

## **SOCIOLOGY 210: SURVEY OF SOCIOLOGY**

Lecturer and Coordinator: Professor Jeremy Freese

2444 Social Science

Office hours: Tuesday 2:30-4:30 or by appointment

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Course webpage: <http://www.ssc.wisc.edu/~jfreese/soc210.htm>

*You are responsible for all the information on this syllabus. If you lose it, another copy may be obtained from the course webpage.*

### **OVERVIEW**

Sociology is the most general and diverse of the various intellectual disciplines commonly collected under the umbrella of the “social sciences,” and it is the social science that most defies any attempt at simple definition (which is not to say that introductory sociology textbooks do not try to provide one). However you define it, sociology encourages a skeptical stance toward comfortable, taken-for-granted ideas about the social world in which we live, and it relentlessly challenges one to see social life in different, and usually broader, terms than what one otherwise would. The persistent questioning of sociology turns some people off immediately, while it draws others into doing sociology as a major or even as a career. In trying to provide you with an introductory overview to the sociological enterprise, this course will adopt multiple methods in its efforts to engage you with current debates and themes of the discipline.

More specifically, we will approach the teaching of sociology in three ways: (1) providing you with general lectures and readings on basic sociological topics; (2) providing you with the opportunity to discuss specific, provocative readings in smaller groups; and (3) to provide you with an occasion to focus on a highly specific sociological topic on which to write a research paper. Way #1 will be handled primarily by me, while Ways #2 and #3 will be handled by the instructors with whom you will meet twice a week. Put everything together and the “Soc 210 experience” is a combination of listening and talking and reading and writing—each of which you will have the chance to do in abundance—and its various components are all intended to improve your understanding of both the diversity of sociology and its common, unifying themes. A practical benefit of the ambition of the course is that it meets the University’s somewhat mysterious Communications-B requirement, and it also meets introductory requirements for majors in the departments of Sociology and Rural Sociology.

Not only is this class so ambitious that you effectively have two teachers (who may not see everything the same way), but you will also receive two syllabi: this general one (written by me, your “lecturer and coordinator”) and one that is specific to your section (written by your instructor). The more specific syllabus will contain details about the 50-minute section meetings and about the writing assignments. This syllabus discusses more general course policies and the examinations.

### **READINGS**

The schedule of weekly topics and accompanying readings is included as the last page of this syllabus.

Three books are required:

Giddens and Duneier, *Introduction to Sociology*, 3rd edition

MacLeod, *Ain't No Makin' It*

Chambliss, *Beyond Caring*

All have been ordered through the University Bookstore. Books are or will soon be on reserve at the Helen C. White library and the Social Science Reading Room (in the Social Science building).

A course reader is available at Bob's Copy Shop, in the Randall Tower at 1314 W. Johnson. These readings will also soon be available on electronic reserve from the Social Science Reference Library: <http://www.library.wisc.edu/libraries/SocialSciRef/>.

## COURSE REQUIREMENTS

**Exams:** There will be a midterm and final exam in the course. The midterm exam will count for 15% of your final grade, the final exam will count for 20% of your final grade. Both exams will be largely multiple choice, although identifications and other types of questions may also be included. The exams will draw on materials from lectures and from the Giddens and Duneier textbook, including perhaps more material than usual from each that is not presented in the other (i.e., material presented only in lecture or only in your textbook). Given that we have only the single 75-minute lecture each week, the lectures and textbook are intended in this course as complementary to one another, not as duplicating one another. More details on this, as well as more information about reviewing for the exam, will be provided in lecture or your section meeting.

The final examination will also include an essay question that gives you an opportunity to integrate readings from discussion section throughout the course with lecture and other material. Otherwise, the final exam will not be cumulative.

**Writing and other assignments:** Details about the research paper you will be writing for this course as well as your other assignments will be provided by your instructor. Together, the various writing assignments, related work, and section participation will count for 65% of your final grade (the exams counting for the other 35%).

*Additional requirement—electronic copy of research paper:* In addition to turning in a regular paper copy of your the final draft of your research paper, you *must* also provide an electronic copy in one of the standard document-sharing formats (e.g., a Word, WordPerfect, .pdf, or ASCII file). *You will not receive a final grade for the course unless we have an electronic copy of your paper.* Hopefully this will not happen to anyone, but the electronic copy requirement will be enforced even if providing this final copy requires you to retype your paper or to have it scanned.

## ADDITIONAL EXPECTATIONS

**Lecture attendance:** Regular attendance during course lectures is expected; if you do not plan on fulfilling this expectation, you should drop the course now. Presumably, if you chronically skip lecture, your grade will suffer through poor exam performance and a diminished ability to participate admirably in your discussion section. When attending lecture, I would appreciate the courtesy of your not acting in any way that would provide a distraction to me or to the students around you, and we reserve the right to impose grade penalties on students who violate this policy. You need not be warned before such a penalty is imposed. Also, especially given the large size of the class, I would greatly appreciate that you neither arrive late nor leave early, and that if you must do either of these

things, you do so as discreetly as possible. If you are going to be leaving lecture early, you should tell your instructor in advance and tell him/her why.

