

**Framingham State University**  
**Syllabus**  
**SOCI 101 Introduction to**  
**Sociology**

**General Information:**

Semester: Summer 2018(May 28<sup>th</sup>,2018-June 29<sup>th</sup>,2018)

Credit: 4

Teaching Hours: 50

Hours Time: 2

hours/day, Mon-Fri

Instructor: Joann Gu

Home Institution:

Framingham State

University

Email:joangu@aol.com

**Course Description:** This course is designed to familiarize you with the subject of sociology, the various perspectives it offers, how sociologists conduct their work, and how sociology can be useful to you. Unlike many other disciplines that you have been exposed to over the course of your education, sociology cannot be presented in a simple, linear fashion that starts with some core premises and then builds toward a grand perspective that all sociologists share. Sociology, as a field, is a mixture of diverse ideas, theories, and views of the world, many of which directly contradict one another. As such, we will not attempt to outline the entire field – an impossible goal; instead, we will draw on a variety of perspectives to cover a range of topics that sociologists study in order to give you a taste of what the discipline offers. This taste will, hopefully, allow you to make sense of the social world in new ways.

**Readings:** Each class is organized around readings intended to be accessible to all students. You are expected to read the assigned pages before each class, both to increase your understanding of the lecture and to facilitate class discussion. The schedule of lecture topics and readings are subject to change, in which case announcements will be made in class as appropriate. There is one textbook required for this class. It is a custom text titled *Pearson Custom Sociology: SOCI101*, and it is only available on the university bookstore. All other readings are available on Blackboard.

**Grading Criteria:**

Tests (3): 75%

Reading Responses (5 best): 25%

**Email Policy:** *The subject line of any email you send to me should begin with '101.'* In addition, please make sure you include your name in the message. I answer email during normal business hours (M-F between 9AM and 5PM), and all emails received during the week will be answered within twenty-four hours. Emails received during the weekend will take longer.

**Make-up exam policy:** Make-up exams will be administered without penalty to students who can provide proof of a death in the family, illness, or some other extreme circumstance (vacations do not count). Students who cannot provide proof of an extreme circumstance will be allowed to make up exams, but such students will receive a 20 point penalty on their test grade. If a make-up exam is necessary, you should notify me as soon as possible, after which time a make-up date and time will be set. No exam will be given early.

**Academic dishonesty:** I have a zero tolerance policy for cheating of any kind. Any form of academic dishonesty (copying a test, plagiarism, and the like) will result in your automatic failure of the course. In addition, you will be reported to the university. The full text of the Academic Conduct Code can be found here:

[http://www.umb.edu/students/student\\_rights/code\\_conduct.html](http://www.umb.edu/students/student_rights/code_conduct.html).

## READING RESPONSES

Throughout the course of the semester, you will be required to write a minimum of five (5) responses to course readings. In these responses, you need to demonstrate that you have read the article(s) assigned for that day as well as engaged with the material in a thoughtful way. In your responses you should do the following:

- Provide a *brief* summary of the article(s) - no more than 20% of any response should consist of summary
- Raise questions about the article
- Discuss the implications of the article – in other words, if the author’s argument is correct, then what does that mean for other aspects of social life?
- Critique the article/argument – are there flaws in the author’s arguments? If so, what are they? To what degree do these flaws undermine the author’s position?
- If there are two articles, what are the connections between them?
- Otherwise critically engage with the text

NOTE: You do not need to address all of these issues in your summaries. If you did, there would be no way to keep the response within the word limit. Choose, at most, two or three.

You are permitted to submit more than five responses, but only the five highest grades will be counted.

*You should not use textbook readings in your responses, so do not use anything written by Henslin or Kastenbaum. All such articles are marked with an asterisk (\*). If two articles are scheduled to be discussed in a class session, then you only need to discuss one of them in your response (although you are free to discuss both).*

### **Formatting:**

Any reading response that does not follow the following guidelines will receive a zero:

- Responses must be between 300 and 600 words (not including student’s name, title, etc – only the paper’s text is to be included in the word count)
- Use 12-point, Times New Roman Font
- Reading responses must be a plea
- Make sure your name, email address, and the course number (SOCIOL101) all appear on the first page of the essay

### **Other Things to be Aware of:**

- Reading responses must be turned in class on or before the day we discuss the reading. Any responses turned in after that day will not be accepted.
- The reading schedule is tentative, so if you miss class make sure to contact me to see which reading we will discuss the following class session.
- All responses will receive a score between 0 and 3. A score of ‘0’ indicates that the student did not receive any credit for the response, while a ‘3’ indicates an exceptional response. Most papers will receive around a ‘1’ or a ‘2.’

Responses can be picked up in the mailbox outside of the Sociology Department office (W4-12). When standing in front of the office door (facing out of the office, towards the hallway), walk left down the hallway through a set of double doors. The mailbox will be right in front of you.

