“Sociology is… like a passion.
The sociological perspective is more like a demon that possesses one,
that drives one compellingly, again and again, to the questions that are its own.
An introduction to sociology is, therefore, an invitation to a very special kind of passion.”
- Peter Berger

COURSE DESCRIPTION

Sociology is a vast and unruly intellectual discipline, spanning the gap between the sciences and the humanities while often (though not always) involving itself in social policy debates, social reform, and political activism. Sociologists study a startling variety of topics utilizing a diverse array of qualitative and quantitative research methods. Still, amidst all this diversity, sociology is centered on a set of core historical theorists (Marx/Weber/Durkheim) and research topics (race/class/gender inequality) that lie at the heart of the discipline. We will explore these theoretical and empirical foundations of sociology by reading and discussing influential texts and select topics while relating them to our own experiences and understandings of the social worlds in which we live. This course thus introduces students to the study of society and what C. Wright Mills called the “sociological imagination”—a way of viewing the world, oneself, and others that reveals how larger socio-historical forces and relations shape our individual and collective lives. In so doing, this course also focuses on developing and honing students’ reading, writing, critical thinking, and group discussion skills.

COURSE GOALS

The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, we will focus on the following three:

- Applying sociological theory to analyze socio-cultural phenomena
- Articulating the complexity of contemporary socio-cultural phenomena in their many dimensions
- Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world

SOME COMMENTS ON ONLINE LEARNING

With the global pandemic of COVID-19 raging, we find ourselves in a very uncertain time. Yet, we have been asked to continue our academic endeavors via distance learning using online communication tools. If you have no experience with online learning, don’t worry—neither do I! I have done my best, though, to design this course so that everyone can be successful, regardless of personal circumstances in this unprecedented moment. I ask that we all work together to make the best out of the unique set of circumstances in which we find ourselves. We will all need to exhibit flexibility and patience with each other throughout the term. Moreover, communication will be key! When engaging with me and with online course activities, be sure to use your Carleton Gmail account; do NOT use your other personal email accounts! Please keep me updated about your situation in addition to reaching out to the other relevant offices on campus. If you experience significant technological problems that limit your ability to participate, please contact the ITS Helpdesk at
helpdesk@carleton.edu. For announcements regarding known technical issues, visit the Helpdesk portal (https://stolafcarleton.teamdynamix.com/TDClient/2092/Carleton/Home/). If your personal situation (due to COVID-19 illness or other circumstances) begins to impact your ability to engage with the course, please contact the Dean of Students Office.

In keeping with general Carleton guidelines for this term, this course will be primarily asynchronous. However, should we need to have whole-class synchronous activities, these will be scheduled only during designated class meeting times. Small group synchronous activities or one-on-one synchronous engagement may be scheduled flexibly at other agreed upon times. I look forward to working with all of you as we navigate this uncharted territory. To that end, here are a few important points to keep in mind regarding this online learning endeavor:

In some ways, online courses require students to take a far more active role in learning and accessing information than traditional face-to-face courses. Although I will be posting short videos on Moodle at least once per week, online courses are different in that you can’t just show up to class for an hour, listen, and expect to learn. Instead, you have to create your own schedule and actively make the time to log-in to Moodle, watch posted videos, read everything!, engage with your classmates through online discussions, and reach out to your classmates and me regarding questions you have about both content and logistics. Moreover, even though you can wear your pajamas, relax your personal hygiene standards, and not worry about getting all the way across campus to a particular classroom in Weitz on time, you are still expected to uphold academic standards and spend roughly nine hours each week working on this class.

Moodle is your (almost) one-stop shop for this class. On Moodle you will find the course schedule, (most) course materials, and assignments. Moodle is also the place to go for announcements, information, and updates, as well as for submitting discussion posts, other assignments, and checking deadlines.

Given that all of us are spread across the globe throughout various time zones and given concerns regarding accessibility to high-speed, reliable Internet connections, this iteration of SOAN 111 will be primarily an asynchronous course. What this means is that there will be very few times when you will be required to meet with your peers or with me at a specific, designated time. You will have deadlines and assignments—including most notably online discussions that enable you to engage with your classmates—but you will have a set window of time within which you should complete these course requirements. You may do so at whatever time works for you—within that given window of time. In other words, I am NOT expecting for all us to log-on to Moodle at the same time. But, since Moodle is your “go to” site for all kinds of information, I expect you to check the Moodle course page at least once in the morning and once in the evening every weekday to check in on discussions, catch up on announcements, etc.

