

## **SOC 211: The Sociological Enterprise**

**FALL 2023**

### **INSTRUCTOR**

Natalia Savelyeva

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Classes: MWF, 11 – 11.50 a.m., 214 Ingraham

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**

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*: Students taking sociology courses can write papers that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking 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.
- *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**

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.

## GRADING

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

- MIDTERM AND FINAL EXAM (35% each; 70% Total): The midterm and final exams each will have two components that you will take on separate days of “exam week”:
  - A multiple-choice/short answer/short essay exam (20%)

The two open-book exams will take place on **October 18** and **December 18**. Each exam will consist of 30 questions, about one-quarter of which will be drawn from questions on weekly quizzes. Questions will cover material presented in lectures and weekly materials (readings and films). You will have 50 mins. To complete the test.

- An essay component (15%)

You will write two essays during the semester. The first will be due **October 20**, and the second will be due **December 20**, up to 1200 words each. You will be asked to discuss two movies using sociological concepts and approaches you learned during the semester.

- SHORT READINGS SUMMARIES/REFLECTIONS AND QUIZZES (25% TOTAL)
  - Almost each week you will have either a short writing assignment (reading summary/reflection) or a quiz. Writing assignments will be based on weekly reading and lectures. Each writing assignment will ask you to answer one or several questions with a 300 words essay. Usually, you will be able to submit short writing assignments anytime between 6 AM Monday and 11 PM Friday (after the Friday class). Penalty for the late submissions: 1 point / day. For very late submissions (more than 5 days) you will get 50% of your grade.

- Open-book quizzes will be based on all reading assignments for that week (but not lectures). You will take them in Canvas and will have only one attempt to complete each quiz. Each quiz will have up to 8 questions (matching, multiple choice, short answers, etc.). You will be able to take the quizzes anytime between 6 AM Monday and 11 AM Friday (before the Friday class). Penalty for the late submissions: 1 point / day. For very late submissions (more than 5 days) you will get 50% of your grade.
- ATTENDANCE (5%)

You are expected to complete all required reading assignments before the lectures. 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.

- I will pass out an attendance sheet in class.
- Everyone gets one unexcused absence without penalty.
- Excused absences do not count against your attendance score. However, after two such absences, I will ask to see documentation for any subsequent excused absences.
- Repeatedly coming late and/or leaving early will be considered as absences.
- **You cannot attend classes via Zoom.** However, in case of emergency or circumstances out of your control (long illness, family related issues, sport events, etc.) you can email me and I will consider a possibility for you to join via zoom.
- BONUS: anyone with perfect in-class attendance will have one full point added to their final numerical grade.
- BONUS: We will have frequent conversations in class. There is no formal participation grade. But if you are an informed participant in these discussions, I will take it into account when it comes to your final grade. A student who was an active and helpful class participant may receive a small bump if they are close to getting the next letter grade up.

***Material presented in lectures will not duplicate the readings.*** You are expected to come to lectures having completed reading assignments.

### **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.

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

## **WEEKLY TOPICS AND READINGS**

### **WEEK 1. What is sociology, and what is it good for? Introduction to the course**

- Sept. 6. No reading, no assignments.
- Sept. 8. Mills, “The Promise of Sociology”

No assignment.

### **WEEK 2. THE SOCIOLOGICAL PERSPECTIVE**

- Sept. 11. Durkheim, “What Is Social Fact?”
- Sept. 13. WATCH: *The Stanford Prison Experiment*
- Sept. 15. Williams, “Our Hard Day’s Night”

Short writing assignment due at 11 p.m., Sept. 15.

### **WEEK 3. CULTURE**

- Sept. 18. Becker, “Culture. A sociological View”
- Sept. 20. O’Rourke, “The Shift Americans Must Make to Fight the Coronavirus”
- Sept. 22. Wolff, “How Is Technology Changing the World, and How Should the World Change Technology?”

The quiz is due at 11 a.m., Sept. 22.

