**Introduction to Sociology (SOCI 001, Sections 201-208)**

**University of Pennsylvania**

**Fall 2011**

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Office hours: Wednesdays, 3:30 to 5:30 p.m. and by appointment

**Teaching Assistants:**

Ms. Yi-Lin Chiang, Office hours Mondays 12:00 to 2p.m., McNeil 508, [yilinc@sas.upenn.edu](mailto:yilinc@sas.upenn.edu)

Mr. Frank Prior, Office hours Thurdays 1:00 to 3:00 p.m. McNeil 353A, [fprior@sas.upenn.edu](mailto:fprior@sas.upenn.edu)

Ms. Sarah Spell, Office hours Mondays 2:00 to 4:00 p.m., McNeil 119, [sspell@sas.upenn.edu](mailto:sspell@sas.upenn.edu)

Ms. Hyejeong Jo, Office Hours Fridays 2:00 to 4:00 p.m., McNeil 121, [hyejeong@sas.upenn.edu](mailto:hyejeong@sas.upenn.edu)

You are invited to go to the office hours for any instructor in the course.

**Required readings:**

The books are on sale at HOUSE OF OUR OWN, 3920 Spruce Street. Phone: 215 222-1576.

Henslin, James. *Down-to-Earth Sociology,* 14th edition, New York: The Free Press.

Hochschild, Arlie, *The Second Shift*, New York; Viking.

Pager, Devah. *Marked*. Chicago: University of Chicago Press.

Lareau, Annette, Unequal *Childhoods,* 2nd Edition. Berkeley: University of California.

Also, you are required to print out your 6 to 8 articles for your research article. (Printing out the articles is time-consuming; it is a non-trivial expense. It will cost as much as a paperback book). Unfortunately, we need to have you submit hard copies of the articles; it is the best way for us to assess the quality of the evidence in your paper. Thank you for understanding.

There also are additional readings posted on Blackboard under each week. Here is the login for Blackboard:

<https://courseweb.library.upenn.edu/>

In addition, you strongly encouraged to read at least one article per day in *The New York Times Newspaper* to apply the concepts of sociology to daily life. You may read it on-line. *The New York Times,* however, does offer an attractive student discount.

**Goals for the semester**

* You will learn about the power of the social context to shape the behavior of individuals.
* You will learn about sociological research on following question: How much opportunity is there in American society for children whose parents are not middle class?
* You will develop your social science research skills by conducting library research on a topic of interest to you.
* You will help to develop your analytic skills so that you can critically evaluate the strengths and weaknesses of an intellectual position. You will work to synthesize a variety of research evidence to support a coherent intellectual position.

**Course requirements:**

* Midterm
* Final (comprehensive with more emphasis on the period since the midterm)
* Research paper (i.e., six to seven pages in length) on a sociological question of your choice
* Five exercises to apply the concepts to daily life
* Preparation for recitation and participation in recitation

These course requirements will contribute to your final grade in the following fashion:

Midterm: 30%

Final: 34%

Research Paper: 20%

Recitation:

Exercises: 6%

Recitation preparation and participation: 10%

You may earn up to 1000 points in this class.

In addition, of course, it is expected that you will complete all of the reading *before* recitation and attend every recitation. (We do not expect you to complete the reading before section in the first week of class; all you need to do before your recitation is to look at the Zimbardo slide show. If possible, please read the Zimbardo chapter on Blackboard).

Your research paper as well as all of your exercises must be printed out in hard copy and given to the teaching assistant. I am sorry, but given the large number of students, we cannot accept email assignments. Exercises may be handed in early to the teaching assistant.

**Exercises:**

The exercises are intended to help bring the concepts of the course to life. The exercises normally will not take a large amount of time to complete. Usually you will write one or two paragraphs summarizing what you learned from the exercise. There are five exercises:

1. Break a norm exercise (12 points) Due week 2 (Tuesday sections Sept 20th)
2. Gender Division of Labor exercise (12 points) Due week 5 (Tuesday sections Oct 4th)
3. Inequality in Neighborhoods: An Observational Exercise (12 points) Due week 8 (Tuesday sections Nov 1st)
4. Give feedback to a classmate (12 points) Due week 10 (Tuesday sections Nov. 15th)
5. Social origins and the ability to buy a home (12 points) Due week 13 (Tuesday sections Dec 6th)

They are posted under “Course content” and then “Exercises” under Blackboard. As a courtesy, we are distributing your first exercise. (It is due in the second week). It is your responsibility to download the remaining exercises.

**Research Paper:**

In the class, you will have an opportunity to investigate a sociological question of your choice. It is our hope that you will find this class assignment to be interesting. For example, you might look at if gender has an impact on a specific outcome (e.g., depression, income, commitment to romance, marital satisfaction, sexual satisfaction, or so forth). You could examine if race or class has an impact on an important area of life. You might examine a topic of interest to you in religion, political participation, or education. You could examine if divorce has a negative impact on children. Your paper should be six to seven pages in length (i.e., double-spaced with 1-inch margins). A social science research paper does have a different set of expectations than a research paper in the humanities. More information about the paper will be posted on Blackboard under Course Content in a few weeks. In addition, we will discuss the paper in recitations.