While most of the course is designed as asynchronous, there will be times during which we need to meet together one-on-one or in small groups. Zoom will be our “go to” tool for these communications. For example, I will use Zoom for office hours. Each week, I will host three hours of “drop-in” time where you can log in to meet with me to ask questions, chat about readings, assignments, or ideas, etc. In this way, Zoom will help replicate standard “drop-in” office hours. When you log-in using the link (which will be provided via Moodle) you will enter a virtual meeting room and will wait your turn to “see” me, just as you would if you came to see me in person and had to wait in the hallway outside my office as I talked with another student. (Please note that your attire should be publicly appropriate for all Zoom meetings!) If you and some of your peers would like to meet with me all at once, this can be arranged as well. Given that we have folks in various time zones, I will also be available via Zoom by appointment outside my specified “drop-in” office hours. To set up such an “on-demand” meeting with me, you should email me well in advance with some days and times that work for you, and I will send you a Zoom invitation. Please note that each of you will be required within the first couple of weeks to have an individual meeting with me via Zoom so that we can get to know each other a bit and make sure we can connect using this platform. Don’t worry at this point if you do not have Zoom on your computer right now; I will send you a link for these individual meetings and when you click on it, you will be prompted to download the app at that time.

In a face-to-face class, it is easy for students to simply ask questions as they come up, and everyone can benefit from hearing the answers. Unfortunately, this is a bit harder in an online setting. My hope is that you will feel comfortable using the Course Q&A Forum on Moodle to post questions. This way, other students in the class can see not only your questions, but also the resulting answers they inspire both from me and your peers. So please make use of the Course Q&A Forum on Moodle both to ask questions and to provide assistance to your classmates throughout the term.

SOAN 111: Introduction to Sociology—E. Bowman—Spring 2020—Page 2 of 11
Writ large, here are my key expectations for this course…

I expect you to:
- engage actively with course materials and activities
- prepare in advance of logging into Moodle as if you would if you were attending a discussion-based class
- interact collegially and respectfully with your classmates
- complete assignments on time and in accordance with the college academic honesty policy
- check your Carleton email on a daily basis, Monday-Friday
- check Moodle twice per day, Monday-Friday

You can expect me to:
- encourage and support your efforts to learn sociology
- organize class materials and activities to promote the learning goals for the course
- be available to help you with questions about course content along the way
- provide feedback on assignments within about five days, and update you from time to time on your progress
- keep materials and information up to date on the course Moodle site
- check my email at least twice per day, Monday-Friday, and try to respond within 24 hours

REQUIRED TEXTS & ONLINE TOOLS

There are two required texts for this course:

Moreover, you will read one other book as part of a small group. (You will learn more details about this later.)

Given that this course is online, you will also need to access and make use of two online tools—Moodle and Zoom.

Additional required readings—other than your small group’s assigned book— will be posted on Moodle.

COURSE REQUIREMENTS

MEET & GREET: In order for us to get to know each other, you will be required to meet briefly with me within the first two weeks of class. You will sign up for an appointment with me on Moodle, and connect with me via Zoom. If you absolutely cannot meet with me during any of the times listed, it is your responsibility to email me so that we can arrange an alternatively scheduled appointment. You do not need to prepare in any way for this meeting; it simply gives us a chance to become acquainted with each other. This informal “meet and greet” session is worth 3% of your final grade.

READINGS: One of the goals of this course is to sharpen our active reading skills. Some of the readings may be difficult to comprehend. You will likely not do well in the course if you read only to “finish” each assignment. Instead, I challenge you to read with the purpose of “understanding” each document. This may mean that you will read an assigned text, or parts of it, multiple times. As you read, you may find it useful to consider the following questions: (a) What is the author trying to explain? (b) What is her/his/their main argument? (c) What are the strengths and weaknesses of this argument? (d) What points along the way does the author make? (e) What evidence does the author use in his/her/their explanation? (f) Why is this text important? (g) How does this text relate to others you’ve read for this course? How does it relate to material from other courses you’ve taken? (h) How do the abstract ideas the author is illustrating apply to the current social world?

