

**Georgetown University**  
**Sociology 001-10 – Introduction to Sociology**

Summer 2020 (June 1 – July 3)

Class meets Monday – Thursday; 10:45am to 12:45 pm – Reiss 283

**Instructor:** Gaurav J. Pathania, Ph.D. [[gp540@georgetown.edu](mailto:gp540@georgetown.edu) ]

**Office Hours:** Tuesday and Thursday 1pm – 2pm; and by appointment

**COURSE DESCRIPTION**

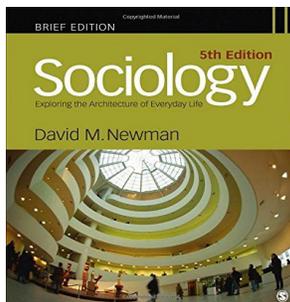
We live in an increasingly complex world today. To what extent are things that seem natural socially constructed? Does the individual matter? Can sociology make our lives better? In this course we will learn the introduction to the development of sociology as a discipline, its methodologies and theories. Students will explore how sociology can help us understand contemporary globalized society, family, culture, identities, socialization, education, inequality, social change and social mobility. The focus of the course will be on the Sociological Imagination, everyday experiences of race & ethnicity, gender, global inequalities and social movements (civil rights, feminism and gay rights, digital activism), and democracy.

**LEARNING GOALS:** foster imaginations that envision a more just society

- To develop sociological skills of analysis of social phenomena
- To understand the applied aspect of sociological concepts to real life conditions
- To think sociologically of social issues of importance
- To begin to analyze quantitative and qualitative data
- To imagine a socially just society through studies of sociological theories

**REQUIRED TEXTS**

- Newman, David M. 2019. *Sociology: Exploring the Architecture of Everyday Life*. Brief Edition, 5<sup>th</sup> ed. Los Angeles, CA: Sage.



- Occasional handouts, articles from *Contexts* journal, and other items posted to Canvas

## **CLASS POLICIES**

1. **Attend class.** This is part of being a 'self-regulating' student.
  - a. There is a demonstrated positive relationship between classroom involvement and grades!
  - b. Attendance will be taken regularly; you are responsible for ensuring that your name has been included in the daily attendance.
  - c. Excessive absences (10%—excused or unexcused) may lead to a lowered grade.
  
2. **Engage with the class.** You must eliminate distractions in order to do this.
  - a. Do this by reading, thinking, writing, and speaking.
  - b. Working on other courses during class will result in an absence
  - c. Using electronic devices during class will result in an absence.
  - d. Habitual lack of preparedness will be considered when final grades are computed.
  - e. Overall, attendance and your contributions to the class make up 10% of your grade.
  
3. **Complete your work on time.** I will provide deadlines for your assignments.
  - a. Make sure you are set up for **printing** (and stapling) or electronic submission of your written assignments before they are due.
  
4. Demonstrate **academic integrity** (see the University's policy below).
  
5. **Take notes using paper and a pen/pencil.** Computer laptops are not allowed during regular class sessions unless there is an assignment or activity that requires them. Again, phones or any other device are also not allowed during class. Any other exceptions to this policy will be announced in advance.

☒ Please put your phones on *silent* (not vibrate), and keep them put away during class (and this will demonstrate that you are a self-regulating student).

### **GEORGETOWN UNIVERSITY'S ACADEMIC HONOR SYSTEM**

Standards of academic integrity are set forth in the University's **Honor Code**, and all students are bound by the Honor Code. In other words, you must *do your own work*, use proper citations when necessary, and not give or receive inappropriate assistance. By registering, you have acknowledged your awareness of the Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. You may review a copy of GU's Honor Code at: <http://scs.georgetown.edu/academic-affairs/honor-code>.

Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken should such violations occur. For example, cheating, plagiarism, recycling of one's own or another's paper are considered violations of the Code and will have serious consequences for your standing at the University.

### **POLICY ON INSTRUCTIONAL CONTINUITY**

The following policy is for maintaining instructional activities during unforeseen campus disruptions:

*Instructional activities will be maintained during any University "closure." In the possibility of an interruption of face-to-face instruction, instructional continuity will take place via online and/or out-of-class assignments. During a campus closure, all course members must honor the regular class schedule. Students must remain available for synchronous distance instruction.*

### **ASSIGNMENTS AND EXAMINATIONS**

In this course you are expected to complete all assigned work. Weekly quizzes and the final exam will cover readings, lectures, written assignments/homework, video segments, class exercises, and discussions. They will include multiple choice and essay questions. The final exam will have some cumulative content. To enhance academic integrity, all students are expected to remain in the classroom during examinations. In the event of a documented emergency, make-up exams will be held after the last week of the course and will contain all essay questions.

