

**230.101 (Fall 2009)**  
**Professors Bennett & McDonald**

**Lectures: MW 11-11:50 a.m.**  
**Maryland 110**

### **Introduction to Sociology**

**Course Description:** The course will introduce students to the discipline of Sociology (the scientific study of human social life). Students will learn about the major theoretical approaches in the field as well as the diverse research methods used in sociological investigations. These tools will be applied to a wide variety of specific topics studied by sociologists, including family and work, as well as the dynamics of class, gender, race and ethnic inequalities within and across countries.

**Important Course Information can be found at the WebCT site:** <http://webct.jhu.edu/>. (You must be registered for the course and will need your JHED ID and password to access the site).

#### **Course Readings:**

Available in bookstore:

TEXTBOOK: Anthony Giddens, Mitchell Duneier, Richard Appelbaum, and Deborah Carr. 2009. *Introduction to Sociology*. New York: W. W. Norton. (7<sup>th</sup> edition)

Pager, Devah. 2007. *MARKED: Race, Crime, and Finding Work in an Era of Mass Incarceration*. Chicago: University of Chicago Press.

All other readings are on Electronic Reserve and accessible via the Sheridan Libraries webpage or WebCT.

#### **Course Requirements and Grading:**

Tests 1 and 2 (25% of course grade each): short answer format

Final Exam (35% of course grade): essay format

Section Participation and Weekly Written Comment on Reading (15% of course grade): a one- or two-paragraph typed comment or question for discussion on the week's reading should be submitted through the course WebCT site no later than Thursday 10 p.m.. Assignments are graded on a 3-point scale (3 = excellent; 2 = good; 1 = major problems; 0 = not submitted on time or not submitted at all). **More detailed guidelines are provided on page 6 of the syllabus.**

Lecture Attendance *Is* Required: Lectures include material that is not covered in the course readings or sections, and which you will be expected to know for the exams. Silent attendance will be taken at the beginning of class.

**Course Professors:** This course is team-taught by two professors in the Sociology Department: Professor Pamela Bennett (whose research is on racial and ethnic inequality, with particular focus on education and residential segregation) and Professor Katrina Bell McDonald (whose research is on the sociology of the family, gender/ethnic identity, race and social class).

Professor Pamela R. Bennett

Office Hours: Wednesdays 3:00-5:00 p.m., and by appointment, 521 Mergenthaler

Email: pbennett@jhu.edu

Phone: 410-516-7637

Professor Katrina Bell McDonald

Office Hours: Tuesday 12:00-2:00, and by appointment., 540 Mergenthaler

Email: mcdon@jhu.edu

Phone: 410-516-7624

**Course Teaching Assistants:** The graduate teaching assistants (TA's) run discussion sections, which meet on Friday. They are:

Caitlin Cross-Barnet

Office and Office Hours: Wednesday 9:30-10:30 a.m. (and by appointment), Sociology Lounge

Email: ccb@jhu.edu

Section 1: Friday 10:00-10:50 a.m.

Section 3: Friday 11:00-11:50 a.m.

Room: Dunning Hall 306

Mike Reese

Office and Office Hours: Wednesday 12:00-1:00 p.m. (and by appointment), 520A Mergenthaler

Email: mreese@jhu.edu

Section 2: Friday 10:00-10:50 a.m.

Section 4: Friday 11:00-11:50 a.m.

Room: Shaffer 304

Yin Yue

Office and Office Hours: Wednesday 2:00-3:00 p.m. (and by appointment), 524C Mergenthaler

Email: yinyue@jhu.edu

Section 5: Friday 11:00-11:50 a.m.

Section 6: Friday 12:00-12:50 p.m.

Room: Bloomberg 276

Rachel Core

Office and Office Hours: Friday 11:00-2:00 p.m. (and by appointment), 563 Mergenthaler

Email: rcore1@jhu.edu

Section 7: Friday 9:00-9:50 a.m.

Section 8: Friday 10:00-10:50 a.m.