DISCUSSION & ENGAGEMENT POSTS: Though we are engaging online, the success of this course depends, in a very large part, on YOU! Each student brings unique experiences and perspectives to class and classes are made better when
such experiences and perspectives are shared. Every time there are readings and/or other course materials (e.g., video clips) assigned for class, you are expected to participate in an online Moodle discussion forum. Sometimes these discussions will revolve around a specific set of questions, whereas other times they will be more open-ended, thereby allowing you to reflect on, apply, and respond to the assigned course materials as you see fit. On the course schedule, readings and other course materials will be noted as being assigned for Monday, Wednesday, or Friday. When it comes to the online discussions, this means that you need to submit a post to the proper discussion forum no later than 1:00pm Central Time the day after the reading is due. So when readings/course materials are assigned for Monday, you have until 1:00pm Central Time on Tuesday to submit your discussion post covering these items; when readings/course materials are assigned for Wednesday, you have until 1:00pm Central Time on Thursday to submit your discussion post covering these items; when readings/course materials are assigned for Friday, you have until 1:00pm Central Time on Saturday to submit your discussion post covering these items. This extended time window is put in place to allow everyone across various time zones and with less reliable Internet connectivity ample time to participate in the discussion. One of the downsides of asynchronous online learning is that it can lead to procrastination. I encourage you avoid procrastinating in submitting your discussion posts; instead, I encourage you to make use of what would be our regular class time on campus to take care of these posts. Once you have submitted your discussion post, you will then be able to see others’ posts. You are expected to read everyone else’s posts. Part of why you are expected to log-in and check the Moodle course page two times per day during the week is so that you can catch up on what your peers have posted to these discussions since you last logged in to the course. I also encourage you— and from time to time will require you— to engage in conversations with your peers in the discussion forum by responding directly to their posts by asking clarifying questions, answering questions others pose, etc. Again, every time there are readings/course materials assigned, a discussion post is required. You can, however, miss up to four discussions without penalty. Your discussion and engagement posts are worth 30% of your final grade.

DISCUSSION CURATION: After nearly every discussion forum closes, there will be someone responsible for curating the discussion. What this means is that someone will read through all of the posts and replies within the forum, and will write a brief (one to two paragraph) synopsis that essentially reports on the discussion as a whole by commenting on the major topics of discussion, areas of convergence and divergence in opinion/reaction among the responses, key connections made to other areas of study (both within this course and beyond), lingering questions that remain, etc. I will curate the discussions for weeks one and two in order to demonstrate my expectations for this course requirement. Students will be assigned a partner and one discussion to curate throughout the term. I will make every attempt to assign partners in the same time zone to make peer-to-peer connection easier. Your job is to work with your partner (using whatever platform you deem best—phone call, Skype, Zoom, Google doc, etc.) to create either a written, audio, or visual synopsis of the discussion that will be shared with all class participants. Your discussion curation is worth 10% of your final grade.

QUIZZES, SHORT ESSAYS, & ONLINE ACTIVITIES: From time to time throughout the course, you will be asked to complete quizzes, short essays, and/or online activities. These quizzes, essays, and activities are designed to help you formulate your thoughts and make sure you are engaging with and understanding course material. Quizzes will consist of multiple choice, fill-in-the-blank, and short answer questions. You will be allowed to re-take quizzes as many times as you would like. These quizzes are thus designed to help you evaluate your own learning. I will primarily be paying attention to whether or not you have completed the quizzes, not what you score on the quizzes (though the scores will help me know what content I might need to address more explicitly). Short essays—which will be infrequent and will never be more than 1,000 words—again allow us both to assess your learning in the course. Short essays, too, can be re-written based on my feedback if you so choose. Online activities will often ask you to do something beyond submitting a standard discussion post. For example, such activities might link to non-course websites and ask you perform tasks, examine information, and write up brief reports of what you have learned/discovered. Although quizzes, short essays, and online activities are required elements of the course that you must complete to pass the course, they are intended to be useful to you in assessing your own learning and helping me get a sense of what topics I might need to address more fully in the short video presentations that I post to Moodle. Taken together, quizzes, short essays, and online activities are worth 27% of your final grade.

