

SOC 211: The Sociological Enterprise

FALL 2020

INSTRUCTOR

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Office Hours:

INTRODUCTION

Welcome to SOC 211: The Sociological Enterprise. 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.

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 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.

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.

GRADING

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

- MIDTERM AND FINAL EXAM (30% each; 60% Total): The midterm and final exams each will have two components that you will take on separate days of “exam week”:
 - A timed multiple-choice; T/F; short answer component (100 points)
 - An untimed essay component; about 3-4 double-spaced pages (50 points)
- 5 SHORT ESSAY ASSIGNMENTS (25% TOTAL): There will be 5 short essay assignments throughout the semester (about 2 double-spaced pages). I will give you the prompt at the beginning of the week and you will have until the end of Friday to complete it.
- SHORT READINGS SUMMARIES/REFLECTIONS (15% TOTAL): On weeks when a “short essay assignment” is not due you will write short summaries/reflections of the *supplemental* reading(s) for that week (you do not have to do this for the textbook reading). I will provide you a simple template that you will use throughout the semester. These will be due on Thursdays by the end of the day.

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

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/Links to an external site.](https://diversity.wisc.edu/Links%20to%20an%20external%20site)

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. 5-18
- 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. 93-104
- 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 1st 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