

The University of Georgia  
Fall 2009  
**Honors Introduction to Sociology 1101**

Dr. Erin Winter  
Office: 217 Baldwin Hall  
Email: [erinwin@uga.edu](mailto:erinwin@uga.edu)  
Office Hours: 11:30-12:30 T/TH

Required Textbook:

Susan J Ferguson. 2008. Mapping the Social Landscape: Readings in Sociology, 5th Edition

Purpose and Goals of the Course:

The purpose of this course is to broadly survey scholarly work within the academic field of sociology. The teaching and learning tools I incorporate are designed to facilitate this overview, as well as to develop your critical thinking and analytical skills so that you might actively invoke your “sociological imagination” as you navigate our social world.

**Grades and Evaluation**

Grades for the course will be based on the following items:

Assignment	Percentage of Final Grade
4 Exams	20% each
1 Presentation	15% each
Class Participation	5%
<b>Total</b>	100%

**Exams (each worth 20% of the final grade)**

We will have four exams. Each exam will cover the readings assigned plus any lectures, films, and in-class discussions. If you miss a class, *you* are responsible for asking a classmate to share information with you so that you may catch up. **There are no make-up exams except in case of emergency.** Going home for a long weekend or not hearing your alarm clock are examples of **unacceptable** excuses for missing an exam. If you are unable to take an exam, you must leave me a message via phone or email **before** the exam begins. Additionally, the excuse must be verifiable (e.g., police report, hospital records). When allowed, make-up exams are done in my office. Make-up exams may be a different format than the regularly scheduled exam.

**Mini Projects Presented to the Class (15% of final grade)**

By the end of this class you should have an understanding of the core issues that scholars within the discipline of sociology find important. Building on this understanding, the goal of your presentation is to educate the class about your experience violating a norm.

1. Select a Norm which interests you. Examples: gendered ways of dressing, methods for standing in line, appropriate eye contact, etc. Observe the ways in which people behave with regards to this norm so that you develop a sense of typical. After this point, violate this

norm (in non-illegal ways).

2. Observe the reactions and behaviors that occur in response to your norm violation.

3. Write-up and present to the class a description of your mini-project. Include your process and your findings (any pattern of behavior you note that occurs across responses).

a. Describe the setting: location, time of day, number of observers, weather, age, race, sex,

clothing or any other information which might indicate the social class of the observers, general mood (quiet, loud, etc.). The purpose of this is to gather any information which might tell us about the course or patterning of the observer's responses. Also, state your partner's name.

b. Describe your own behavior in detail. How did you go about breaking the norm?

c. Describe the responses of those who witnessed your norm violation. Report how these responses differ from the normal behavior you witness in one of the field work phases.

### **In-Class Participation (10% of final grade)**

I will also keep track of who participates and who does not, as participating in class discussion will count toward your final grade. Class participation will be evaluated on an A-F grading scale, which will then be translated into the points system for the course. Class participation counts for 5% of the final grade. Class participation should reflect good class preparation as well as standards of politeness and respect. Engaging in side conversations, making disruptive and off-topic comments, reading newspapers, using cell phones, sleeping, and similarly rude behaviors are disruptive and I will not tolerate them. Make sure your cell phone is turned off when you enter class.

Final grades for the course are based on the following scale:

Letter Grade	Number Grade
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	0-59

**\*NO LAPTOPS ALLOWED IN CLASS.**

## **Assigned Readings: (due on the date noted)**

### I. THE SOCIOLOGICAL PERSPECTIVE

Aug 20:

1. C. Wright Mills, The Promise--classic piece on the sociological imagination
2. Kathryn Edin and Maria Kefalas, Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage—applying the sociological imagination to single motherhood
3. Mary Romero, An Intersection of Biography and History: My Intellectual Journey--applying the sociological imagination to domestic service

Aug 25:

4. Michael Schwalbe, Finding Out How the Social World Works--a summary of what it means to be sociologically mindful
5. Craig Haney, W. Curtis Banks, and Philip G. Zimbardo, Interpersonal Dynamics in a Simulated Prison--classic piece on the research design of Zimbardo's famous experiment
6. Mitchell Duneier, Sidewalk--an ethnographic study of street vendors in New York City □