GROUP BOOK DISCUSSION & FACILITATION: One of the drawbacks of an introductory course is that because there is so much material that can potentially be covered, it can sometimes feel as though depth has been sacrificed for the sake of breadth. This group project thus allows you to work with a small group of your peers (i.e., roughly 4-6 students depending upon the ultimate total number of students in the course) to explore a sociological topic in more depth via
focusing on a book-length piece of sociological scholarship. I will assign each student to a group and to one of the following books:

- Tressie McMillan Cottom. 2019. *Thick: And Other Essays*
- Bruce Western. 2018. *Homeward: Life in the Year After Prison*

Though I will ask for and take your book preferences into account, I cannot promise that your preferences will be met. (I also ask that you are honest and note which, if any, of the above books you have already read in a classroom setting). Your group’s *first task* is to read and discuss your book in a scholarly, book club-like fashion. Your group will determine how best to communicate with one another and how often, with two stipulations: (a) you must have at least two small group conversations, and (b) I must be “present” as an interloper during at least one of these meetings. Your group’s *second task* is to choose some segment of your book to assign as reading for the rest of the class. Depending on the book this might be as simple as assigning a couple of key chapters or as difficult as selecting important chunks or excerpts from multiple chapters. Your goal is to select an important part of the book that will help your peers dip their toes into the work and allow them to engage in a lively discussion around it. Your group’s *third task*, then, is to set up an online discussion of the portion of the book you assign. What I mean by this is that you will introduce or frame the reading in some way and provide some guiding questions or thoughts for your peers to consider and respond to in their discussion posts. Your group’s *final task* will be to curate the discussion by providing a synopsis and conclude the discussion by expanding upon what was said in the forum and commenting on what else you learned in reading the book as a group. As a group you will need to decide how you will tackle all of these tasks. In thinking about setting up your discussion forum, curating it, and providing your concluding remarks, remember that this is not a book report. You will need to articulate your critical engagement with the book as you share with/lead the rest of us in “unpacking” the ideas and arguments you found most stimulating. Self-assessments and peer evaluation by group-mates will be reflected in your overall grade on this required course element. [You will receive more detailed information about this assignment as the course progresses, and I will certainly be available to answer questions as your group tackles this project.] This group book discussion and facilitation assignment is worth 30% of your final grade.

### COURSE GRADING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet &amp; Greet</td>
<td>3%</td>
<td>[Complete during first 2 weeks]</td>
</tr>
<tr>
<td>Discussion &amp; Engagement Posts</td>
<td>30%</td>
<td>[Ongoing- throughout the term]</td>
</tr>
<tr>
<td>Discussion Curation</td>
<td>10%</td>
<td>[You will be assigned a specific day]</td>
</tr>
<tr>
<td>Quizzes, Essays, &amp; Activities</td>
<td>27%</td>
<td>[Ongoing- throughout the term]</td>
</tr>
<tr>
<td>Group Book Project</td>
<td>30%</td>
<td>[Near end of term—weeks 7-8-9]</td>
</tr>
</tbody>
</table>

Per the parameters outlined by Dean Nagel, all Carleton classes in Spring 2020 are S/Cr/NC only. No letter grades will be given. **Please note that you need to complete all course requirements in order to receive credit for taking the course.** For most assignments, you will receive feedback ranging from + (excellent/above and beyond), check (good/passing), and – (no credit/not passing). You may revise and resubmit any assignment that you turn in that is assessed as not passing up until the last day of class.

### ACADEMIC INTEGRITY

If you have not already done so, please familiarize yourself with the Carleton College Academic Integrity Policy: [http://apps.carleton.edu/campus/doc/integrity/](http://apps.carleton.edu/campus/doc/integrity/). In line with Carleton’s policy, it is assumed that a student is the author of all coursework submitted by that student. Please refer to Carleton’s full policy for additional information and/or see me if you have questions.
ACADEMIC SUPPORT SERVICES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or Chris Dallager, Director of Disability Services, directly to arrange a confidential discussion regarding equitable access and reasonable accommodations. Please note I will make reasonable accommodations only after I have received official notification.

