

Kingsborough Community College, CUNY  
Sociology 31 (Section 22)  
**Introduction to Sociology**  
Spring 2015

Professor: Orit Hirsh  
Email: [orit.hirsh@kbcc.cuny.edu](mailto:orit.hirsh@kbcc.cuny.edu)  
Phone: 718-368-4780  
Office: L-710  
Office Hours: By appointment only

**Class Meetings:** Tu. We. Th. 8:00 AM - 9:00AM  
03/04/2015 - 06/03/2015

**Classroom:** T-4 T4215

**Class Website:** <http://orithirsh.weebly.com/index.html>

### Course Description

The social dimensions of human existence with stress on social structure and culture as governing factors in the lives of individuals with an introduction to basic concepts of sociology, major theoretical positions, and research methods. Meets the needs of students who want an introduction to the field as well as those who wish to undertake further study.

**This course receives one Civic Engagement credit. 3 credit hours.**

**Required Texts:** **Our Social World, Condensed Version** Author: Ballantine, Publisher (2<sup>nd</sup> or 3<sup>rd</sup> Edition), Sage Publishers

### Learning Outcomes:

After passing SOC 31, the student will be able to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. This course will apply sociological frames of reference to the development of critical community and civic engagement.
- Examine how an individual's place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

### Civic Engagement Competencies:

*Civic Knowledge:* Demonstrates understanding of how a dominant perspective shapes social authority and patterns of power.

*Social Responsibility:* Demonstrates understanding of the importance and/or lack of importance for individuals and organizations to behave ethically and with due sensitivity toward social, cultural, economic and environmental issues.

## Course Requirements

Honest effort, enthusiastic curiosity, and work reflective of thoughtful and thorough familiarity with readings and course material will be expected. Close and attentive reading of all course texts **prior to** the day they will be discussed (as indicated in the syllabus) is both essential to and required for your successful learning in this class.

### *Attendance and Participation:*

Regular attendance and active participation in class are each vital to your successful learning. They will also make the course more interesting for all of us. Please plan to attend every class and to be on time. Class will begin promptly at **8:00am**. **Please be on time out of respect for me and your fellow classmates.**

Class participation is required. This is not a lecture class but primarily a discussion seminar based on your careful reading and preparation for class. **I expect everyone to participate actively in class discussion and for you to work with me to create an environment where everyone can safely and comfortably express their views.** Additionally, I encourage you to talk with me about class materials during office hours, send related information to the class via **Class Blog** posted on our class website or **Blackboard**, and otherwise creatively engage with the course material. I conceive of class participation broadly and will provide a variety of opportunities to facilitate your engagement in this class.

### *Written Assignments:*

There will be **2 exams** during the semester and one **final exam**. The exams will be a mixture of multiple choice, true/false, fill-in-the-blanks. You will be tested on materials from the text book, and from lecture. As we will not be going over every detail of the readings during class, and lectures will cover concepts that are not included in the textbook, it is imperative that you do the Reading AND come to class in order to do well on the exams.

Throughout the semester you will also be asked to complete 2 part writing assignments where you will be asked to observe and analyze social behavior in the context of what you've read on the textbook and topics we have discussed in class.

### **Course Breakdown**

**Exam 1 – 20% of final grade.**

**Exam 2 – 20% of final grade.**

**Final Exam – 20% of final grade.**

**Assignment part 1 – 20% of final grade**

**Assignment part 2 - 20% of your final grade**

### **Attendance –More than 6 absences (6 class hours) may result in an automatic F.**

Attendance is taken promptly at the beginning of class. Do not come late or leave early. **You are allowed six absences for this course to use for any reason, including illness.** These are for emergencies only! You are expected to be in class every day! **If you reach seven missed classes, you will receive a WU for this course.** Please do not let this happen!

You are responsible for all information presented in class, as well as any announcements or changes that may be made *whether you are present or not*. If you miss class for any reason, you need to inform me beforehand and it is your responsibility to get notes and announcements from a fellow classmate.

Late assignments will be penalized for each 24 hours after the due date that the assignment is turned in. After one week, late assignments may not be accepted. Please feel free to discuss any problems with me as they arise.

You are expected to be familiar with and to follow the KCC policies on academic integrity. As noted in the KCC Student Handbook “academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of Academic Dishonesty include cheating, plagiarism, obtaining unfair advantage, and falsification of records.”

If you are a student with a documented disability in need of an accommodation, see me as soon as possible. If you have questions about documenting a disability or requesting an accommodation, contact Access-Ability Services at (718) 368-5175 or visit D205. Accommodation requires documentation and cannot be granted retroactively.

### Course Outline

(Changes are possible. Syllabus and all changes will be posted on class website)

**Bold page numbers are for the 2<sup>nd</sup> edition of the text, *italics page numbers are for the 3<sup>rd</sup> ed.***

### Sociological Imagination: How to Think Like a Sociologist

3/4 Syllabus and Course Introduction

3/5 What is Sociology?  
**Read: pages 2-29 / 2-27**

3/10 Development of Sociology as a Social Science  
**Read: pages 43-52 / 39-52**  
**Provocative Looks: Gang Appearance and Dress Codes in an Inner-City Alternative School**  
(<http://eth.sagepub.com/content/4/3/421.full.pdf+html?ijkey=d7bCFgO2s.AH2&keytype=ref&siteid=speth>)

3/11 Doing Sociology  
**Read: Where Are the Leaders? Music, Culture, and Contemporary Feminism**  
(<http://www.sagepub.com/oswcondensed/study/articles/01/Reger.pdf>)

