

**SOC 210: Survey of Sociology  
FALL 2020**

**INSTRUCTOR**

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**TEACHING ASSISTANTS**

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**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

**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**

TEXT (posted to Canvas as a PDF file):  
VARIOUS SUPPLEMENTAL READINGS

Each week's readings will come partly from 1) our text, and 2) a few supplemental readings. All required readings will be posted electronically to Canvas; no need to buy anything! You will also occasionally have a video to watch which will also be posted to Canvas.

## **EMAIL/CONTACT POLICY**

I respectfully request that if you need to contact me about routine issues or questions (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.

## **GRADE SCALE**

92.5-100: A  
87.5-92.4: AB  
82.5-87.4: B  
77.5-82.4: BC  
70-77.4: C  
60-69: D  
<60: F

## **GRADING BREAKDOWN**

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

- MIDTERM EXAM PART 1: MULTIPLE CHOICE AND TRUE/FALSE COMPONENT (10%)
- MIDTERM EXAM PART 2: ESSAY COMPONENT (7.5%)
- FINAL EXAM PART 1: MULTIPLE CHOICE AND TRUE/FALSE (10%)
- FINAL EXAM PART 2: ESSAY COMPONENT (7.5%)

All exams will be taken online via Canvas. Also, you do not have to take both components of each exam on the same day. We plan to arrange it so, if you choose, you may take the multiple-choice component one day during exam weeks, and the essay component a day or two later. Exact details will be provided as we approach the midterm exam in mid-October

- FOUR SHORT WRITING ASSIGNMENTS (SWAs) (5% EACH; 20% TOTAL): Courses satisfying the Communications B requirement must provide multiple writing assignments. As such, you will write four short writing assignments on certain readings designated by your section instructor. These are not opinion pieces or summaries; rather, they are analytic essays with an emphasis on integrating/connecting the readings to broader sociological concepts and ideas from lecture. 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.
  - Outline (5%)
  - First Draft (10%)
  - Final Draft (10%)
  
- **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 2 oral presentations during the semester. Your TAs will provide further details in your discussion sections.
  
- **DISCUSSION GRADE (15%):** Your discussion attendance grade will be based on a combination of attendance/participation and completion of any assignments or other activities. Your TA will have further details at the beginning of the semester

#### **PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES**

See information about [privacy of student records and the usage of audio-recorded lectures](#).

#### **Usage of Audio Recorded Lectures Statement**

Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)**

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

## **UW-MADISON [FACE COVERING GUIDELINES](#)**

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

### **Face Coverings During In-person Instruction Statement (COVID-19)**

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason. Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **QUARANTINE OR ISOLATION DUE TO COVID-19**

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

## **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 1 (SEPT. 3): INTRODUCTION TO COURSE

- Watch: The Stanford Prison Experiment (Netflix)

#### WEEK 2 (SEPT. 8, 10): THE SOCIOLOGICAL PERSPECTIVE

- Text, Chapter 1, pp. 5-9; 14-20
- Johnson, "The Forest and the Trees"
- Moltch, "Restrooms and Equal Opportunity"

#### WEEK 3 (SEPT. 15, 17): CULTURE

- Text, Chapter 3, pp. 51-64
- Kluckholm, "Queer Customs"
- Bisceglia, "How Social Media is Changing the Way We Approach Death"

#### **WEEK 4 (SEPT. 22, 24): SOCIALIZATION**

- Text, Chapter 5, pp. 93-95; 98-104
- Sorenson, "Growing up Fore"
- "The Myth of Testosterone" (*New York Times*)
- VIDEO: Finish watching "Miss Representation" (Netflix)

#### **WEEK 5 (SEPT. 29, OCT. 1): SOCIAL STRUCTURE AND SOCIAL INTERACTION**

- Text, Chapter 4, pp. 75-87
- Goffman, "The Presentation of Self in Everyday Life"
- Anderson, "The Code of the Streets"

#### **WEEK 6 (OCT. 6, 8): DEVIANCE AND CRIME**

- Text, Chapter 7, pp. 135-45
- Durkheim, "The Functions of Crime"
- Conrad and Schneider, "The Medicalization of Deviance"
- Pager, "The Mark of a Criminal Record"

#### **WEEK 7 (OCT. 13, 15): SOCIAL STRATIFICATION AND INEQUALITY**

- Text, Chapter 8, pp. 183-94
- Stewart, "The Birth of a New American Aristocracy"
- VIDEO: Watch 1<sup>st</sup> half of "Inequality for All"

#### **WEEK 8 (OCT. 20, 22): EXAM WEEK (NO NEW READING)**

#### **WEEK 9 (OCT. 27, 29): RACE AND ETHNICITY (PART 1)**

- Text, Chapter 11, pp. 225-31; 234-43
- Bonilla-Silva, "The Strange Enigma of Race in Contemporary America"

#### **WEEK 10 (NOV. 3, 5): RACE AND ETHNICITY (PART 2)**

- Alexander, "The New Jim Crow"
- Watch: "13th" (Netflix)

#### **WEEK 11 (NOV. 10, 12): GENDER AND SEXUALITY (PART 1)**

- Text, Chapter 12, pp. 251-59
- West and Zimmerman, "Doing Gender"
- VIDEO: "The Mask You Live In"

**WEEK 12 (NOV. 17, 19): GENDER AND SEXUALITY (PART 2)**

- Text, chapter 12, pp. 259-66
- Economic Policy Institute, "Women's Work and the Gender Pay Gap"
- Connell, "Doing, Undoing, or Redoing Gender?"

**WEEK 13 (NOV. 24): FAMILY, CHILDREN, PARENTING**

- Twenge, "Have Smartphones Destroyed a Generation?"

**WEEK 14 (DEC. 1, 3): FAMILY (CONT'D) AND RELIGION**

- Text, Chapter 14, pp. 313-21
- Laureau, "Unequal Childhoods: Class, Race, and Family Life"
- Text, Chapter 15, pp. 333-38
- Serazio, "Just How Much is Sports Fandom Like Religion?"

**WEEK 15 (DEC. 8, 10): EDUCATION**

- Text, Chapter 16, pp. 253-63
- Freedman "Why American Colleges are Becoming a Force for Inequality"

**FINAL EXAM: WEEK OF MONDAY, DEC. 14**