

Survey of Sociology

Sociology 210 – Spring 2019 – University of Wisconsin-Madison, Department of Sociology

Professor Joseph Conti
8112B Sewell Social Science Building
Office Hours, 11-1 on Mondays and by appointment
Email: jconti@ssc.wisc.edu

This course is intended to provide an introduction to the field of sociology, including many of its subfields and specialized areas of research, theoretical traditions and different research methods used by sociologists. Sociology encompasses a diverse array of topics, issues, and research subjects and it is impossible for one class to cover them all in detail. The subjects covered in this course provide a general introduction to the sociological perspective and many popular areas of research and inquiry.

This is a four-credit course. This class meets for a total of four class period hours, including two 50-minute lectures a week and two 50-minute section meetings each week. The class also carries standard expectations that students will work on course learning activities (reading, writing, studying, etc.) for about two hours out of classroom for every class period.

All section meetings are required. Your section instructor will give you a more detailed syllabus for section that details assignments and due dates. Section instructors do not always follow the same assignment schedule, so play close attention to YOUR section requirements.

University Communications B Requirements. In addition to learning about sociology, you will learn to write as a sociologist, conduct some forms of sociological research, present your findings, and analyze what sociologists have written. Each of the assignments in Sociology 210 has been created to meet the university's Communications B requirement and the requirements for the majors in the departments of Sociology and Community & Environmental Sociology. The principle aim of the communication requirements is to prepare students for writing assignments in upper-level courses in the social sciences and to give sociology majors a base of knowledge with which to begin their studies. Specifically, the objectives of Communications B courses are to develop advanced skills in:

- Critical reading, logical thinking, and the use of evidence
- The use of appropriate style and disciplinary conventions in writing and speaking
- The productive use of core library resources specific to the discipline.

Departmental 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:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *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.

Course Requirements and Policies

There are three required texts. The first is the course reader, which is available in two formats (you do not need both):

- Electronic files available (for free) from the course learn@UW website
- A paper reader for sale at the L&S Copy Center in Sewell Social Science Building

A paper copy of the reader will be on reserve at College Library.

You are also required to obtain the following two texts that will be sold as a single product at the university bookstore.

Ritzer, George. 2016. *Survey of Sociology*. Custom 2nd Edition. Sage Publications.

McGann, Kimberly. 2018. *SAGE Readings for Introductory Sociology*. Sage Publications.

The ISBN number listed online under textbooks bundles both books together. The textbook is a custom edition containing only the chapters I have assigned. This is the cheapest version and format of an introductory sociology book that I could find.

Note on page numbers: Assigned readings sometimes begin or end in the middle of a page. Always start and stop with major headers (big capitalized titles).

Attendance and Participation

Participation includes reading. You are expected to complete all required readings assignments before the lectures and discussion section in meetings in which they are discussed. To pass this course, you must be prepared to do the reading assignments consistently and thoroughly throughout the semester. Please bring assigned readings with you to section.

You are also required to attend the lectures and to attend and participate actively in your section meetings. Repeated problems with attendance or participation, including distracting behavior during lectures or discussions, will definitely reduce your grade.

Research Project

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.

Short Writing Assignments

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.

Oral Presentations

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 TWO oral presentations during the semester. One will be a conventional format public address and the second one will be a video presentation that you will post to your section's website. More details will be provided in section.

Exams

There are three in-class exams. They are not cumulative. The exams are designed to evaluate your mastery of course materials, including lecture and reading assignments. They are composed of 30-40 multiple-choice questions each.

Grading

Your section instructor will provide you with a more detailed breakdown of the grade allocation. Final grades will be based on:

Four short writing assignments: 28 percent (7% each)

Research project:

- Annotated Bibliography 5%
- Outline 2%
- First Draft 10%
- Peer Review 3%
- Final Draft 8%

Two oral presentations: 5 percent (2.5% each)

Attendance and Participation: 15 percent

Exams: 24% (3 exams, each worth 8%)

This is the grading scale employed in the class:

A	94 – 100%
AB	88 – 93%
B	83 – 87%
BC	78 – 82%
C	70 – 77%
D	60 – 69%
F	59% or below

Films

Films shown in class will be held on reserve at college library. The exams will include questions about the films.

Course Website

The Learn@UW website for the course will house the course syllabus and related documents, the digital version of the reader, dropbox, and announcements. Consult with your Section Instructor about use of the dropbox.

Other Business

- Late papers are not accepted except at the discretion of the Instructor and Section Instructor.
- Missed exams cannot be made up except at the discretion of the Instructor and provided that the student can document the reason for their absence.
- If laptops, cell phones, or other devices prove distracting in class, they will be banned.
- Because this is a writing intensive course, I strongly encourage you to employ the services of the Writing Center (6171 Helen C. White Hall).