3/12 Sociological Research Methods  
**Read: pages 30-42 / 28-39**

3/17 Sociological Research Methods  
**Read: pages 53-55 / 53-55**  
**Is Hooking Up Bad for Young Women?**  
(<http://contexts.org/articles/summer-2010/is-hooking-up-bad-for-young-women/>)

3/18 Sociological Research Methods  
**Reread: pages 42-43 / 39 Ethical Issues in Social Research**

- 3/19 Culture  
**Read: pages 57-90 / 56-87**  
**Domestic Dinner: Representations and Practices of a Proper Meal among Young Suburban Mothers**  
(<http://joc.sagepub.com/content/6/2/203.full.pdf+html?ijkey=ExANH8vWLSS72&keytype=ref&siteid=spjoc>)
- 3/24 Socialization  
**Read: pages 92-114 / 88-110**  
**The Hearts of Boys** (<http://contexts.org/articles/winter-2013/the-hearts-of-boys/>)
- 3/25 Culture and Socialization
- 3/26 Social Structures  
**Read: pages 116-132 / 112-128**
- 3/31 Social Structures  
**Read: pages 133-143 / 129-138**
- 4/1 Social Structures  
**Project #1 Due**
- 4/2 Deviance and Social Control  
**Read: pages 144-159 / 140-153**  
**Rethinking Crime and Immigration**  
(<http://contexts.org/articles/winter-2008/sampson/>)
- 4/14 Deviance and Social Control  
**Read: pages 160-176 / 154-170**
- 4/14 Deviance and Social Control (REVIEW)  
**Read: pages 160-176 / 154-170**
- 4/16 **MIDTERM EXAM**
- Social Inequalities**
- 4/21 Social Class  
**Read: pages 177-196 / 171-185**
- 4/22 Social Class  
**Read: pages 197-211 / 186-207**  
**How The Wealthiest of America's Rich Make Their Money**  
([http://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_basic\\_facts\\_hicks\\_on\\_the\\_very\\_rich.pdf](http://www.scholarsstrategynetwork.org/sites/default/files/ssn_basic_facts_hicks_on_the_very_rich.pdf))
- 4/23 Social Class **Class meets on Wednesday, 4/22 Follows Monday Schedule**
- 4/28 Race **Read: pages 212-221 / 208-230**

- 4/29 Race/Ethnicity  
Read: pages 222-245 / 231-241
- 4/30 Race/Ethnicity  
Explaining and Eliminating Racial Profiling (<http://contexts.org/articles/spring-2009/explaining-and-eliminating-racial-profiling/>)  
On the Run: Wanted Men in a Philadelphia Ghetto  
([http://www.ssc.wisc.edu/soc/faculty/docs/goffman/Goffman\\_ASR\\_09.pdf](http://www.ssc.wisc.edu/soc/faculty/docs/goffman/Goffman_ASR_09.pdf))
- 5/5 Race/Ethnicity  
Ferguson, Social Justice, and the Role of Community Colleges  
([http://www.huffingtonpost.com/david-j-smith/ferguson-social-justice-a\\_b\\_5902296.html](http://www.huffingtonpost.com/david-j-smith/ferguson-social-justice-a_b_5902296.html))
- 5/6 Gender  
Read: pages 246-260 / 242-257
- 5/7 Gender  
Read: pages 261-270 / 258-268  
How Gender Inequality Persists in the Modern World  
([http://www.scholarsstrategynetwork.org/sites/default/files/ssn\\_key\\_findings\\_ridgeway\\_on\\_modern\\_gender\\_inequality\\_1.pdf](http://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_ridgeway_on_modern_gender_inequality_1.pdf))
- 5/12 Sexuality  
Read: pages 271-276 / 269-276  
No one is Born Gay (or Straight)  
(<http://socialinqueery.com/2013/03/18/no-one-is-born-gay-or-straight-here-are-5-reasons-why/>)  
We're a Culture, Not a Costume  
(<http://www.sociologyinfocus.com/2012/10/29/were-a-culture-not-a-costume/>)

## Social Institutions

- 5/13 Family  
Read: pages 277-293 / 277-294  
Social Class and the Daily Lives of Children: A Study from the United States  
(<http://chd.sagepub.com/content/7/2/155.full.pdf+html?ijkey=2rFfVB3Z7OWOc&keytype=ref&siteid=spchd>)
- 5/14 Family  
Read: pages 293-299 / 294-300
- 5/19 Family  
Read: pages 300-312 / 301-309  
How Not to Study Families  
(<http://socialinqueery.com/2012/06/19/how-not-to-study-families/>)
- 5/20 Education  
Read: pages 314-329 / 310-323

- 5/21 Education  
Read: pages 331-340 / 324-330
- 5/26 Education  
Read: The Education Assembly Line  
(<http://contexts.org/articles/fall-2012/the-education-assembly-line/>)  
**Assignment Part #2 Due**
- 5/27 Health  
Read: pages 403-437 / 393-426  
The Vigil: Religion and the Search for Control in the Hospital Waiting Room  
(<http://hpq.sagepub.com/cgi/reprint/4/3/327?ijkey=cUISQ/Qpkk2h.&keytype=r ef&siteid=sphpq>)
- 5/28 Religion  
Read: pages 341-365 / 333-357

### Social Change

- 6/2 Social Movements  
Read: pages 438-456 / 428-440
- 6/3 Social Movements  
Read: pages 456-468 / 441-457
- 6/4 Projects Presentations/Final Review

## FINAL EXAM DURING SCHEDULED EXAM PERIOD

### Course Evaluation Criteria

At the end of the course, each student is assigned a final grade as follows:

Grade	Percent Range
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	59 & below