

SOCIOLOGY 210: Survey of Sociology Spring 2023

Instructor: Jason Nolen

Classroom: 5106 Social Sciences Building

Lecture times: Mondays and Wednesdays 1:20PM –2:10PM

Office: 7109 Social Sciences Building

Office Hours: Tuesdays and Thursdays 12:30PM to 1:30PM

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Overview

This course introduces the discipline of sociology, including (a) some of its main subfields and specialized areas of research, (b) different theoretical approaches to understanding social life, and (c) different research methods used by sociologists. The field of sociology is wide-ranging in terms of both subject matter and research methods; as such, it is impossible for a single semester-length course to cover the whole of sociology. This course will provide a *general* introduction and overview of the discipline.

In addition to learning about sociology, you will learn to write as a sociologist. You will engage in sociological research, present your findings in written and oral form, and refine your writing through the process of peer review. This course satisfies the University's Communications-B requirement, and thus is designed to prepare students for writing assignments in upper-level courses in the social sciences. Specifically, the objective of Comm-B component of this course is to develop and advance 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

This is a four-credit course. In addition to two weekly lecture meetings, you will attend two section meetings every week. Your attendance is required at all section meetings. Your section instructor will give you a more detailed schedule of assignments and due dates.

Course Readings

You will not be required to purchase any books for this course. All course readings will be available for download on the course's Canvas page, which you can access through MyUW.

I reserve the right to adjust reading assignments—with proper notice, of course.

Grading

Your overall grade for this class will be calculated on a 100-point scale as follows:

Three short writing assignments (3 pages each):	24%
Three exams:	24%
Research project:	36%
Two oral presentations:	6%
Discussion section attendance and participation:	10%

The grading scale for the course is as follows:

A:	92–100
AB:	88–91.99
B:	83–87.99
BC	77–82.99
C:	70–76.99
D:	60–69.99
F:	below 60

Lecture Attendance

Lecture attendance will not be part of your grade, but it is necessary if you want to do well in the course. Lecture attendance is recommended because material presented in lectures will not duplicate the readings.

PLEASE DO NOT ARRIVE LATE OR LEAVE EARLY.

Exams

Three closed-book exams will take place during lecture on **Wednesday, February 22; Wednesday, March 29; and Wednesday, May 3**. Each exam will be non-cumulative and consist of 30 multiple-choice questions. The exams will cover both lecture material and readings/listening assignments.

Short Writing Assignments, Research Project, and Oral Presentations

Details regarding the short writing assignments, research project, and oral presentations will be provided by your TA.

Email

My email address for this course is janolen@wisc.edu (please do not attempt to communicate with me through Canvas). I will try to respond to messages promptly, but you should always allow 24 hours (up to 48 on weekends) for my replies. Therefore, do not wait till the last minute with a pressing question or an important concern! Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please schedule a time to meet with me in person.

Electronics

I do not allow audio or video recording of lectures without my permission. Under no circumstances can students post audio or video recordings on the Internet.

Laptops and tablets will be permitted for taking notes during lecture. However, *I reserve the right to prohibit their use at any time during the semester if they become a distraction.* Do not use cell phones, laptops, or tablets for non-course-related activity – it's distracting to your classmates and to me.

Academic Misconduct

Academic dishonesty will not be tolerated. It will be detected and detested. It is truly not worth it. Ignorance of the rules is NOT an excuse.

All work that you submit must be your own and must have been done for this class. This means no recycling of old papers or projects (yours or anyone else's) and absolutely no plagiarism. This means no buying papers online, no cutting and pasting chunks of text from other sources and presenting it as your own writing, and no paraphrasing and presenting it as your own ideas. All work will be submitted in electronic form and checked against plagiarism detection software.

All incidences of plagiarism and academic dishonesty will be reported to the Chair of the Sociology Department as well as the Office of the Dean of Students, and you will receive a failing grade for the course. I expect you to acquaint yourself with the University's policy on academic misconduct, found here:

<https://conduct.students.wisc.edu/academic-misconduct/>

If you have questions as to what constitutes plagiarism, the Writing Center has numerous resources and tutorials online on their website

<https://writing.wisc.edu/handbook/assignments/quoting/sources/>

All writing assignments will be run through Turnitin.com to check for originality.

Accommodations

Students who require accommodations for in-class exams (or any other assignments or course-related activities) due to disabilities, religious observances, or sports-team events need to let me know about them as early as possible, preferably before the end of the second full week of the semester.

Student Resources

University Health Services (UHS) Mental Health Services: To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services: 333 East Campus Mall, 7th Floor. (608) 265-5600 (option 2). For 24/7 crisis support, call (608) 265-5600 and select option 9.

Website: <https://www.uhs.wisc.edu/mental-health>

UHS Medical Services: For health issues ranging from the flu to sexual health testing, UHS offers health services for many student needs. They are located on the 5th and 6th

floors of 333 East Campus Mall. You can contact them by calling (608) 265-5600 (select option 1). Website: www.uhs.wisc.edu/medical

UHS Violence Prevention: Violence can affect university students before they reach campus and throughout their time at college. UHS Violence Prevention services exists to prevent violence as well as to support survivors of sexual assault, intimate partner violence, and stalking. Please contact them to learn more about their services or to make an appointment.

