

# SC001: Introduction to Sociology

Mondays, Wednesdays & Fridays 11am

Instructor: Kristen Drumme  
Email: [heimkr@bc.edu](mailto:heimkr@bc.edu)

Office: McGuinn 410  
Office Hours: Mondays & Wednesdays 12:00-1:00  
And by appointment

## Required Texts

- *Introduction to Sociology*. (Fifth Edition) Anthony Giddens, Mitchell Duneier & Richard Appelbaum, eds. New York: W. W. Norton & Company, Inc.
- *Classic Readings in Sociology*. (Fourth Edition) Eve L. Howard, ed. Belmont, CA: Thomson Wadsworth.

## Course Objective:

Throughout the semester, you will be introduced to theories and topics in the field of sociology. You will be asked, through personal reflection, participation in class discussions and a semester long group project, and the completion of written assignments, to apply these theories to issues that are integral in your own lives and the broader contemporary world. Through the examination of subjects relevant to all of our lives, you will be charged to gain a better deeper understanding of the world around you.

## Course Grading:

- |    |                            |               |
|----|----------------------------|---------------|
| 1. | 2 Individual Papers        | 20% Each      |
| 2. | 3 Group Assignments        | 10%, 10%, 20% |
| 3. | Group Presentation         | 10%           |
| 4. | Attendance & Participation | 10%           |

Coming to class is absolutely required, and will have a significant effect on your grade. After your first unexcused absence, each subsequent unexcused absence will result in a 2-point deduction in your final grade in the course. If you cannot stay awake through class, stay home. If you plan to miss class, email me in advance.

## The Core Curriculum:

This course explicitly examines the relationships between individuals and the societies in which they live. The notion of diversity is a central theme, with a specific focus on race, ethnicity, gender, and sexuality. We will examine the primary methodological issues in the social sciences both directly through reading about research methods, and indirectly through examining the methods used in all of the research we examine. We will examine the historical progression of the field, and gain historical perspective by looking at past and present cultures sociologically. There is a strong writing component, comprised of two 2 to 3-page individual assignments, and an 8 to 10-page midterm group paper. Finally, the course will aid and encourage you in the examination of your place in society, and the ways in which we can all work to improve our lives and our world.

### WEEK 1: *What is Sociology?*

What do sociologists do, and why do people choose a major in sociology? What can I expect to learn in this class, and in the field more generally?

- Monday, January 14<sup>th</sup>
- Wednesday, January 16<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 3-12
  - ✓ Howard #1. *The Promise of Sociology* by C. Wright Mills
  - ✓ Howard #2. *Invitation to Sociology* by Peter L. Berger
- Friday, January 18<sup>th</sup> – Group Work Day

### WEEKS 2 & 3: *Theory and Methods*

How do sociologists endeavor to understand the world around them, and past and present world cultures? What are the primary theoretical perspectives of sociologists, and what are their primary methodologies?

- Monday, January 21<sup>st</sup> – No Class (Martin Luther King Day)
- Wednesday, January 23<sup>rd</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 12-16
  - ✓ Howard #3. *Manifesto of the Communist Party* by Karl Marx & Friedrich Engels
- Friday, January 25<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 16-24
  
- Monday, January 28<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 29-46
- Wednesday, January 30<sup>th</sup>
  - ✓ Howard #15. *The Protestant Ethic and the Spirit of Capitalism* by Max Weber
- Friday, February 1<sup>st</sup> – Group Work Day

### WEEK4: *Socialization and Education*

What does sociology have to say about how each of us became who we are? How and through whom have I been socialized?

- Monday, February 4<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 87-96
- Wednesday, February 6<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 475-490
  - ✓ Howard #14. *Savage Inequalities* by Jonathan Kozol
- Friday, February 8<sup>th</sup> – *Wallet Exercise*

\*\*\* Friday, February 8<sup>th</sup>: GROUP ASSIGNMENT 1 DUE \*\*\*

### WEEK 5: *Inequality and Social Class*

Why is there inequality in the world? How does it come about according to the sociological imagination?

- Monday, February 11<sup>th</sup>
  - ✓ Howard # 13. *The Power Elite* by C. Wright Mills

- ✓ Giddens, Duneier & Appelbaum pp. 203-207 & 217-220
- Wednesday, February 13<sup>th</sup>
  - ✓ Howard #10. *The uses of Poverty: The Poor Pay All* by Herbert J. Gans
  - ✓ Giddens, Duneier & Appelbaum pp. 228-237
- Friday, February 15<sup>th</sup> – Group Work Day

#### WEEK 6: *Race and Ethnicity*

How can we use sociology to help us understand difference? Can we gain a better understanding of those whose lives are different from our own?

- Monday, February 18<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 315-321
- Wednesday, February 20<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 338-346
- Friday, February 22<sup>nd</sup>
  - ✓ Howard #11. *The Souls of Black Folk* by W.E.B. Du Bois

#### WEEK 7: *Gender and Sexuality*

How do difference and inequality intersect in this realm to define and confine individuals in particular roles? How do definitions of gender and sexuality differ across space and time?