Room: Barton 117

### **Statement on Academic Ethics:**

Cheating is wrong. Cheating hurts our community by undermining academic integrity, creating mistrust, and fostering unfair competition. The university will punish cheaters with failure on an assignment, failure in a course, permanent transcript notation, suspension, and/or expulsion. Offenses may be reported to medical, law or other professional or graduate schools when a cheater applies.

Violations can include cheating on exams, plagiarism, reuse of assignments without permission, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Ignorance of these rules is not an excuse.

On every exam, you will sign the following pledge: "I agree to complete this exam without unauthorized assistance from any person, materials or device. [Signed and dated]"

For more information, see the guide on "Academic Ethics for Undergraduates" and the Ethics Board web site (<http://ethics.jhu.edu>).

### **Schedule of Lectures and Exams:**

(McDonald)

Wednesday 9/2: Introduction

Monday 9/7: Labor Day – Classes Suspended

Wednesday 9/9: Theory

-- Giddens et al., Chapter 1 (entire chapter)

-- C. Wright Mills, *The Promise*

Monday 9/14: Research methods

-- Giddens et al., Chapter 2 (entire chapter)

-- Schuman, "Sense and Nonsense about Surveys," *Contexts*, vol. 1, no. 2, summer 2002, pp. 40-47.

Wednesday 9/16: Culture

-- Giddens et al., Chapter 3, pp. 53-74

Monday 9/21: Gender: Social construction of sexuality and gender

-- Giddens et al., Chapter 10 (entire chapter)

-- Marjorie DeVault, "Feeding as "Women's Work." *From Feeding the Family*. University of Chicago Press, 1991.

Wednesday 9/23: Gender: Theories of Gender

Monday 9/28: Family I

-- Giddens et al, Chapter 15 (entire chapter)

Wednesday 9/30: Family II

-- Kathryn Edin and Maria Kefalas. 2005. "Unmarried with Children." *Contexts*, vol. 4, no. 2, pp. 16-22. [Discussed in textbook on pp. 476-477]

Monday 10/5: Class and Status

-- Giddens, Chapter 8 (entire chapter)

- Wednesday 10/7:           Inequality – United States  
 -- Giddens, Chapter 11, pp. 344-352 (Race and Ethnicity Inequality)  
 -- Rank, “As American as Apple Pie: Poverty and Welfare,” *Contexts*, vol. 2, no. 3, summer 2003, pp. 41-49.
- Monday 10/12:           **Exam 1**  
 Wednesday 10/14:       Global Inequality.  
 -- Giddens, Chapter. 9 (entire chapter)
- Monday 10/19:           Political Sociology  
 -- Giddens, Chapter. 13 (entire chapter)  
 -- Chirot and Edwards, “Understanding Genocide,” *Contexts*, vol. 2, no. 2, spring 2003, pp. 12-19.
- (Bennett)  
 Wednesday 10/21:       Groups and Networks  
 -- Giddens et al., Chapter 6 . pp. 135-147
- Monday 10/26:           Race and Ethnicity  
 -- Giddens et al., Chapter 11, pp. 317-344.
- Wednesday 10/28:       Immigration  
 -- Nancy Foner. 2005. “The Social Construction of Race in Two Immigrant Eras.” Pp. 11-42 in *A New Land: A Comparative View of Immigration*. New York: New York University Press.  
 -- Joseph F. Healey. 2006. “New Americans: Immigration and Assimilation.” Pp. 385-421 in *Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change* (4<sup>th</sup> Ed). Thousand Oaks, CA: Pine Forge Press.
- Monday 11/2:            Residential Segregation  
 -- John E. Farley and Gregory D. Squires. 2005. “Fences and Neighbors: Segregation in 21<sup>st</sup>-Century America.” *Contexts* 4(1):33-39.
- Wednesday 11/4:       Residential Segregation and Social Inequality  
 --David R. James. 1994. “The Racial Ghetto as a Race-Making Situation: The Effects of Residential Segregation on Racial Inequalities and Racial Identity.” *Law & Social Inquiry* 19(2):407-432.
- Monday 11/9:            Socialization  
 -- Giddens et al., Chapter 4 (entire chapter)
- Wednesday 11/11:       Human Development and the Life Course  
 -- Jill Quadagno. 1999. “Adult Development and Life Course Transitions” in *Aging and the Life Course: An Introduction to Social Gerontology*. Boston, MA: McGraw-Hill.  
 -- Frank Furstenberg et al. 2004. “Growing Up is Harder To Do.” *Contexts* 3(3):33-41.
- Monday 11/16:           **Exam 2**  
 Wednesday 11/18:       Education I  
 -- Giddens et al., Chapter 16, pp.495-513, 521-525.