Location: 8th Floor of 333 East Campus Mall

Website: www.uhs.wisc.edu/prevention/violence-prevention/about-us/

The Writing Center: It is always useful to develop your academic writing skills as early as possible. The UW Writing Center provides you with a diverse range of resources to help you write as a scholar and with style.

Location: 6171 Helen C. White Hall

Website: writing.wisc.edu

Departmental learning objectives

Beyond the specific substantive content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically think about society and social processes.* Students taking sociology courses 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.
- *Conduct research and analyze data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate students taking sociology courses will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Critically evaluate published research.* Students in sociology classes will be able to read and evaluate published research.
- *Communicate skillfully.* In sociology classes students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *See things from a global and historical perspective.* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences across space and time. They understand the ways events and processes in one place and time are linked to those happening in other places and times.

Class Schedule

WEEK 1

January 25: Introduction to the course

- No reading

WEEK 2

January 30: What is sociology and what is it good for?

- C. Wright Mills (1959), "The Promise of Sociology"
- Philip Cohen (2012), "Why Don't Parents Name Their Daughters Mary Anymore?"

February 1: The foundations of sociological thought

- Karl Marx and Friedrich Engels (2000 [1848]) "Manifesto of the Communist Party"
- Emile Durkheim (2015 [1895]), "What Makes Sociology Different?"

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:

- Roseann Giarrusso, et al. (2001), "Getting Started"
- "ASA Quick Style Guide"
- "Acknowledging, Paraphrasing, and Quoting Sources"

WEEK 3

February 6 and 8: Socialization

- Julie Beck (2022), "Why Did We All Have the Same Childhood?"
- Mike Messner (2000), "Barbie Girls versus Sea Monsters"

The following readings are related to the craft of writing. You should read them prior to submitting assignments related to your research project:

- Mark Edwards (2015), "Overview of Writing a Research Paper: An Extended Analogy"
- Mark Edwards (2015), "Borrowing Well From the Literature"

WEEK 4

February 13: The self and self presentation

- Erving Goffman (1959), "Presentation of Self in Everyday Life."
- Debra Gimlin (2000), "Cosmetic Surgery: Beauty as Commodity"

February 15: Culture: Its components and functions

- Howard Becker (1982), "Culture: A Sociological View"

WEEK 5

February 20: Privilege and intersectionality

- Peggy McIntosh (1990), "White Privilege: Unpacking the Invisible Knapsack"
- Gina Crosley-Corcoran (2014), "Explaining White Privilege to a Broke White Person"

February 22: 1st exam (during lecture)

WEEK 6

February 27: Theories of class and class inequality

- Erik Olin Wright & Joel Rogers (2010), “Class”

March 1: Economic inequality in America

- Matt Vidal (2013), “Inequality and the Growth of Bad Jobs”
- Jenny Stuber (2006), “Talk of Class: Discursive Boundaries and Social Reproduction among Working- and Upper-Middle-Class College Students”

WEEK 7

March 6: Theories of gender

- Lisa Wade and Myra Marx Ferree (2014), chapter 2

March 8: Gender inequality

- Maria Charles (2011), “What Gender Is Science?”
- Anya Kamenetz (2022), “The Help that Never Came”

WEEK 8

March 20: Sexuality

- Lisa Wade and Myra Marx Ferree (2014), chapter 10

March 22: Online dating

- Christian Rudder (2009), “How Your Race Affects the Messages You Get”

WEEK 9

March 27: Marriages and families

- Andrew Cherlin (2004), “The Deinstitutionalization of American Marriage”

March 29: 2nd exam (during lecture)

WEEK 10

April 3: The social construction of race and ethnicity

- Omi and Winant (1986), “Racial Formations”

April 5: Race in the United States

- Eduardo Bonilla-Silva (2017), “The Strange Enigma of Race in Contemporary Society.”

Week 11

April 10 and 12: Race in the United States (continued)

- Michelle Alexander (2010): “The New Jim Crow: Mass Incarceration in the Age of Colorblindness”
- Listening assignment: “Object Anyway” (from the podcast series *More Perfect*)

WEEK 12

April 17: The power of social institutions

- Philip Zimbardo (1972), “Pathology of Imprisonment”
- A. Ayres Boswell and Joan Z. Spade (1996), “Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?”

April 19: Deviance and crime

- William Chambliss (1973), “The Saints and The Roughnecks”
- Devah Pager (2003), “The Mark of a Criminal Record”

WEEK 13

April 24: Religion: Belief and practice

- Elaine Howard Ecklund (2007), “Religion and Spirituality among Scientists,” *Contexts* vol. 7, no. 1 (2007): 12–15

April 26: Public sphere, social capital, social movements

- David S. Meyer (2003), “How Social Movements Matter”
- Thomas H. Sander and Robert D. Putnam (2010), “Still Bowling Alone? The Post-9/11 Split”
- Andrew J. Perrin (2008), “Why You Voted”

WEEK 14

May 1: TBD

May 3: 3rd exam (during lecture)

I reserve the right to make any changes to the syllabus as deemed necessary over the course of the semester.