Choose a question that is of interest to you!

**Academic integrity:**

Please familiarize yourself with Penn’s Code of Academic Integrity, <http://www.vpul.upenn.edu/osl/acadint.html>, which applies to this course. It goes without saying that I do not anticipate any problems with academic integrity. In the unlikely event that any concerns do arise on this score, I will forward all related materials to Penn’s Office of Student Conduct, <http://www.upenn.edu/osc/index.html>, for an impartial adjudication.

**Penn Resources:**

We are blessed to have many resources at Penn. The Weingarten Learning Resource Center has a number of valuable handouts on-line about how to improve your studying and test preparation. There are instructors with whom you may schedule a (free) appointment. Their email is: <http://www.vpul.upenn.edu/lrc/lr/>

The library also has many valuable on-line guidelines to help you in doing the research and writing for your paper. You may also schedule an appointment with a reference librarian. The student disability center is also housed in Weingarten: <http://www.college.upenn.edu/support/sds.php>

Penn also has a writing center. Here is the link: <http://writing.upenn.edu/critical/help/>. Students may schedule (free) appointments to get help from a trained tutor with the writing process.

**Policy on laptops and electronic devices:**

Recent research, including from Stanford University, demonstrates that multi-tasking reduces cognitive functioning. (See the article from Stanford University posted in Week 1 readings. It is not required reading). In addition, learning is not simply about memorization, but it is about actively analyzing, questioning, and assessing the ideas and evidence presented in lecture. Most importantly, when students use electronic devices in a classroom (i.e., to do email or browse Facebook) it is distracting to other students. Due to these factors, as well as additional factors, this class joins other university courses in having a policy of no electronic devices being permitted in lecture or recitation.

**Here is the reading schedule:**

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| ***Week*** | ***Reading assignment for Monday class*** | ***Reading assignment for Wednesday class*** |
| Week 1 Sept 5  **Part I: The Individual and Society** | No class | Henslin 27: “Pathology”  Henslin: 13 “Extreme Isolation”  Henslin 3: “The Sociological Imagination”  Henslin 2: “Overview” |
| Week 2 Sept 12 | Henslin: 23 “If Hitler”  Henslin 24 “Eating”  Henslin: 28 “ Being Sane”  BB: Cooley: Looking glass Self | BB: Emile Durkheim, *Suicide,* pp. 208-215; 217-222; 241-254.  BB: Current suicide statistics  EXERCISE 1 DUE IN RECITATION |
| Week 3 Sept 19  **Part II: Gender: How Much Inequality Persists?** | BB: England article on hooking up  BB: Bogle Chapter | BB: Finish Bogle  Henslin: 12 “Presentation of Self”  BB: Biological determinants of behavior |
| Week 4 Sept 26 | BB: England and Kefalas *Promises I can keep* 1-41 | *Second Shift*: chapters 1, 2, 3, and middle of 4 pp 1-50 (which stops mid-chapter on the Holts, will finish next week) |
| Week 5 Oct 3 | BB: Leidner  *Second Shift*: end of Chapter 4, and 5, 6, 8 | BB: Article on Chores Wars  BB: Statistics on gender and work, wage gap  *Second Shift*: 10,12, 13  EXERCISE 2 DUE IN RECITATION |
| Week 6 Oct 10 | No class fall break  No reading! | BB: West and Zimmerman  Henslin 16 Thorne and Luria  BB: Kane |
| Week 7 Oct 17  **Part III: Social Context and Behavior: The Case of Race** | Henslin: 41 Hunt  Henslin: 15 Eder  BB: Martin  BB: Janny Scott | Midterm  BB: Steinbugler 1 and 2 |
| Week 8 Oct 24 | BB: Oliver and Shapiro  BB: Western  Steinbugler 4  BB: Inter-racial fact sheet | *Marked*: Chapters 1,2  EXERCISE 3 DUE IN RECITATION |
| Week 9 Oct 31 | *Marked*: 3  BB: Charles “Won’t You Be” | *Marked*: 4, 5  BB: Alice Goffman article |
| Week 10 Nov 7 | Marked: 6, 7  BB: Prof. Gates arrested ( newspaper articles) | Marked: 8  BB: Joblessness reading  EXERCISE 4 DUE IN RECITATION |
| Week 11 Nov 14  **Part IV: Social Origins and Social Destinations** | BB: Kingston *Classless Society* | BB: Dalton Conley *Pecking Order*  BB: Beller and Hout |
| Week 12 Nov 21 | *Unequal Childhoods:* 1, 2, 3 (to page 50)  BB: Hart and Risley table | **Paper due**  *Unequal Childhoods*: rest of 3 and 4, 5, |
| Week 13 Nov 28 | *Unequal Childhoods:* 6 and most of 7  BB: *Limbo* | *Unequal Childhood: rest of 7 and 8, 9*  BB: Race gap in achievement  EXERCISE 5 DUE IN RECITATION |
| Week 14 Dec 5 | *Unequal Childhoods*: 10, 11, 12  BB: Moffitt et al. Childhood self-control predicts health, wealth, and safety | *Unequal Childhoods*: 13, 15, Afterword |
|  |  | Final December 21st noon to 2pm |

Welcome to our class!