- Monday 11/23                    Education  
--Emile Durkheim. "Moral Education" Pp. 29-33  
-- Randall Collins "Conflict Theory of Educational Stratification", Pp. 34-40  
In *Schools and Society: A Sociological Approach to Education*. Los Angeles,  
CA: Pine Forge Press (2008).
- Wednesday 11/25:            Thanksgiving – Classes Suspended  
-Begin reading *MARKED: Race, Crime, and Finding Work in an Era of Mass  
Incarceration*.
- Monday 11/30:                Conformity, Deviance, and Crime  
-- Giddens et al., Chapter 7 (entire chapter)
- Wednesday 12/2:            Discussion of *MARKED: Race, Crime, and Finding Work in an Era of Mass  
Incarceration*.  
-Continue reading *MARKED: Race, Crime, and Finding Work in an Era of Mass  
Incarceration*.
- Monday 12/7:                Review for Final Exam

**\*\*\*Final Exam: Wednesday, December 16 at 9:00 a.m. – 12:00 p.m.\*\*\***

## Guidelines for Weekly Writing Assignment

1. Assignments must be submitted via WebCT. They are due by 11 p.m. on Thursdays.
2. The maximum length is one typed page, double-spaced.
4. Do not attempt to summarize the readings (or even part of the readings).
5. Choose an important theme from the week's reading and evaluate it. You cannot (and should not) attempt to discuss everything in the readings. You should choose something you think is particularly interesting and important.

For example, you might choose one of the theories discussed in the week's reading, define it in a few sentences, and then give an example from current or historical events that either supports or does not support the theory in question.

This is only an example. You have a fair amount of freedom to do what you want as long as your paragraph demonstrates a thoughtful engagement with the course readings.

6. Assignments are graded on a 3-point scale (3 = excellent; 2 = good; 1 = major problems; 0 = not submitted on time or not submitted at all). The most successful paragraphs, and those that will earn the highest evaluations (3 points), are those that are well-written, concise, and engaged with the sociological literature studied in this course.

## How to Submit Weekly Paragraphs via WebCT

Whenever possible, please submit your paragraph as a Microsoft Word document. If you do not have access to MS Word, please save your document as a Word (\*.doc) document within your chosen word processor.

To submit your paragraph, follow these steps:

1. In your browser, go to <http://webct.jhu.edu/>
2. Click "Log in to myWebCT"
3. Enter your JHED ID and JHED password. (These serve as your WebCT ID and password).
4. Click on the course title.
5. Do one of the following:
  - a. Click on "Assignments" link, located in the Course Menu on the left side of the page. **Or**
  - b. Click on the "Evaluation" icon in the middle of the page, then click on the "Assignments" icon.
6. Click on the assignment that is associated with the appropriate due date.
7. Click the "Upload file" button and navigate to your file. (Follow other steps to upload it).
8. Enter your email address in the space provided so that you can receive confirmation that your assignment was successfully submitted. (We encourage all of you to use this option).
9. **Click the "Submit assignment" button. (Very important step!)**

Note: Uploading your assignment does not complete the submission process. Be certain to click the "submit assignment" button or we will not receive your assignment.