# Tentative Class Schedule

This schedule may be modified throughout the semester

NOTE: Any reading marked with an asterisk (\*) may not be used in a reading response.

## Week1

5/28

*Introduction to Course*

*What is Sociology?*

\* Henslin – “The Sociological Perspective” (Blackboard)

Mills – “The Promise” (Blackboard)

5/29

*What is Sociology? (cont)*

Tomlinson – “The Social Construction of Truth” (Blackboard)

5/30

*Culture*

\* Henslin – Chapter 1 (pp.1-13)

Chagnon – “Doing Fieldwork among the Yanomamo” (Blackboard)

5/31

*Culture (cont)*

\* Henslin – Chapter 1 (pp.13-17)

Hunt – “Police Accounts of Normal Force” (Blackboard)

6/1

*Culture (cont)*

\* Henslin – Chapter 1 (pp.17-27)

## Week 2

6/4

*Culture (cont)*

Hochschild – “Feeling Rules” (Blackboard)

Metcalf and Huntington – Excerpt from *Celebrations of Death* (Blackboard)

6/5

*Social Structure and Social Interaction*

\* Henslin – Chapter 3(All)

\*

6/6

*Social Structure and Social Interaction (cont)*

\* Henslin – Chapter 3 (All)(cont)

## TEST 1

6/7

*Sociological Research Methods*

\* Henslin – Chapter 4 (pp.98-107)

6/8

*Sociological Research Methods (cont)*

\* Henslin – Chapter 4 (pp.107-110)

Scully and Marolla – “Riding the Bull at Gilley’s: Convicted Rapists Describe the Rewards of Rape” (Blackboard)

Jacobs – “Researching Crack Dealers: Dilemmas and Contradictions” (Blackboard)

### **Week 3**

6/11

*Socialization*

\* Henslin – Chapter 2 (pp.29-40)

Davis – “Final Note on a Case of Extreme Isolation” (Blackboard)

6/12

*Socialization (cont)*

\* Henslin – Chapter 2 (pp.41-53)

Gracy – “Learning the Student Role: Kindergarten as Academic Bootcamp” (Blackboard)

Dyer – “Anybody’s Son Will Do” (Blackboard)

6/13

*Deviance and Social Control*

\* Henslin – Chapter 5 (pp.121-133)

Becker – “Moral Entrepreneurs: The Creation and Enforcement of Deviant Categories” (Blackboard)

*Deviance and Social Control (cont)*

\* Henslin – Chapter 5 (pp.133-148)

Rosenhan – “On Being Sane in Insane Places” (Blackboard)

6/14

*Deviance and Social Control (cont)*

\* Henslin – Chapter 5 (pp.148-150)

Conrad – “The Discovery of Hyperkinesis: Notes on the Medicalization of Deviant Behavior”

6/15

*Medical Sociology*

\* Henslin – Chapter 8 (pp.235-243)

### **Week 4**

6/18

*Medical Sociology (cont)*

Henslin – Chapter 8 (pp.249-250)

Weitz - “Watching Brian Die: The Rhetoric and Reality of Informed Consent” (Blackboard)

Carey – “In the Hospital, a Degrading Shift from Person to Patient” (Blackboard)

6/19

### **TEST 2**

*Death and Dying*

Lock – “Displacing Suffering: The Reconstruction of Death in North America and Japan” (Blackboard)

6/20

*Death and Dying (cont)*

\* Kastenbaum – “Kubler-Ross” upto (and including) “A Multiple Perspective Approach” (Blackboard)

\* Kastenbaum – “What is Dying and When Does it Begin?” (Blackboard)

Kamerman - “Hospitals, Hospices, and ‘Homes’” (Blackboard)

6/21

*Death and Dying (cont)*

No Readings

6/22

*Race and Ethnicity*

\* Henslin – Chapter 7 (pp.193-209)

Hughes – “Africa”

Graham – “Invisible Man” (Blackboard)

## **Week 5**

6/25

*Race and Ethnicity (cont)*

\* Henslin – Chapter 7 (pp.212-226)

Kozol – “Savage Inequalities in America’s Schools” (Blackboard)

6/26

*Race and Ethnicity (cont)*

Brandt – “Racism and Research: The Case of the Tuskegee Syphilis Study”

6/27

*Sex and Gender*

\* Henslin – Chapter 6 (pp.155-165)

\* Henslin – Chapter 2 (pp.43-47)

Eder – “On Becoming Female” (Blackboard)

Martin – “The Romance between the Egg and the Sperm” (Blackboard)

6/28

*Sex and Gender (cont)*

\* Henslin – Chapter 6 (pp. 165-169, 173-174, 179-183)

Williams – “Still a Man’s World: Men Who Do ‘Women’s Work’” (Blackboard) Lawson –

“Attacking Nicely: Women Selling Cars” (Blackboard)

6/29

*Sex and Gender (cont)*

Smith – “Women’s Experience as a Radical Critique of Sociology” (Blackboard)

## **FINAL EXAM**