SOCY100102, Introductory Sociology, 3 credits
Boston College Summer Session 2018
Summer 1, May 15- June 21
Tu / Th , 10:30 am to 1:45 pm

Instructor Name: Maheen Haider
BC E-mail: haider@bc.edu
Phone Number: ---
Office: McGuinn 410c
Office Hours: Tuesdays 2:00 – 400 pm

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course conveys a sense of the history of sociology and introduces students to the most essential concepts, ideas, theories, and methods of the discipline. Special topics may include interaction in everyday life, sociology of the family, gender roles, race and ethnic relations, and the sociology of work, among others. We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history.

Textbooks & Readings (Required)
All the required readings are available online on canvas:

- Chapter 2: The invention of Race, Desmonayd & Emirbayer.
- Chapter 1: Race in the 21st century. Desmonayd & Emirbayer.
• Chapter 1 Ethnicity in Racial Formation in the United States Michael Omi (Author), Howard Winant (Author)


• Chapter 4: The theory of racial formation in Racial Formation in the United States Michael Omi (Author), Howard Winant (Author)

• Patricia Hill Collins It’s All In the Family: Intersections of Gender, Race, and Nation Volume 13, Issue 3, pages 62–82, August 1998

• Patricia Hill Collins: Intersecting Oppressions


• Blumer : Society as Symbolic interaction page 78 to 89 Perspective and methods


• Chapter 2 Who they are and why they come pg 12 – pg 36 Portes and Rumbaut 2006 Immigrant America 3rd Edition


• Waters 2010. Segmented assimilation revisited: types of acculturation and socioeconomic mobility in young adulthood.


• Victor Nee and Hilary Hollbrow. 2013. “Why Asian Americans are Becoming Mainstream” Daedalus 142 (3) Summer pp. 65-


Textbooks & Readings (Recommended)
All the recommended readings are available on line on canvas:

• Chapter 2 The New Racism: The US Racial structure since the 1960’s in Racism without Racists; Eduardo Bonilla-Silva- 2014
Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more—all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click here.

All the readings are available online on canvas under the tab “library resources”. Please make sure to check the canvas page regularly; it will be a key part of engaging with class material.

Course Objectives

“The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of variety of individuals. It enables him to take into account how individuals, in the welter of their daily experience, often become falsely conscious of their social positions” Mills (1959)

Mills Sociological Imagination will provide the theoretical framework for exploring the perennial questions of personal identity and how social processes by which we, as individuals, making meaning are structured by race, gender, age, and class. Many of the examples of the intersection of these structures will focus on immigrant experiences as, with immigrants, we see the construction and reconstruction of identity as it unfolds. We will be looking at the following questions: Why is it that our very identities are in conflict with each other? Who are Us vs. Them? Why is it that we are divided into groups by race, class, gender, sexuality, and religion? How do societies transform and politicize these racial and religious divides? Why do we have these simultaneous contradictions at the core of American politics today?

The course has three thematic sections. In the first section, we will explore the historical relevance of the concept of race, class, and gender and analyze the social location of racial and religious identities. The second part of the course will deal with the issues of immigration and we will look at the contemporary changes in the American mainstream and the transformation of the immigrant identity. The last part of the course will look at the power of visual media. I will explore the question of how visual media informs our understanding of the world today and how we make meaning of stereotypes around gender, sexuality, race, ethnicity, and religion.

At the end of the three sections an exam, class presentations, and an essay paper respectively will be used to measure student learning. Students will be tested on their understanding of the concepts covered in each section. This will help assess their overall analytical writing capabilities, presentation skills, and evaluate their critical thinking across sociological fronts.

The purpose of the course is to challenge students and enable them to see the world through a sociological lens. This course will enable you to delve deeper into the complexity of the world social order. We will critically examine our own racial/class/social position in society. I hope that the students are able to identify the visible and invisible oppressed identities and become part of a process that enables an optimistic transformation of a chaotic state of the world that we live in today.
This is a reading and participation intensive course. Class discussions are valuable for understanding sociological concepts. It is critical that as students acquire a sociological mindset, they are able to share their viewpoints respectfully while engaging in class discussions. My goal is that students are able to apply a sociological framework to comprehend and relay social issues both inside and outside of the classroom. All readings are available on canvas and I expect the students to come to class having done the readings for the day. This practice will help them understand the lectures better. It will also enable the students to use their sociological imagination and relate it to their everyday life.

Grading:

Attendance and participation is 20% of your grade so please come prepared to discuss the current political climate in light of the readings. If you are more than 5 minute late, I will mark you as absent so please be in class on time.

First exam will be 25% of your grade.
Class Presentations will be 25% of your grade
Final paper will be 30% of your grade.

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67)
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Deadlines and Late Work

First Class exam: May 31st
Class Presentations: June 12th
Final Paper: June 26th

Please make sure to refer to the grading section for each assessment mentioned above. Late submissions will be heavily penalized and 20% of your grade will be deducted with each passing day. Please make sure to talk to me about any later work.

Course Assignments

This is a reading intensive course, so we will be doing lots of class discussions. Please make sure to do the readings before coming to class. There will be an exam after each section. It is expected that you will spend 8 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Course Schedule

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<td>May 29</td>
<td>Symbolic Interaction and Identity</td>
<td>Stryker, Sheldon. 2008. “From Mead to a Structural Symbolic”</td>
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**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).
Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Attendance and participation is 20% of your grade so please come prepared to discuss the current political climate in light of the readings. If you are more than 5 minute late, I will mark you as absent so please be in class on time.

Since attendance is compulsory and integral to your grade. If you miss class a doctor, school administrator, or other certified official must verify an absence in order for it to be excused. Notes from parents or legal guardians will not be accepted. Please make sure to discuss the reason for your absence with me.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/sites/accessibility) for more information.