### II. CULTURE

Aug 27

7. Barry Glassner, The Culture of Fear: Why Americans Fear the Wrong Things--one perspective of American culture
8. Anne M. Velliquette and Jeff B. Murray, The New Tattoo Subculture --the tattoo subculture and meanings of body adornment
9. Yen Le Espiritu, The Racial Construction of Asian American Women and Men--an examination of racist and sexist stereotypes in U.S. culture
10. Haunani-Kay Trask, Lovely Hula Hands: Corporate Tourism and the Prostitution of Hawaiian Culture--an examination of cultural commodification and exploitation □

### III. SOCIALIZATION

Sept 1

11. Judith Lorber, "Night to His Day": The Social Construction of Gender--the socialization of gender identity
12. Robert Granfield, Making It By Faking It: Working-Class Students in an Elite Academic Environment--working class identity and law school socialization
13. Jacqueline Lewis, Learning to Strip: The Socialization Experiences of Exotic Dancers--how exotic dancers are socialized to their work
14. Gwynne Dyer, Anybody's Son Will Do--resocialization into the total institution of the military □

Sept 3 GROUPS

Sept 8: EXAM 1

#### IV. GROUPS AND SOCIAL STRUCTURE

Sept 10

15. Patricia A. Adler and Peter Adler, Peer Power: Clique Dynamics among School Children--a study of the structure and interactional dynamics among groups of school children
16. Martin Sanchez Jankowski, Gang Business--a functional analysis of a primary group
17. Christine L. Williams, Shopping as Symbolic Interaction: Race, Class, and Gender in the Toy Store--a study of secondary group relationships and social interaction
18. Mark Colvin, Descent Into Madness: The New Mexico State Prison Riot--an example of social structure breaking down □

#### V. DEVIANCE, CRIME, AND SOCIAL CONTROL

Sept 15

19. David L. Rosenhan, On Being Sane in Insane Places--classic piece on labeling and social deviance
20. Penelope E. McLorg and Diane E. Taub, Anorexia Nervosa and Bulimia: The Development of Deviant Identities--the social construction of deviant identities
21. Philippe Bourgois, In Search of Respect: Selling Crack in El Barrio--an ethnographic study of drug dealing in the inner-city
22. A. Ayres Boswell and Joan Z. Spade, Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?--the social organization of crime □

#### VI. SOCIAL INEQUALITY

Sept 17

Film: Inequality: The Enemy Between Us?

Sept 22

23. Kingsley Davis, Wilbert E. Moore, and Melvin Tumin, Some Principles of Stratification -- classic piece on the functions of social stratification
24. G. William Domhoff, Who Rules America?: The Corporate Community and the Upper Class--the lifestyles and social institutions of the upper class
25. Thomas M. Shapiro, The Hidden Cost of Being African American: How Wealth Perpetuates Inequality--an examination of social class and racial differences in wealth
26. Barbara Ehrenreich, Nickel-and-Dimed on (Not) Getting by in America--an exploration of the lives of the working poor

Sept 24

Gender

27. Barbara Risman, Gender as Structure--a review of four theories that explain sex and gender
28. Betsy Lucal, What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System--one woman's experiences with gender identity and interaction
29. Nancy Lesko, Our Guys/Good Guys: Playing with High School Privilege and Power--an examination of male-dominated athletics and school culture

30. Meika Loe, *Working at Bazooms: The Intersection of Power, Gender, and Sexuality*--an investigation of gender and sexuality in the workplace

Sept 29

Race and Ethnicity

31. Eduardo Bonilla-Silva, "New Racism," Color-Blind Racism, and the Future of Whiteness in America --the persistence of whiteness and racial inequality in America

32. Jennifer Lee and Frank D. Bean, *Beyond Black and White: Remaking Race in America*--how race is measured by the U.S. government

33. Charlie LeDuff, *At a Slaughterhouse, Some Things Never Die*--an examination of the racial dynamics at one workplace site

