

# **SOCIOLOGY 210**

## **Survey of Sociology**

**Monday and Wednesday, 11am-11:50pm**  
**5208 Sewell Social Science Building**

**Shane Sharp**  
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**8142 Sewell Social Science Building**

### **Office Hours**

Tuesdays 10am-12pm; or by appointment.

Please do not hesitate to come by my office hours. This is your chance to talk to me in person if you are having trouble with some of the material, or if you want to talk about your future educational and career decisions.

### **Overview**

This goal of this course is to provide students with a general overview of the discipline of sociology. To this end, we will explore various social phenomena and review explanations and interpretations of these phenomena by sociologists. By the end of this course, my TAs and I hope to teach you all how to look at the social world with a “sociological imagination.” In addition, this course will teach you how to analyze sociological writing and research, carry out a research project, and construct logically coherent and compelling sociological arguments.

*Caveat 1:* The topics covered in this course are, of course, limited due to time constraints, and the choice of topics naturally fits my own interests and predilections. Therefore, there are several topics not covered in this class, such as organizations, globalization, politics, and communities. If you are interested in these topics, you might want to sign up for another version of this course, or you can come and see me and I can give you some suggested readings.

*Caveat 2:* The topics covered in this course are often controversial, and the explanations that sociologists give for them often go against common and dominant explanations. However, the goal of this course is not to make you believe what I or other sociologists may believe. Rather, the goal is to teach you how sociologists explain social phenomena and how to interpret other social phenomena through a sociological lens. Whether you ultimately agree or disagree in part or fully with the sociological perspective is up to you in the end. I only get paid to teach you *how* to think in a certain way; I don't get paid enough to tell you *what* to think.

*Caveat 3:* There is a lot of reading for this course. Some weeks are worse than others. If you do not think you can handle the reading load, it may be best for you to drop the course. (However, lucky for you, there are no readings from a boring textbook!)

## Prerequisites

As a prerequisite to take this course, you must have satisfied the Communication-A requirement by either having taken a Communication-A course or tested out of the requirement.

## Course Requirements

This is a *four* credit course that satisfies the University of Wisconsin's Communication-B requirement. In addition to lecture, you will attend two sections a week. In one session you and your TA will discuss the course material, and in the second your TA will conduct writing workshops. You are required to attend all section meetings. Your TA will give you a syllabus with a detailed schedule of assignments, noting when writing assignments and assignments related to your research project (topic, bibliography, outline, first draft, final draft, etc.) are due.

The midterm and non-cumulative final exams will take place in lecture. Both exams will be in multiple choice and essay format.

The following is the breakdown of how your TA will calculate your final grade:

|  |     |
|--|-----|
| Four short writing assignments (2-3 pages)*: | 20% |
| Research project:                            | 35% |
| Oral presentation in section:                | 5%  |
| Midterm exam:                                | 15% |
| Final exam:                                  | 15% |
| Participation in section:                    | 10% |

\* One of these is a rewrite.

## Required Texts

The following texts are required and available from Underground Textbook Exchange. I have also placed these texts on reserve at the College Library:

Laurie K. Abraham, *Mama Might Be Better Off Dead*

Douglas Massey and Nancy Denton, *American Apartheid*

Rodney Stark, *The Rise of Christianity*

Also, there is a reader that contains additional readings that you can purchase the Social Science Copy Center located on the 6<sup>th</sup> floor of the Social Science Building.

**Class Website**

The class website for the course is [www.ssc.wisc.edu/~josharp](http://www.ssc.wisc.edu/~josharp). I will post the Powerpoint slides I use in this class on this site. Also, check the website often for announcements and other housekeeping affairs.

**Class Etiquette**

When class begins, I ask you please to put all newspapers, games, and all other distractions away. Please turn your cell phones off and please do not text message during class. Also, please try to show up on time to class to minimize disruptions.

**Email Etiquette**

I will happily and promptly reply to all student email. However, you must follow a few simple rules. First, you must put "Soc 210" in the subject line. If you do not, then I have no way of knowing whether an email message from [wiscgrrl@aoh.com](mailto:wiscgrrl@aoh.com) is a Sociology 210 student with an important inquiry, or a spam mail message from a Viagra vendor. I will delete all email messages from unfamiliar addresses unless "Soc 210" is in the subject line. Second, you should include your name somewhere in the body of the message. Your email addresses often do not tell me who you are.

**Special Accommodations**

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate.

Please inform your TA and me within the first two weeks of class if you have needs that may require special accommodations. For more information about accommodations for students with disabilities, please contact the McBurney Disability Resource Center at 263-2742.

Also, feel free to discuss with me and/or your TA any issues that may affect how well you do in the course. While I cannot guarantee any special accommodations for issues that are not technically disabilities, I will try my best to come up with a way in which you can get the most out of this course.

**Academic Misconduct**

Please don't do it. I ask nicely only once. Don't ruin your progress toward your degree by doing something stupid. A badly written paper is better than a plagiarized one.