- Monday, February 25<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 278-291 & 301-310
- Wednesday, February 27<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 562-573
- Friday, February 29<sup>th</sup> – Group Work Day

\*\*\* Friday, February 29<sup>th</sup>: INDIVIDUAL ASSIGNMENT 1 DUE (Grocery Store)

March 3<sup>rd</sup> – 7<sup>th</sup> – No Class (Spring Break)

#### WEEK 8: *Crime, Deviance, and Social Control*

Why do some individuals fail to live according to shared systems of norms and values? How do we understand their positions in society?

- Monday, March 10<sup>th</sup>
  - ✓ **Video: “Obedience”**
- Wednesday, March 12<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 167-175 & 182-196
- Friday, March 14<sup>th</sup>
  - ✓ Howard #9. *On Being Sane in Insane Places* by D. L. Rosenhahn

#### WEEK 9: *Organizations and Work*

How do social interactions come into play in structured organizations, including the workplace? How does our socialization affect our ability to perform in these settings?

- Monday, March 17<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 131-145 & 159-162
- Wednesday, March 19<sup>th</sup> – *Network Exercise*

- Friday, March 21<sup>st</sup> – No Class (Easter Weekend)

#### WEEKS 10 & 11: *Consumption and the Environment*

What do consumption and the environment have to do with sociology? How do we impact the physical world around us?

- Monday, March 24<sup>th</sup> – No Class (Easter Weekend)
- Wednesday, March 26<sup>th</sup>
  - ✓ From *The Consumer Society Reader*, Juliet B. Schor and Douglas B. Holt
    - *Introduction: Do Americans Consume Too Much?*
- Friday, March 28<sup>th</sup>
  - ✓ From *The Consumer Society Reader*, Juliet B. Schor and Douglas B. Holt
    - *Conspicuous Consumption* by Thorstein Veblen
    - *The Aesthetic Sense as the Sense of Distinction* by Pierre Bourdieu

\*\*\* Friday, March 28<sup>th</sup>: GROUP ASSIGNMENT 2 DUE

- Monday, March 31<sup>st</sup> – *Consumer Theory Debate*
- Wednesday, April 2<sup>nd</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 609-613
- Friday, April 4<sup>th</sup>
  - ✓ From *The Consumer Society Reader*, Juliet B. Schor and Douglas B. Holt
    - *The Coolhunt* by Malcolm Gladwell

#### WEEK 12: *Social Movements*

How do individuals come together to change the societies in which they live? What has been the course of change throughout history?

- Monday, April 7<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 391-406
- Wednesday, April 9<sup>th</sup>
  - ✓ From *From ACT UP to the WTO*, Benjamin Shepard and Ronald Hayduk, eds.
    - *Target Practice: Community Activism in a Global Era* by Lesley J. Wood and Kelly Moore
    - *Students, Sweatshops, and Local Power* by Joel Lefkowitz
- Friday, April 11<sup>th</sup> - Group Work Day

#### WEEK 13: *Globalization*

How does sociology understand the global world we currently live in? What might be the micro- and macro- consequences of the shift to a global society?

- Monday, April 14<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 622-634
- Wednesday, April 16<sup>th</sup>
  - ✓ Giddens, Duneier & Appelbaum pp. 245-252 & 259-269
- Friday, April 18<sup>th</sup> – Group Work Day

\*\*\* Friday, April 18<sup>th</sup>: GROUP ASSIGNMENT 3 DUE \*\*\*

## WEEKS 14 & 15: *Course Wrap-Up & Presentations*

- Monday, April 21<sup>st</sup> – No Class (Patriot's Day)
- Wednesday, April 23<sup>rd</sup>
- Friday, April 25<sup>th</sup> – Group Presentations
- Monday, April 28<sup>th</sup> – Group Presentations
- Wednesday, April 30<sup>th</sup> – Group Presentations

\*\*\* Friday, May 9<sup>th</sup>: INDIVIDUAL ASSIGNMENT 2 DUE \*\*\*

## **Academic Integrity**

### **Policy and Procedures**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

### **Standards**

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

**Cheating** is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- . the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- . fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- . falsification of papers, official records, or reports;
- . copying from another student's work;
- . actions that destroy or alter the work of another student;
- . unauthorized cooperation in completing assignments or during an examination;
- . the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- . submission of the same written work in more than one course without prior written approval from the instructors involved;
- . dishonesty in requests for make-up exams, for extensions of deadlines for submitting

papers, and in any other matter relating to a course.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Other breaches of academic integrity include:**

- . the misrepresentation of one's own or another's identity for academic purposes;
- . the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- . the sale of papers, essays, or research for fraudulent use;
- . the alteration or falsification of official University records;
- . the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- . the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- . the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- . the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- . the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

**Collusion** is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.