

SOC 210: Survey of Sociology

FALL 2023

INSTRUCTOR

Natalia Savelyeva

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Classes TuTh 1:20-2:10 p.m.

Classroom: 6203 Soc Sci

Office Hours: MTu 12.00-1.10 p.m. and by appointment. Please, let me know in advance if you want to come to avoid overlaps.

Office: 3452 Sewell Social Science

INTRODUCTION

Sociology 210 is intended to provide an introductory overview of the discipline of sociology, including (a) some of the main sub-fields and specialized areas of research in sociology; (b) different theoretical approaches to understanding social life; and (c) different research methods used by sociologists, both quantitative and qualitative. Lastly, in addition to learning about sociology, you will learn how to write as a sociologist, conduct some forms of sociological research, present your findings, and analyze what sociologists have written.

Sociology 210 meets the university's Communications-B requirement and introductory requirements for majors in the departments of Sociology and Community & Environmental Sociology.

The course is organized as follows: two 50-minute lectures and two discussion section meetings every week. Your Teaching Assistants (TAs) for this term are listed below. Their contact information can be found in the university directory.

DIS	301	09:55-10:45 AM	MW	Anupama Kumar
DIS	302	11:00-11:50 AM	MW	Anupama Kumar
DIS	303	12:05-12:55 PM	MW	Margaret Earley
DIS	304	01:20-02:10 PM	MW	Margaret Earley
DIS	305	08:50-09:40 AM	TR	Richard Kahulugan
DIS	306	09:55-10:45 AM	TR	Richard Kahulugan

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:

- *Conduct Research and Analyze Data* (quantitative or qualitative). Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *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.

The course is expected 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 other forms of communication.
- The productive use of core library resources specific to the discipline.
- Communication to diverse audiences in ways attentive to differences in backgrounds, values, viewpoints, and experiences.

REQUIRED MATERIALS

There is one required book for the course:

- Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves That Matter in Academic Writing*, 2nd ed. (New York: Norton, 2012).

This book and all required readings will be posted electronically to Canvas. You will also occasionally have a video to watch which will also be posted to Canvas.

I do not assign any textbooks for the class. However, if you feel that you need more information about the topics covered, you can use textbooks. I recommend you the following textbooks:

- Deborah Carr, Anthony Giddens, Mitchell Duneier, and Richard P. Appelbaum, *Introduction to Sociology*, Seagull 11th edition (Norton, 2018)
- Jeffrey C. Alexander, Kenneth Thompson, and Laura D. Edles, *A Contemporary Introduction to Sociology*, 2nd ed. (Paradigm, 2012)

These books may be purchased at the [University Book Store](#) and will be placed on reserve at [College Library](#).

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

Electronics

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

The use of computers or tablets in class is permitted only for make notes and accessing course materials. Your phones should be ON SILENT (not vibrate) and PUT AWAY during the class.

Course Requirements

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

Attendance and participation (includes attendance in section and regular discussion participation, as well as peer participation for presentations, library instructional day, and student conferences)

10 percent

Two oral presentations

6 percent (3 each)

Three short writing assignments (2-3 pages each)

24 percent (8 each)

Research project

30 percent total

Topic statement (1 percent)

Outline (6 percent)

First draft (14 percent)

Peer review (2 percent)

Final draft (7 percent)

Midterm test

15 percent

Final test

15 percent

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

You are also required to attend the lectures and to attend and participate actively in your section meetings. There will be no section meetings before the first lecture on September 7 unless your TA informs you otherwise. When attending the lectures or your section meetings, please do not arrive late or leave early, and please do not act in any way that would distract your instructor or the students around you. (If you must arrive late or leave early, please inform your instructor in advance, explain why, and do so quietly and discretely.) Repeated problems with attendance or participation, including distracting behavior during lectures or discussions, will result in a lower grade.

Writing assignments and research project: In addition to this general course syllabus, your TA will give you another one that is specific to your section; it will contain details about your section meetings and writing assignments, including due dates for writing assignments and assignments related to your research project (topic, bibliography, outline, and draft as well as final product). The TA in charge of your section has jurisdiction over the grading of your written work and participation.

