED ABSENCE with no penalty. After that, each unexcused absence will lower your attendance score by 12%. For example, if you wind up with two unexcused absences, your overall attendance grade would be 88%; if you have four unexcused absences, 76%; etc. Illness is of course an excused absence, but anyone who misses MORE THAN TWO classes due to illness needs to see me or their TA and we may, depending on the circumstances, ask for some documentation for your illness. This is to acknowledge that people get sick and miss class for which they shouldn't be penalized; at the same time, we want to ensure that people don't abuse the policy by routinely claiming an illness so they can skip class with no penalty. The honor system works best: if you're honestly sick, then stay home; if you're not, don't claim otherwise!

**DISCUSSION GRADE (10%)**
Your discussion grade will be a combination of attendance (5%) and “participation” (5%). The latter DOES NOT refer to how often you speak in class but rather the extent to which you engage with other discussion activities (written or otherwise) throughout the semester (examples could include short writing reflections that you do in class, occasional group work, etc.). Your TA will have further details.

**GRADE SCALE**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>87-91</td>
<td>AB</td>
</tr>
<tr>
<td>82-86</td>
<td>B</td>
</tr>
<tr>
<td>77-81</td>
<td>BC</td>
</tr>
<tr>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

**ACADEMIC POLICIES**

**ACADEMIC INTEGRITY**
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the
Office of Student Conduct & Community Standards for additional review. For more information, refer to https://conduct.students.wisc.edu/academic-integrity/

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”

http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

**DIVERSITY & INCLUSION**

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu/
WEEKLY TOPICS AND READINGS

WEEK 2 (Sept. 10, 12): The Sociological Perspective
READINGS
• Johnson, “The Forest and the Trees,” pp. 6-13
• Andersen, “The Code of the Streets” pp. 78-83
• Boswell, “Sexual Categories,” pp. 33-37
• VIDEO: The Stanford Prison Experiment (Netflix)

WEEK 3 (Sept. 17, 19): Culture
READINGS
• Kluckholm, “Queer Customs,” pp. 82-89
• Thompson, “Workism is Making Americans Miserable” (from The Atlantic)
• Ritzer, “The McDonalds System,” pp. 323-29
• Friedersdorf, “The Destructiveness of Call-Out Culture on Campus” (from The Atlantic)

WEEK 4: Socialization (Sept. 24, 26)
READINGS
• Sommers, “You can Give a Boy a Doll,” (from The Atlantic)
• Friedman, “How Much do Parents Matter?” (from The Atlantic)
• Sorenson, “Growing Up as a Fore,” pp. 75-81
• Hayasaki, “The Pathology of Prejudice” (from The New Republic)

WEEK 5 (Oct. 1, 3): Social Structure
READINGS
• Stack, “Domestic Networks,” pp. 370-74
• Hostetler, “From Amish Society,” pp. 114-20
• VIDEO: The Devil’s Playground

WEEK 6 (Oct. 8, 10): Social Interaction
READINGS
• Goffman, “On Face Work,” pp. 96-106
• Andersen, “Code of the Streets” (from The Atlantic)
• Hardey, “Life Beyond the Screen,” pp. 84-93

WEEK 7: Exam 1 (Tuesday, Oct. 15); Deviance and Crime (Oct. 17)
READINGS
• Durkheim, “The Functions of Crime,” pp. 117-20
• Conrad and Schneider, “The Medicalization of Deviance,” pp. 120-25

WEEK 8 (Oct. 22, 24): Deviance and Crime
READINGS
• Alexander, “the New Jim Crow,” pp. 259-69
• Thompson, “Inner-City Violence in the Age of Mass Incarceration” (from the Atlantic)
• Taibbi, “Why Isn’t Wall Street in Jail?” (from Rolling Stone)
WEEK 9 (Oct. 29, 31): Social Stratification and Inequality
READINGS
  • Reich, “As the World Turns,” pp. 304-11
  • Ehrenreich, “Nickel and Dimed,” pp. 206-25
  • Chen, “the Lonely Poverty of the White Working Class” (from The Atlantic)

WEEK 10 (Nov. 5, 7): Social Stratification and Inequality (cont’d); Race and Ethnicity
READINGS
  • Friedman, “Why American Colleges are Becoming a Force for Inequality” (from The Atlantic)
  • Coates, “What We Mean When We Say Race is a Social Construction, “(from The Atlantic)
  • Omi and Winant, “Racial Formations,” pp. 19-26
  • Gallagher, “Color-Blind Privilege,” pp. 189-95

WEEK 11 (Nov. 12, 14): Race and Ethnicity (cont’d)
READINGS
  • Massey and Denton, “Segregation and the Making of the Underclass,” pp. 177-90
  • Wilson, “The Meaning and Significance of Race,” pp. 191-205
  • Kohli, “Modern day Segregation in Public Schools” (from The Atlantic)

WEEK 12 (Nov. 19, 21): Gender and Sexuality
READINGS
  • Andersen, “The Social Construction of Gender,” pp. 197-201
  • Weissman, “Why Are Women Paid Less?” (from The Atlantic)
  • VIDEO: Miss Representation (Netflix)

WEEK 13 (Nov. 26): Gender and Sexuality (cont’d)
READINGS
  • Wade, Sex on Campus Isn’t What You Think” (from The Guardian)
  • Rausch, “Don’t Call Me LGBTQ,” (from The Atlantic)
  • Yong, “Young Trans Children Know Who They Are,” (from The Atlantic)

WEEK 14 (Dec. 3, 5): Family, Parenting, and Children
  • Coltrane, “Family Rituals and the Construction of Reality,” pp. 245-51
  • Twenge, “Have Smartphones Destroyed a Generation?” (from The Atlantic)

WEEK 15 (Dec. 10, 12): Education and Religion

FINAL EXAM: Saturday, Dec. 14 2:45 PM