Accommodations. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. Accommodations are provided for students who qualify for services through the [McBurney Center](#). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu>. Provide a copy of your accommodations request (formerly the VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#) at <https://students.wisc.edu/student-conduct/academic-integrity/>

According to University of Wisconsin Statute 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](https://students.wisc.edu/student-conduct/academic-integrity): <https://students.wisc.edu/student-conduct/academic-integrity>. If you have questions about the rules for any of the assignments or exams, please ask your instructor.

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/>

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (raymo@wisc.edu).

Weekly Reading and Lecture schedule:

Unit I: Sociological Perspective

This first unit of the course introduces the concept of a sociological perspective and puts this idea in its historical context by sampling some of the writings of early key figures in the sociological enterprise.

January 22, 2019: Why Do We Eat with Forks? An Introduction to Sociological Thought

- Read the syllabi closely. This class has a lot of pieces to keep track of.

January 24, 2019: The Value of a Sociological Perspective

- McGann, Chapters 1 and 3.
- Ritzer, pages 15-20.

The following readings are related to the craft of writing. You will be expected to be familiar with them by the time that you turn in your first short writing assignment.

- Richlin-Lonsky, Judith, and Ellen Strenski, eds. 2001. "Getting Started," pp. 3-27 in *A Guide to Writing Sociology Papers*. 5th edition. New York: Worth Publishers.
- "ASA Quick style guide"
- "Acknowledging Sources"

January 29, 2019: Origins of Sociology in the Break with Tradition

- Marx, Karl and Friedrich Engels. 2000. "Manifesto of the Communist Party," pp. 10-17 in *Wadsworth Classic Readings in Sociology*. Belmont, CA: Wadsworth.
- Weber, Max. 1993 [1909]. "The Bureaucratic Machine," pp. 114-20 in *Social Theory: The Multicultural & Classic Readings*, edited by Charles Lemert. Boulder: Westview Press.
- Ritzer, pages 28-38 (particularly 28-34 on Classical Social Theory).

January 31, 2019: What kind of Science is Sociology?

- Durkheim, Emile. 2003. "What Makes Sociology Different? (from *The Rules of Sociological Methods*)," pp. 19-26 in *Readings for Sociology*, edited by Garth Massey. 4th ed. New York: W. W. Norton.
- Ritzer, pages 44-60 (skim 46-54 on different types of methods and sampling).
- Edwards, Mark. 2015. "Overview of Writing a Research Paper: An Extended Analogy," pages 19-24 in *Writing in Sociology*. Thousand Oaks: Sage Publications.
- Edwards, Mark. 2015. "Borrowing Well From the Literature," pages 25-30 in *Writing in Sociology*. Thousand Oaks: Sage Publications.

Unit II: Stratification

"Stratification" is a hierarchical ranking of people on the basis of some social difference that influence their access to material or symbolic rewards and resources, and their life chances, or opportunities for flourishing. The study of stratification based on race, class, and gender is a mainstay of sociological research.

February 5, 2019: Portrait of Gender Inequality

- Messner, Michael A. 2000. "Barbie Girls versus Sea Monsters." *Gender & Society* 14 (6): 765-84.
- McGann, chapters 13 and 16.

February 7, 2019: Gender Inequality at Home and Work

- Gerson, Kathleen. 2009. "Changing Lives, Resistant Institutions: a New Generation Negotiates Gender, Work, and Family Change." *Sociological Forum* 24(4): 735-753.
- Hochschild, Arlie Russell with Anne Machung. 1989. Excerpt from *The Second Shift: Working Parents and The Revolution at Home*. New York: Viking.
- Ritzer, 207-219

February 12, 2019: Film: *Killing Us Softly IV*

February 14, 2019: Race and Ethnicity as Classification Struggle

- Ignatiev, Noel. 1995. *How the Irish became White*. New York: Routledge. (pp. 1-19, 34-42).
- Omi, Michael and Howard Winant, 2016. "Racial Formations," pp. 185-98 in McGann, Kimberly (ed) *SAGE Readings for Introductory Sociology*. Sage Publications.
- Ritzer, pages 181-192.

February 19, 2019: The Role of Discrimination in Racial Disparities

- Obasogie, Osagie K. 2014. "Do Blind People See Race? Social, Legal and Theoretical Considerations," pages 387-95 in *The Law & Society Reader II*, edited by Erik Larson and Patrick Schmidt. New York: NYU Press.
- Ritzer, pages 192-198.

February 21, 2019: ***Exam 1***

February 26, 2019: Order in an Unequal Society

- McGann, chapter 11
- Goffman, A. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review* 74 (3): 339-57.