For more information about academic misconduct, please see me or your TA, or visit <http://www.wisc.edu/students/conduct.htm>.

## COURSE SCHEDULE

### Week One: Introductory/First Day Stuff (September 2<sup>nd</sup>)

### Week Two: What is Sociology? (September 9<sup>th</sup>)

Mills, "The Promise" from *The Sociological Imagination*

Berger, selections from *Invitation to Sociology*

Marx and Engels, selections from *The Communist Manifesto*

Durkheim, "What is a Social Fact?" from *Rules of the Sociological Method*

### Week Three: Social Cognition and Interaction in Everyday Life (September 14<sup>th</sup>, 16<sup>th</sup>)

Goffman, selections from *The Presentation of Self in Everyday Life*

Waskul, "Cyberspace and Cyberselves"

Becker, "Social Basis of Drug-Induced Experience"

Zerubavel, "The Sociology of the Mind" from *Social Mindscapes*

### Week Four: Socialization (September 21<sup>st</sup>, 23<sup>rd</sup>)

Handel et al., "Human Neural Plasticity and Socialization"

Milkie, "Media Images' Influence on Adolescent Girls' Self-Concepts"

Lareau, "Invisible Inequality"

### Week Five: Social Stratification (September 28<sup>th</sup>, 30<sup>th</sup>)

Hacker, "Who Has How Much and Why" from *Money*

Domhoff, "The Bohemian Grove"

Willis, *Learning to Labor*, Chapters 1, 2, and 4

### Week Six: Education (October 5<sup>th</sup>, 7<sup>th</sup>)

Bowles and Gintis, "Education and Inequality" from *Schooling in Capitalist America*

Kozol, selections from *Savage Inequalities*

McLeod, *Ain't No Making It*, Chapters 1 and 6

### Week Seven: Race and Ethnicity (October 12<sup>th</sup>, 14<sup>th</sup>)

Omi and Winant, selections from *Racial Formations in the United States*

Massey and Denton, *American Apartheid*, Chapters 1, 3, 4, and 5

McIntosh, "White Privilege"

Week Eight: Occupations and Work (October 19<sup>th</sup>)

Hochschild, “Emotion Work, Feeling Rules, and Social Structure”

Williams, “The Glass Escalator”

**\*\*\*Midterm Exam: October 21st\*\*\***

Week Nine: Sex, Gender, and Sexuality (October 26<sup>th</sup>, 28<sup>th</sup>)

Fausto-Sterling, “The Five Sexes Revisited”

Tragos, “Monster Masculinity”

Reay, “Spice Girls, Nice Girls, Girlies, and Tomboys”

Pascoe, “Dude, You’re a Fag”

England et al, “Hooking Up and Forming Relationships on Today’s College Campuses” from *The Gendered Society Reader*

Week Ten: Family (November 2<sup>nd</sup>, 4<sup>th</sup>)

Zelizer, selections from *Pricing the Priceless Child*

Coontz, selections from *The Way We Never Were*

Bernard, “The Good Provider Role”

Weitzman, “The Transformation of Legal Marriage through No-Fault Divorce” from *The Divorce Revolution*

Week Eleven: Health, Illness, and Medicine (November 9<sup>th</sup>, 11<sup>th</sup>)

Abraham, *Mama Might Be Better Off Dead*: Introduction, Chapters 1, 3, 4, 6, and 7

Week Twelve: Culture (November 16<sup>th</sup>, 18<sup>th</sup>)

Geertz, “Culture and Human Nature” from *The Interpretation of Cultures*

Harris, “India’s Sacred Cow” from *Cows, Pigs, Wars, and Witches*

Fine, “Culture Creation and Diffusion among Preadolescents” from *With the Boys*

Peterson, “Roll over Beethoven, There’s a New Way to Be Cool”

Hunter, selections from *The Culture Wars*

Week Thirteen: Religion (November 23<sup>rd</sup>, 25<sup>th</sup>)

Stark, *The Rise of Christianity*: Chapters 1-5

Week Fourteen: Deviance and Crime (November 30<sup>th</sup>, December 2<sup>nd</sup>)

Rosenhan, "On Being Sane in Insane Places"

Chambliss, "The Saints and the Roughnecks"

Durkheim, "The Functions of Crime" from *Rules of the Sociological Method*

Zimbardo, "The Psychology of Evil" from *The Lucifer Effect*

Week Fifteen: Collective Behavior and Social Movements (December 7<sup>th</sup>, 9<sup>th</sup>)

Snow et al., "Frame Alignment Processes, Micromobilization, and Movement Participation"

Johnson, "Panic at 'The Who Concert Stampede'"

Week Sixteen: Sports (December 14<sup>th</sup>)

Hartmann, "The Sanctity of Sunday Football"

Ezzell, "'Barbie Dolls' on the Pitch"

**\*\*\*FINAL EXAM: MONDAY, DECEMBER 21<sup>st</sup> 10:05am \*\*\***