

**SOCIOL 110: Introduction to Sociology
Spring 2018**

LECTURES: Lutkin Hall: M/W/F 12:00-12:50

INSTRUCTOR: Craig M. Rawlings, Associate Professor of Instruction in Sociology

EMAIL: craig.rawlings@northwestern.edu

OFFICE HOURS: M/W 3:00-4:00; and by appointment! (1810 Chicago Ave., Rm 228)

TEACHING ASSISTANTS:

Mondays @ 3 (Section 60) - Oscar Cornejo <oscarcornejo2023@u.northwestern.edu>,

Mondays @ 4 (Section 62) - Mirna Nadia <miranadia2017@u.northwestern.edu>

Mondays @ 4 (Section 63) - Devin Wiggs <DevinWiggs2023@u.northwestern.edu>,

Mondays @ 5 (Section 64) - Qi Song <QiSong2022@u.northwestern.edu>

Tuesdays @ 9 (Section 66) - Karlia Brown <karliabrown2016@u.northwestern.edu>

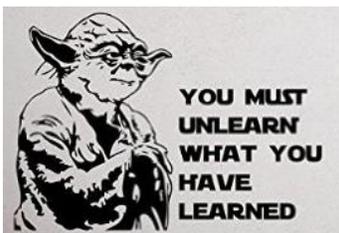
Tuesdays @ 4 (Section 67) - John Cataldi <JohnCataldi2022@u.northwestern.edu>

Tuesdays @ 4 (Section 68) - Nicholas Bascunan-Wiley <NicholasBascunan-Wiley2022@u.northwestern.edu>

COURSE DESCRIPTION: Sociology emerges from the hunch that social forces beyond our control (and often beyond our awareness) influence how we think, feel, and act. Sociologists have turned this philosophical speculation into a systematic approach to gathering data and testing theories about society (i.e. people living together in groups). Many of the fundamental aspects of our personal identities – our race, ethnicity, gender, tastes in music and food, etc. – are clearly more about how we are “nurtured” rather than our innate “nature.” Behaviors that may at first seem like deeply personal choices – suicide, academic achievement, college major – are shown by sociologists to be clearly affected by how we are raised and who we interact with. In a certain sense, people are like fish swimming in water they do not see – and in our case, the water is the influences of other people!!!

In this course, you will learn to think like a sociologist by examining how people “socially construct reality.” You will begin to hone your “sociological imagination” by examining the social nature of a number of issues and behaviors, many of which may at first appear to be the results of “human nature,” or strictly individual motives and personal choices. This is not to say that sociology is *right* and other explanations are *wrong*, or that individual choices don’t matter. Rather, sociology explains the social contexts in which choices are made, and, sometimes paradoxically, how individual choices recreate those social contexts (but sometimes challenge or change them). You are free to ponder and attempt to integrate these explanations with other forms of knowledge (biology, economics, etc.); but the main goal of this introductory course is to provide the strongest *sociological* explanation for many phenomena.

My job in this course is not to tell you what to think; but to help you to think better on your own. Keep in mind that “for every complex problem, there is an answer that is clear, simple, and wrong.” By stirring up the waters of easy and taken-for-granted explanations, and showing how our world is but one of many possible socially constructed realities, sociology often makes what is familiar seem strange, and what is strange seem more familiar. In so doing, sociology helps us to see the world more clearly and with greater empathy for others. I hope you enjoy the journey, and I am honored to be your guide this quarter!!!



Required course texts and technology:

- (1) Conley, Dalton. 2015. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist* (4th Edition). New York: W.W. Norton.

Available at reduced cost as an e-book or online rental

(<http://books.wwnorton.com/books/webad.aspx?id=4294989745>). There are many inexpensive used copies of the fourth and third editions at Amazon.com, etc.

- (2) Henslin, James (Editor). 2007. *Down to Earth Sociology: Introductory Readings* (14th Edition). New York: Free Press.

Many inexpensive used copies available online.

- (3) Student Response Devices (i.e. “clickers”). This handy device (or app) will record your lecture participation and help keep us engaged with the material through its interactive features. See “modules” page on Canvas for instructions.

Course requirements:

You are required to be familiar with this **syllabus**, and any announcements and updates during the quarter.

Readings include the Conley textbook, the Henslin reader, and a few readings linked through Canvas.

Lecture attendance is required and rewarded. Beginning in Week 2, your lecture participation will be gauged through your clicker usage. I will take your total participation across all lectures (i.e. non-attendance/non-participation is a zero; clicking on half of the queries in a lecture is 50%, etc.). All students with greater than 75% overall participation will be awarded a full 15% to their grades. That means, you can come to 75% of lectures and participate 100%, or come to 100% of lectures and participate 75% of the time. Students with below 75% participation will receive a proportion of that 15% as follows: 50-75% participation = 8% to grade; 25-50% = 4% to grade; below 25% = 0%. Responses to sensitive questions will be *anonymous* – it will record that you participated, but not the content.