TECHNOLOGICAL RESOURCES FOR STUDENTS WITH DISABILITIES: The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

COURSE MATERIALS ASSISTANCE: I recognize the potential financial burden of course materials and travel costs. If you are in need of assistance to cover course expenses, please speak with me as soon as possible.

LIBRARY ASSISTANCE: Ask a librarian for help with your research in this class. You can chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

WRITING ASSISTANCE: The Writing Center has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website (https://apps.carleton.edu/writingcenter/). You can reserve specific times for conferences by using their online appointment system.

WRITING ASSISTANCE FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH: If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, at rfitzpatrick@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term. Meetings will be in an online format until in-person classes resume on campus.

PUBLIC SPEAKING ASSISTANCE: Speech coaching is a student-staffed resource designed to assist you with class presentations, comp talks, and other speech-related events. Jenny Portis ’20 can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. During this term, Jenny will coach students remotely, using Zoom. If you’d like to schedule a coaching session, just fill out this brief, online form. For more information, visit go.carleton.edu/speakeasy.

TIME MANAGEMENT, TEST PREPARATION, & STUDY SKILLS ASSISTANCE: Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you’re more efficient and effective. For details on how to schedule a videoconference with Oscar, visit: Learning Strategies & Time Management. If you prefer to learn these skills and strategies on your own, visit “Helpful DIY Resources.”

HEALTH & WELLNESS ASSISTANCE: Carleton College urges you to make yourself—your own health and well-being—your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, and/or academic. If you are having difficulties maintaining your well-being, please reach out to Student Health and Counseling (https://apps.carleton.edu/studenthealth/) or the Office of Health Promotion (https://apps.carleton.edu/healthpromotion/).
COURSE POLICIES

CLASS ETIQUETTE: I would like us all to work together to create an inclusive and respectful online “classroom.” I believe each student brings unique experiences and perspectives to class and classes are made better when such experiences and perspectives are shared. I believe our individual differences enrich and enhance our understanding of one another and of the world around us. I will strive to make this class one that welcomes diversity; I trust you will join me in welcoming the perspectives of people of all nationalities, regions, ethnicities, races, genders, sexes, sexual orientations, religions, ages, abilities, and socioeconomic backgrounds.

LATE WORK: Get your assignments completed and submitted on time. In general, I do not accept late work. That said, if you are experiencing unforeseen circumstances that are interfering with your ability to complete an assignment on time, please reach out to me well before the assignment deadline so that we can discuss potential alternative arrangements.

INCOMPLETEs: In accordance with college policies, I typically will not grant an incomplete. Students who feel they have faced extreme hardship and are therefore requesting an incomplete must submit that request in writing.

OFFICE HOURS: I am happy to meet with you! If you cannot meet during my scheduled “drop-in” office hours, please send me an e-mail to schedule an appointment (ebowman@carleton.edu).

FERPA

You should be aware of your rights regarding the privacy of your educational records. The provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 prohibit the college from releasing grades or other information about academic standing to parents unless the student has released such information in writing. In line with FERPA restrictions, I cannot publicly post grades by student name, student identification number, or social security number without first receiving your written permission. In general, I will not discuss how students are doing in class with parents or guardians.

MANDATORY REPORTING

One of my responsibilities as a faculty member at Carleton College is to help create a safe learning environment. It is my goal to create a classroom environment and working relationship in which you feel able to share information related to your life experiences in classroom discussions, written work, and one-on-one meetings. It is also my goal to keep information you share with me private to the greatest extent possible. However, as an employee of the college I am a “mandatory reporter” or “responsible employee,” meaning that I cannot keep all information confidential. I am required to report information regarding incidents of sexual assault or sexual misconduct with the Title IX Coordinator. I am also required to report students who may pose a danger to themselves or others. If you want to speak confidentially about these matters, you should speak with a counselor at Student Health and Counseling or with one of the Chaplains. Carleton’s goal is to ensure campus community members are aware of all the options available to them and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton’s Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: https://www.carleton.edu/sexual-misconduct/.