34. Katherin M. Flower Kim, *Out of Sorts: Adoption and (Un)Desirable Children*--how race and racism influence adoption decisions □

Oct 1: GROUPS

Oct 6 EXAM 2

## VII. SOCIAL INSTITUTIONS

Oct 8

Power and Politics

35. C. Wright Mills, *The Power Elite*--classic piece on the power elite

36. Dan Clawson, Alan Neustadt, and Mark Weller, *Dollars and Votes: How Business Campaign Contributions Subvert Democracy*--an application of Mills' power elite

37. Charles Derber, *One World Under Business*--the financial dynamics and politics of globalization

Oct 13

Mass Media

38. Todd Gitlin, *Media Unlimited: How the Torrent of Images and Sounds Overwhelms Our Lives*--the globalization of American media

39. Gregory Mantsios, *Media Magic: Making Class Invisible*--how the mass media distorts social class

40. Karen Sternheimer, *It's Not the Media: The Truth About Pop Culture's Influence on Children*--an examination of media violence and its effects on children

Oct 15

The Economy and Work

41. Karl Marx and Friedrich Engels, *The Manifesto of the Communist Party*--classic piece on the relationship between the capitalists and the workers

42. Robin Leidner, *Over the Counter: McDonald's*--an ethnographic study of the routinization of work

43. Arlie Russell Hochschild, *The Time Bind: When Work Becomes Home and Home Becomes Work*--how individuals combine their work and home lives

Oct 20

Religion

44. Max Weber, The Protestant Ethic and the Spirit of Capitalism--classic piece on the influence of religion on the economy
  45. Mark Chaves, Abiding Faith--the current status of religion among Americans
  46. Russell Shorto, Faith at Work--how some Christians are bringing faith into the workplace
- Health and Medicine

Oct 22

47. Jonathan Oberlander, The U.S. Health Care System: On a Road to Nowhere?--a critical review of the U.S. institution of medicine
48. Eric Klinenberg, Dying Alone: The Social Production of Urban Isolation--the health consequences of the 1995 Chicago heat wave
49. David A. Karp, Illness and Identity--an interview study of people with depression

Oct 27

Education

50. Mary Crow Dog and Richard Erdoes, Civilize Them With A Stick--education as an institution of social control
51. Jonathan Kozol, Still Separate, Still Unequal: America's Educational Apartheid--racial segregation in American schools
52. Ann Arnett Ferguson, Bad Boys: Public Schools in the Making of Black Masculinity--racial and gender stereotyping in American schools

The Family

53. Andrew J. Cherlin, The Deinstitutionalization of American Marriage--an examination of the weakening of social norms in the institution of marriage
54. Ann Crittendon, The Mommy Tax--the income discrimination faced by working mothers
55. Annette Lareau, Unequal Childhoods: Class, Race, and Family Life--a study of social class differences in parenting and child rearing in African American and white families □

Oct 29: Groups

Nov 5: EXAM 3

## VIII. SOCIAL CHANGE

Nov 10

56. Joel Best, Social Progress and Social Problems: Toward A Sociology of Gloom--the paradoxical relationship between social progress and social problems
57. George Ritzer, The McDonaldization of Society--a contemporary theory of social change
58. D. Stanley Eitzen, The Atrophy of Social Life--how social isolation is affecting society
59. Jeremy Brecher, Tim Costello, and Brendan Smith, Globalization and Social Movements --an overview of social movements and globalization
60. Allan G. Johnson, What Can We Do? Becoming a Part of the Solution--social change strategies to deal with privilege and oppression

Nov 12-19: Presentations

Dec 1: EXAM 4

**This syllabus is a general outline for the course.** It may be changed with no advance notice. changes will be announced in class. It is the student's responsibility to account for all changes.

**Academic Honesty:** Cheating will not be tolerated in any form. All students should understand University policies regarding cheating and its consequences. All academic work must meet the standards contained in "A Culture of Honesty." See [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

**Disability or Health-Related Issues:** Students with a disability or a health-related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

#### **HUMAN RIGHTS STATEMENT**

All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Sociology Department.
- 3) If that discussion does not resolve the grievance to the student's satisfaction, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor of staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.