February 28, 2019: Film: *Broken on All Sides*

March 5, 2019: Class Inequality

- Wright, Erik O. and Joel Rogers. 2010. "Class," pp. 195-204 in *Contemporary American Society: How it Really Works*. New York: W. W. Norton.
- McGann, chapter 22 and 24
- Ritzer, pages 147-62

March 7, 2019: The Rise of Services and the Breaking of the Social Contract

- Ehrenreich, Barbara. 2003. "Nickel and Dimed: On (Not) Getting By in America," pp. 179-198 in *Readings for Sociology*, edited by Garth Massey. 4th ed. New York: W. W. Norton.
- Hochschild, Arlie. 2003. "Exploring the Managed Heart," pp. 3-23 in *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.
- Pages 288-300 from "other" Ritzer [not in textbook, see electronic copy online].

March 12, 2019: The Demand Constraint in Capitalist Democracies

- Perrow, Charles. 2005. "The Rise of Big Business in America," pp. 234-237 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon. 8th ed. Upper Saddle River, NJ: Pearson.

March 14, 2019: What's New About Globalization?

- Osterhammel and Niels P. Peterson. 2013. "A New Millennium." Pp. 11-16 in *Sociology of Globalization*, edited by Keri E. Iyall Smith. Boulder: Westview Press.
- Condry, Ian. 2012 [2002]. "Japanese Hip-Hop and the Globalization of Popular Culture," pp. 151-164 in *Globalization: the Transformation of Social Worlds*, edited Stanley Eitzen and Maxine Baca Zinn. 3rd ed. Belmont, CA: Wadsworth.
- Ritzer, pages 79-80; 167-78.

March 19/21, 2019: *** Spring Break ***

Unit III: Social Institutions

Social institutions are established and organized systems of social behavior governed by rules. These rules may be formal or informal, explicit or implicit and taken for granted. Institutions are an important site of sociological analysis because they often "have a life of their own," in that they shape the roles, identities, and practices of the individuals that exist within them.

March 26, 2019: American Families

- Furstenberg, Frank F. 2011. "The Recent Transformation of the American Family: Witnessing and Exploring Social Change," pp. 192-220 in *Social Class and Changing Families in an Unequal America*, edited by Marcia Carlson and Paula England. Palo Alto: Stanford.
- Ritzer, pages 124-33; 138-41.

March 28, 2019: Religion

- Collins, Randall. 1992. "The Sociology of God," pp. 30-59 in *Sociological Insight: An Introduction to Non-Obvious Sociology*. 2nd ed. Oxford: Oxford University Press.
- Ritzer, pages 104-13.

April 2, 2019: Bureaucracy

- Berger, Peter L. and Thomas Luckmann. 2005. "The Meaning and Social Origin of Social Institutions," pp. 224-227 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon. 8th ed. Upper Saddle River, NJ: Pearson.
- Pages 100-103, 108-9 from "other" Ritzer [not in textbook, see electronic copy online].

April 4, 2019: ***Exam 2***

April 9, 2019: Law: the Sociological View

- Galanter, M. (1974). Why the "haves" come out ahead: Speculations on the limits of legal change. *Law & Society Review*, 95-160. *** read only pages 95-124 and ignore the footnotes (if you want)***

Unit IV: Self and Society

An enduring theme in sociological research is how to understand the relationship between the individual and society. Is society simply a collection of autonomous individuals with their own identities, tastes, and preferences? Or, are our individual selves the product of social relationships?

April 11, 2019: Culture

- Becker, Howard S. 2005. "Culture: A Sociological View," pp. 196-201 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon. 8th ed. Upper Saddle River, NJ: Pearson.
- Peterson, Richard A. 2002. "Roll Over Beethoven, There's a New way to be Cool." *Contexts* 1(2): 34-39.
- McGann, Chapter 7
- Ritzer, pages 166-7 on social class and taste; 63-73.

April 16, 2019 Socialization and the Life Cycle

- Wrong, Dennis H. 1961. The Oversocialized Conception of Man in Modern Sociology. *American Sociological Review* 26 (2): 183-93.
- Pages 78-89 from "other" Ritzer [not in textbook, see electronic copy online].

April 18, 2019: Film: *Secrets of the Wild Child*

April 23, 2019: The Self and Society: Symbolic Interactionism

- Goffman, Erving. 1956. "The Nature of Deference and Demeanor." *American Anthropologist* 58(3): 473-502.
- McGann, chapter 6

April 25, 2019: Deviance

- Chambliss, William J. 2003. "The Saints and Roughnecks," pp. 165-178 in *Readings for Sociology*, edited by Garth Massey. 4th ed. New York: W. W. Norton.
- Murphy, Sheigla, Dan Waldorf and Craig Reinerman. 1990. "Drifting into Dealing: Becoming a Cocaine Seller." *Qualitative Sociology* 13 (4): 321-43.
- Pages 126-36 from "other" Ritzer [not in textbook, see electronic copy online].
- McGann, Chapter 10

April 30, 2019: Conclusion: Sociology and Social Change

- Wright, Erik Olin. 2011. "Real Utopias." *Contexts* 10(2): 36-42.

May 2, 2019: ***Last Exam***