**Lecture slides:** Abridged versions of each lecture's PowerPoint slides will be available from my course webpage. These are intended to make it easier for you to take notes during lecture, but of course you are not obligated to use them. The abridged slides should be available by noon on the Friday before each lecture. The slides will be in Adobe Acrobat Reader Version 5 format, which is available from Adobe's webpage. As I write this, the URL for downloading the Acrobat Reader is:

<http://www.adobe.com/products/acrobat/readstep2.html>

I will always check that the slides work on my machine before I upload them, which means that they should work on yours if it is properly configured. If you are trying to download the slides from home and having trouble getting them to work, the most common problem is that people are actually using Acrobat Version 3 instead of Version 5 to open the files (even if you have downloaded and installed, Version 3 may still be what opens when you double-click on the file). I apologize, but I will not be able to provide technical support if something about your computer's configuration makes you unable to read the files on your machine.

**Additional note on academic misconduct:** To protect the integrity of the course for honest students, academic misconduct of any sort will not be tolerated. If you have any questions about what constitutes academic misconduct generally, you **must** consult

<http://www.wisc.edu/students/amsum.htm> before proceeding in this course. If you have questions about plagiarism specifically, you should also consult the handout "Quoting, Paraphrasing, and Acknowledging Sources" available at the Writing Center (6171 Helen C. White Hall). You are expected to be familiar with these guidelines before you submit any written work or take any exams in this course; put another way, lack of familiarity with these rules **in no way** constitutes an excuse for acts of misconduct. Any instance of cheating, plagiarism, or other misconduct will be dealt with strictly according to University policy, and the penalties that we will recommend to the Dean of Students will be severe.

**Note about the relationship between your instructor and me:** Your instructor has jurisdiction over the grading of your written work and participation, except in the event of instructor misconduct. My own experience and discussions with others who have coordinated 210 suggests that every semester a few students will complain that their instructor grades really hard while their "friend" (who they won't name) has an instructor (who they won't name) who hands out A's to everyone. The actual grade distributions do not bear out the existence of this mystery A's-for-everybody instructor, but instead the difference in the grading distribution between the two sections taught by any one instructor is typically about the same as the difference in the grading distribution between two sections taught by different instructors. There may well be some modest variation in workload between different instructors because instructors are responsible for designing the specifics of the writing assignments for their section, but all fall in the acceptable range given the guidelines of the Communications-B requirement.

Sociology 210 Schedule of Topics and Readings			Lecturer and Coordinator: <b>Jeremy Freese</b>
Wk	Date	Topic	Readings
1	Jan 22	Orientation and Administration	
2	Jan 29	Overview	Mills, "The Promise of Sociology" Loewen, "The Land of Opportunity" Giddens & Duneier, Chapter 1
3	Feb 5	Population and Demography	Massey and Denton, from <i>American Apartheid</i> , pp. 1-16, 60-67, 83-114 Giddens & Duneier, Chapter 17, pp. 478 to end
4	Feb 12	Social Stratification: Class	<i>Ain't No Makin' It</i> , pp. 3-151, 270-302 Hacker, "Who Has How Much and Why" Giddens & Duneier, Chapters 7 & 12
5	Feb 19	Social Stratification: Education	<i>Ain't No Makin' It</i> , pp. 155-269 Kozol, "Savage Inequalities in American Schools" Giddens & Duneier, Chapter 14, to pp. 387
6	Feb 26	Organizations	Ritzer, from <i>The McDonaldization of Society</i> Hochschild, from <i>The Time Bind</i> Giddens & Duneier, Chapter 10
7	Mar 5	Culture	Anderson, "The Code of the Streets" Bellah et al. "The Search for Meaning in Modern America" Giddens & Duneier, Chapter 3
8	Mar 12	Social Psychology	Snow and Anderson, "Salvaging the Self" Fuchs Ebaugh, "Creating the Ex-Role" Giddens & Duneier, Chapters 4 & 5
9	Mar 19	<b>Midterm examination</b> , in lecture, location(s) TBA	
10	Apr 2	Gender	Benokraitis, "How Subtle Sex Discrimination Works" Kimmel "Saving the Males" Giddens & Duneier, Chapter 8
11	Apr 9	Race and Ethnicity	Oliver and Shapiro, from <i>Black Wealth/White Wealth</i> Broadkin, "How Jews Became White" Giddens & Duneier, Chapter 9
12	Apr 16	Marriage and Family	Skolnick & Skolnick, "Family in Transition, 1997" Edin and Lein, "Making Ends Meet" Giddens & Duneier, Chapter 13
13	Apr 23	Medicine and Health	<i>Beyond Caring</i> , pp. 12-41, 90-119, 150-179 Giddens & Duneier, Chapter 16
14	Apr 30	Conformity, Deviance, Crime	Chambliss, "The Saints and the Roughnecks" Martin and Hummer, "Fraternities and Rape on Campus" Giddens & Duneier, Chapter 6
15	May 7	Religion and Social Movements	Finke and Stark, "Why 'Mainline' Denominations Decline" Freeman, "On the Origins of Social Movements" Giddens & Duneier, Chapter 15 & 18
	May 12	<b>Final examination</b> , 2:45 pm, location(s) TBA	