COURSE SCHEDULE

Below is a tentative course schedule. I reserve the right to alter it depending on the pace of the class. Unless instructed otherwise, you are expected to have read the assigned readings and/or examined the assigned course materials by the date listed. Please read/examine these materials in the order in which they are listed. (Note that readings other than those from the Passmore and Edin & Shaefer books will be posted on Moodle.)
WEEK 1

M (04.06)  **Introductions**
Log-in to Moodle!
Watch Welcome Video!
Read the Syllabus!
Post a Self-Introduction!
Sign up for Meet & Greet Appointment!

W (04.08)  **Sociology and the Sociological Imagination**
Take the Syllabus Quiz!
Gans, “Sociology and Journalism: A Comparative Analysis”
Mills, excerpts from *The Sociological Imagination*
Video: [Sociology Live! “Sociological Imagination”](#)

F (04.10)  **An Invitation to Sociology**
Berger, excerpts from *Invitation to Sociology*
Miner, “Body Ritual of the Nacirema”
Video: [Crash Course Sociology #1: “What Is Sociology?”](#)

WEEK 2

M (04.13)  **Sociological Theory 101: Karl Marx (and Friedrich Engels)**
Engels, “Working-Class Manchester”
Marx & Engels, “Manifesto of the Communist Party”
Video: [Crash Course Sociology #6: “Karl Marx & Conflict Theory”](#)

W (04.15)  **Sociological Theory 101: Karl Marx (and Friedrich Engels)**
Re-read: Marx & Engels, “Manifesto of the Communist Party”
Video: [Drew: “Communist Manifestoon”](#)
Marx, “Contribution to the Critique of Hegel’s Philosophy of Law”
Barker, “Happy Birthday, Karl Marx. You Were Right!”

Th (04.16)  **SOCIOLOGICAL BIOGRAPHY ESSAY DUE! Upload PDF to Moodle by 11:59pm!**

F (04.17)  **Sociological Theory 101: Max Weber**
Weber, excerpts from *The Protestant Ethic and the Spirit of Capitalism*
Video: BBC Radio: “Max Weber and the Protestant Ethic”
Video: [Hartlepoolsociology: “Protestant Ethic and the Spirit of Capitalism”](#) (Watch segment 3:45 to 9:17)

WEEK 3

M (04.20)  **Sociological Theory 101: Max Weber**
Weber, “Bureaucracy and Legitimate Authority”
Video: [Crash Course Sociology #9: “Max Weber & Modernity”](#)
Ritzer, excerpts from *The McDonaldization of Society*
Ferdman, “I Had to Wear Pampers: The Cruel Reality the People Who Bring You Chicken Endure”

W (04.22)  **Sociological Theory 101: Émile Durkheim**
Durkheim, “The Rules of the Sociological Method”
Durkheim, “Introduction” to *Suicide*
Durkheim, “Egoistic Suicide”
Ritzer, “Durkheim: The Four Types of Suicide”
F (04.24) Sociological Theory 101: Émile Durkheim / The Three Paradigms
Durkheim, “On Mechanical and Organic Solidarity”
Video: Crash Course Sociology #5: “Émile Durkheim on Suicide and Solidarity”
Gans, “The Uses of Poverty”
Wills, “Theory and Method”
Video: Crash Course Sociology #2: “Major Sociological Paradigms”

WEEK 4

M (04.27) Methods of Sociological Research
Selections from “Give Methods a Chance” Podcast
Andrew Billings—content analysis (quantitative)
Deborah Carr—longitudinal surveys
Devah Pager—experiments (audits)
CJ Pascoe—ethnography
Amy Schalet—in-depth interviews
Dale Spencer—participant observation
Melissa Wilde—historical comparative analysis
Christopher Wildeman—existing dataset analysis

W (04.29) Interaction & Socialization
Goffman, excerpts from The Presentation of Self in Everyday Life
Becker, “Becoming a Marihuana User”
Wright, “Grocery Shopping, Ordering Whoppers, and Borat”
Video: Crash Course Sociology #15: “Social Interaction & Performance”

F (05.01) Socialization & Resocialization
Schalet, “Sex, Love, and Autonomy in the Teenage Sleepover”
Dyer, “Anybody’s Son Will Do”
Video: Crash Course Sociology #14: “Socialization”

WEEK 5

M (05.04) NO CLASS—Midterm Break!