Your **discussion section attendance** grade will be determined by your TAs.

There will be one in-class **mid-term**, covering material up to that point. We will have a **final** exam at the appointed time and place. The exam will be *cumulative* – that is, covering material from all ten weeks.

There is one written assignment. This is an **inductive exercise** in which you will have the opportunity to engage your sociological imagination through a brief field observation study. Details will be posted to Canvas.

Academic Integrity

The internet has changed the nature of academic misconduct and led to more “borderline cases.” Suspected violations of academic integrity will be reported to the Dean’s Office. For more information on

Northwestern's academic integrity policies, please see <http://www.weinberg.northwestern.edu/handbook/integrity/index.html>.

Grades will be determined as follows:

Exams

Midterm: 25%

Final: 30%

Written Assignments

Inductive Exercise: 15%

Participation

Section Participation: 15%

Lecture Participation: 15%

Decorum: Please be considerate at all times. Please turn off all cell phone ringers; do not talk during lecture, or check your cell phone, or IM/SMS during class. Sleeping, reading newspapers, wearing headphones, etc., are also impolite distractions. If your behavior is distracting, you will be asked to leave.

Laptops for note-taking are permitted. However, screens can be distracting to students sitting nearby. For this reason, you are kindly asked to sit toward the back of the room if you will be using a laptop. An exception will be made for designated note-takers for the course or those with a learning accommodation. Please refrain from browsing social media or watching videos while in class.

Lutkin is an old room and it is very easy to create distractions, especially by talking. Please do not carry on a conversation during lecture. I will hear you, and others will as well. It is only a fifty minute class – so, please wait until after class to chat with your friends. A few words is fine; but if you continue to chat, I may ask you to leave...

Behavior for exams: We reserve the right to refuse to seat late arrivals for exams, as this is distracting and potentially unethical if students have already finished and left. You will be instructed to put aside all materials, and to focus strictly on your exam.

Missing an exam will only be excused with a documented emergency. Students with excused absences will be given one opportunity for a scheduled make-up exam.

Additional Resources:

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Schedule of lectures and readings (subject to change if we get behind or ahead):

Week	Dates	Topics	Text (Conley)	Reader (Henslin)	Other Reading/Media (Canvas)	Important Due Dates
1	4/3	Welcome;	Ch. 1 Ch. 1	Ch. 8: Miner		
	4/4	The Sociological Imagination;				
	4/6	History of Sociology				
2	4/9	Theory & Methods;	Ch. 2	Ch. 7: Jacobs	PBS Newshour: Music vs. Noise	
	4/11	Sociology of Culture, I	Ch. 3			
	4/13	Sociology of Culture, II;	Ch. 3			
3	4/16	Socialization;	Ch. 4	Ch. 13: Davis	Ansari & Kleinenberg; Erickson: Social Networks	
	4/18	Social Interaction;	Ch. 5			
	4/20	Networks & Groups				
4	4/23	Deviance, I;	Ch. 6	Ch. 24: Henslin	NYT: Our Broken Economy	
	4/25	Deviance, II;	Ch. 6	Ch. 35: Higley		
	4/27	Stratification	Ch. 7			
5	4/30	Sex & Gender, I;	Ch. 8	Ch.14: Henslin		5/4 Midterm 1
	5/2	Midterm Review;				
	5/4	Midterm 1				
6	5/7	Sex & Gender, II;	Ch. 8	Ch. 15: Eder	NYT: Ban the Box; NPR: Zero- Tolerance Policies	
	5/9	Race, I;	Ch. 9	Ch. 6: Pager		
	5/11	Race, II	Ch. 9			
7	5/14	Poverty & Health;	Ch. 10-11	Ch. 28: Rosenhan	NPR: Genius Sperm; NYT: Who Gets to Graduate?	
	5/16	Education, I;	Ch. 13	Ch. 39: Gracey		
	5/18	Education, II	Ch. 13	Ch. 34: Morris & Grimes		
8	5/21	Authority &	Ch. 15	Ch. 42: Dyer		5/27 11:59pm Inductive Exercise
	5/23	The State;	Ch. 16	Ch. 43: Leidner		
	5/25	Religion; The Economy	Ch. 14	Ch. 19: Stinson		
9	5/28	Memorial Day (NO CLASS)	Ch. 17	Ch. 38: Davis		
	5/30	Science & the				
	6/1	Environment				
10	6/4	Social Change; Course Wrap-up	Ch. 18			

Final Exam on June 11th, 12:00-2:00 p.m.