Midterm and final tests: A midterm test, covering weeks 1-7, is scheduled for October 19, and a final test, covering weeks 8-14, is scheduled for December 19. These tests will consist of multiple-choice questions focusing on key concepts and main points from the lectures and required readings. You will be able to access both tests for 24 hours and you will have 50 mins. and one attempt to finish each of it. It is open-book tests, meaning you can use your notes or any other materials. Students are required to take both tests on the dates scheduled unless circumstances beyond their control (e.g., illness, family emergency, a university-approved athletic trip, etc.) make it impossible.

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

Special considerations

Students who require special accommodations for in-class exams (or any other assignments) due to disabilities, religious observances, or sports-team events need to let me know about them in advance.

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.>

WEEKLY TOPICS AND READINGS

WEEK 1. What is sociology, and what is it good for?

- Sept. 7. No reading, no assignments.

WEEK 2. THE SOCIOLOGICAL PERSPECTIVE

- Sept. 12. WATCH: *The Stanford Prison Experiment*
- Sept. 14. Williams, “Our Hard Day’s Night”

WEEK 3. CULTURE

- Sept. 19. Becker, “Culture. A sociological View”
- Sept. 21. Wolff, “How Is Technology Changing the World, and How Should the World Change Technology?”

WEEK 4. SOCIALIZATION

- Sept. 26. Kane, “No Way My Boys Are Going to be Like That”
- Sept. 28. Laureau, “Unequal Childhoods: Class, Race, and Family Life”

WEEK 5. SOCIAL STRUCTURE AND SOCIAL INTERACTION

- Oct. 3. Goffman, “The Presentation of Self in Everyday Life”
- Oct. 5. Rosenhan, “On Being Sane in Insane Places”

WEEK 6. DEVIANCE, CRIME, AND SOCIAL CONTROL

- Oct. 10. Durkheim, “The Functions of Crime” AND Pager, "The Mark of a Criminal Record"
- Oct. 12. Talibi, “Why Isn’t Wall Street in Jail?”

WEEK 7. Midterm exam week

- Oct. 17: Discussion
- Oct. 19: *midterm test (access from 12 AM to 11:59 PM)*

WEEK 8. SOCIAL STRATIFICATION AND INEQUALITY (Part 1)

- Oct. 24. Stewart, “The Birth of a New American Aristocracy”
- Oct. 26. Bourdieu, “Distinction: A Social Critique of the Judgement of Taste” (introduction and questionnaire)

WEEK 9. SOCIAL STRATIFICATION AND INEQUALITY (Part 2)

- Oct. 31. Milanovic, “The Great Convergence. Global Equality and Its Discontents”
- Nov. 2. Ehrenreich, “Nickle and Dimed”

WEEK 10. RACE AND ETHNICITY (Part 1)

- Nov. 7. Harrison, “Science and Race” AND Cerdeña, Plaisime, Tsai, “From race-based to race-conscious medicine: how anti-racist uprisings call us to act”
- Nov. 9. Roy, "If Only He Hadn't Worn the Hoodie"

WEEK 11. RACE AND ETHNICITY (Part 2)

- Nov. 14. WATCH: “13th”
- Nov. 16. Zhou, "The Model Minority Myth"

WEEK 12. GENDER AND SEXUALITY

- Nov. 21. West and Zimmerman, “Doing Gender”
- *Thanksgiving (no class)*

WEEK 13. GENDER AND INEQUALITY

- Nov. 28. Messner, "Boyhood, Organized Sports, and the Construction of Masculinities"
- Nov. 30. Economic Policy Institute, "Women's Work and the Gender Pay Gap"

WEEK 14. FAMILY, PARENTING, AND CHILDREN

- Dec. 5. Coontz, “The Radical Idea of Marrying for Love”
- Dec. 7. Arlie Russell Hochschild, “The Time Bind”

WEEK 15.

- Dec. 12. Closing Discussion

WEEK 16. Final exam week

- *Dec. 19: final test (access from 12 AM to 11:59 PM)*

Deadline for instructors to submit Fall term final grades is 11:59 pm, December 23, 2023.