W (05.06) Gender Socialization & Stratification
Lorber, “Night to His Day: The Social Construction of Gender”
Video: Killerman, “Understanding the Complexities of Gender”
Passmore, “It’s Not About You” – pages 13-17 in Your Black Friend and Other Strangers
Pascoe, “Dude, You’re a Fag: Adolescent Masculinity and the Fag Discourse”
Johnson, “Patriarchy, the System”
Video: Crash Course Sociology #32: “Gender Stratification”

F (05.08) Gender Socialization & Stratification
Video: Katz, “Tough Guise 2: Violence, Manhood, and American Culture” (abridged version)
Video: Sarkeesian, “Feminist Frequency: Damsel in Distress (Part 1)”
Sadker, Sadker, & Zittleman, “Didn’t We Solve This Problem Years Ago?” from Still Failing at Fairness
Curry, “This is Personal”
Ruiz, “Steph Curry’s Essay on the Gender Pay Gap and Women’s Equality is Gold”
Video: Crash Course Sociology #8: Harriet Martineau and Gender Conflict Theory”
WEEK 6

M (05.11) **Race, Ethnicity, Racism, and Inequality**
- Desmond & Emirbayer, “Race in the 21st Century” (read pages 1-26)
- Video: PBS Frontline, “A Class Divided” (watch segments 1, 2, & 3)
- Online Activities (see Moodle for instructions and links)
- Video: Crash Course Sociology #34: “Race and Ethnicity”

W (05.13) **Race, Ethnicity, Racism, and Inequality**
- Desmond & Emirbayer, “Race in the 21st Century” (read pages 26-37)
- Pager, “The Mark of a Criminal Record”
- Video: Race: The Power of an Illusion, Episode 3—“The House You Live In”
- Video: Crenshaw, “The Urgency of Intersectionality”

F (05.15) **Race, Ethnicity, Racism, and Inequality**
- Desmond & Emirbayer, “Race in the 21st Century” (read pages 37-44)
- Video: Crash Course Sociology #7: “W.E.B. DuBois and Race Conflict Theory”
- McIntosh, “White Privilege and Male Privilege”
- Passmore, “Your Black Friend”—pages 1-12 in Your Black Friend and Other Strangers
- Passmore, “Take Em Down”—pages 34-39 in Your Black Friend and Other Strangers
- Coates, “The Case for Reparations”

WEEK 7

M (05.18) **Social Class and Inequality**
- Scott & Leonhardt, “Shadowy Lines that Still Divide”
- Morris & Grimes, “Moving Up from the Working Class”
- Lareau, “Invisible Inequality”
- Chetty et al, “The Fading American Dream: Trends in Absolute Income Mobility Since 1940”
- Video: Crash Course Sociology #23: “Social Stratification in the US”
- Video: Crash Course Sociology #25: “The Impacts of Social Class”

W (05.20) **Social Class and Inequality**
- Edin & Shaefer, $2.00 A Day: Living on Almost Nothing in America
- Video: Crash Course Sociology #22: “Why Is There Social Stratification?”

F (05.22) **Group Book Discussion #1**
- Group and Book TBA

WEEK 8

M (05.25) **Group Book Discussion #2**
- Group and Book TBA

W (05.27) **Group Book Discussion #3**
- Group and Book TBA

F (05.28) **Group Book Discussion #4**
- Group and Book TBA
WEEK 9

M (06.01)  **Group Book Discussion #5**  
Group and Book TBA

W (06.03)  **Group Book Discussion #6**  
Group and Book TBA

F (06.05)  NO CLASS—Reading Day!

WEEK 10

M (06.08)  **Now What? (Course Wrap Up)**  
Edin & Shaefer, $2.00 A Day: Living on Almost Nothing in America—read Conclusion  
Dobson, “Intersectionality: A Fun Guide”  
Schwalbe, “Studying and Changing the Social World”  
Johnson, “What Can We Do?: Becoming Part of the Solution”  
“I FOUND MYSELF THINKING SOCIOLOGICALLY WHEN…” ESSAY DUE!