### **WEEK 4. SOCIALIZATION**

- Sept. 25. Friedman, “How Much Do Parents Matter?”
- Sept. 27. Kane, “No Way My Boys Are Going to be Like That”
- Sept. 29. Laureau, “Unequal Childhoods: Class, Race, and Family Life”

The quiz due at 11 p.m., Sept. 29.

### **WEEK 5. SOCIAL STRUCTURE AND SOCIAL INTERACTION**

- Oct. 2. Goffman, “The Presentation of Self in Everyday Life”

- Oct. 4. Rosenhan, "On Being Sane in Insane Places"
- Oct. 6. Pager, "The Mark of a Criminal Record"

The quiz is due at 11 p.m., Oct. 6.

## **WEEK 6. DEVIANCE, CRIME, AND SOCIAL CONTROL**

- Oct. 9. Durkheim, "The Functions of Crime"
- Oct. 11. Gonzales, "Of Monsters and Mopes"
- Oct. 13. Talibi, "Why Isn't Wall Street in Jail?"

The quiz is due at 11 p.m., Oct. 13.

## **WEEK 7. Midterm exam week**

- Oct. 16. Discussion
- Oct. 18: *midterm test (access from 12 AM to 11:59 PM)*
- Oct. 20. *The midterm take-home essay is due at 11:59 PM*

## **WEEK 8. SOCIAL STRATIFICATION AND INEQUALITY (Part 1)**

- Oct. 23. Stewart, "The Birth of a New American Aristocracy"
- Oct. 25. Bourdieu, "Distinction: A Social Critique of the Judgement of Taste" (introduction and questionnaire)
- Oct. 27. Watch one episode of any of the following shows: "Inventing Anna" (Netflix), "Bling Empire" (Netflix), or "The Gilded Age" (HBO).

Short writing assignment due at 11 p.m., Oct. 27

## **WEEK 9. SOCIAL STRATIFICATION AND INEQUALITY (Part 2)**

- Oct. 30. Explore the [Opportunity Atlas](#). Get some information about social inequality in the place you were born or you lived (or live now) in the USA.
- Nov. 1. Milanovic, "The Great Convergence. Global Equality and Its Discontents"
- Nov. 3. Ehrenreich, "Nickel and Dimed"

The quiz is due at 11 a.m., Nov. 3.

## **WEEK 10. RACE AND ETHNICITY (PART 1)**

- Nov. 6. Harrison, "Science and Race"
- Nov. 8. Cerdeña, Plaisime, Tsai, "From race-based to race-conscious medicine: how anti-racist uprisings call us to act"
- Nov. 10. Ray, "If Only He Hadn't Worn the Hoodie"

The quiz is due at 11 a.m., Nov. 10.

### **WEEK 11. RACE AND ETHNICITY (PART 2)**

- Nov. 13. WATCH: “13<sup>th</sup>”
- Nov. 15. Zhou, "The Model Minority Myth"
- Nov. 17. No reading.

The quiz is due at 11 a.m., Nov. 17.

### **WEEK 12 GENDER AND SEXUALITY**

- Nov. 20. West and Zimmerman, “Doing Gender”
- Nov. 22. No reading.
- Thanksgiving (no class)

No assignment.

### **WEEK 13 GENDER AND INEQUALITY**

- Nov. 27. WATCH: Miss Representation
- Nov. 29. Messner, "Boyhood, Organized Sports, and the Construction of Masculinities"
- Dec. 1. Economic Policy Institute, "Women's Work and the Gender Pay Gap"

Short writing assignment due at 2 p.m., April 12.

### **WEEK 14 FAMILY, PARENTING, AND CHILDREN**

- Dec. 4. Coontz, “The Radical Idea of Marrying for Love”
- Dec. 6. Arlie Russell Hochschild, “The Time Bind”
- Dec. 8. No reading.

No assignment.

### **WEEK 15.**

- Dec. 11. Closing discussion

### **WEEK 16. Final exam week**

- *Dec. 18: final test (access from 12 AM to 11:59 PM)*
- *Dec. 20: The final take-home essay is due at 11:59 PM*

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