**No extensions will be granted without prior proper documentation.** Therefore, you should email me or provide a hard copy of your reason for missing a quiz or test, for example. Without this documentation, graded work will be penalized accordingly.

### **GRADING**

Assignments	30%
• Project #1 [Eating Establishments] (15%)	
• Project #2 [Country Comparison] (15%)	
Weekly Quizzes (4 at 10%)	40%
Final Exam	20%
<u>Attendance/ Contributions/ Homework</u>	<u>10%</u>
Total	100 points

### GRADING STANDARDS

Evaluation of each student's performance in this course will be guided by the following criteria:

**A = Excellent** work in fulfillment of all course requirements with constant improvement and superb quality.

**B = Very Good** work in fulfillment of all course requirements with some improvement during the semester.

**C = Satisfactory** work in fulfillment of all course requirements and little improvement during the semester.

**D =** Assigned work is Not Satisfactory or not completed.

**F = Unsatisfactory** work and failure to meet minimum course goals and requirements.

- ☐ A letter grade will be assigned for each of the grading components, using the University's standard grading system (A, A-, B+, etc.). The final grade will be weighted as per the percentage distribution given above.
- ☐ Papers and written answers are evaluated on the basis of comprehensiveness and precision, effective and persuasive argument, organization, evidence of editing, and use of (reference to) course materials.
- ☐ All papers should include full citations, in proper academic format of all sources used and consulted.
- ☐ Written work submitted after the deadline will not be accepted and the grade F will be entered for that particular assignment. Papers may not be rewritten or resubmitted for extra credit.
- ☐ No Incomplete Grade will be given for this course except in cases of **documented** reasons of health or emergency beyond the student's control.

#### ***Some Helpful Tips Regarding Earning Grades***

1) If you are having trouble in this course, please come and see me sooner rather than later (it's one reason I have office hours). *Sooner*: there is a chance we can work together to make things better. *Later*: there is an excellent chance that you will be stuck with a lower grade than you would like.

2) Please do **\*\*NOT\*\*** ask me to "give" you a higher grade than you earned because: a) you are on academic probation; b) you need it to maintain a scholarship; c) you have any other special circumstance; d) you have never before gotten a grade below an A in any of your classes. I do

not *give* grades; rather, you earn the grade you receive. Remember, those grades were not plucked out of thin air. And I did not *give* you that grade – you *earned* it!

3) One last note on grades: Focus less on your grade and more on learning! This way, you will experience less stress, enjoy the course more, and probably learn more while you're at it.

#### **GUIDELINES FOR THE ASSIGNMENTS**

Written assignments will be evaluated according to the following criteria: (1) organization, (2) logic and coherence, (3) clarity and effectiveness in presentation, (4) thoroughness, (5) thoughtfulness, and (6) originality.

All papers and assignments are to be **formatted** according to the following:

Margins (top, bottom, and sides) are to be 1"	Page numbers
Font size is 11-12 pt.	Stapled
Double-spaced (unless specified)	Bibliography (required)

Again, typed assignments should adhere to the formatting requirements above. Guidelines stipulating page length and due dates will be provided for each assignment. Make sure you consult your notes and the texts before doing the assignments as they deal with a particular topic in the course. I expect your assignments to show how you understand the sociological concepts being studied and can apply them in each project.

#### **THE WRITING CENTER**

If you would like some guidance on tackling your writing assignments, I strongly encourage you to visit the **Writing Center** [in Lauinger Library 217A]. Check the website for the Writing Center's summer hours (Monday to Thursday) and to schedule an appointment.

"The Writing Center offers assistance in topic development, general organization, guidance on paper revisions, and specific or recurring structural problems with writing. Consultants are not trained to proofread papers for grammar or spelling errors, but rather to help individuals improve their own critical thinking, revision, and editing skills."

**Visit [writingcenter.georgetown.edu](http://writingcenter.georgetown.edu) for more information.**

## **COURSE SCHEDULE**

**Please bring the relevant books (and syllabus) to class.** *Everyone* is expected to be an active class participant (and it counts toward your 10%)! The class sessions will consist of lectures, group exercises and discussions, and occasional films to maximize various ways of learning. Classes will not be a regular summary of the readings; this means that you are to be prepared by doing the readings before class. There could be random and unannounced in-class writing.

### **Reminder:**

**Any student using unauthorized electronic devices during class will be marked absent.**

<b>Week 1: June 1 to June 4</b>
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### **Monday, June 1**

- Welcome to the class! Discussion of course requirements, expectations, and assignments.
- Introduction to the course
  - What is **Sociology**?
  - **Lecture**: Brief Overview of Sociology as a Discipline
    - Looking at the Social World—The Sociological Perspective
  - **Contexts Journal** – In Brief

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### **Tuesday, June 2**

- Lecture/Reading on Sociology: **Newman text, Ch. 1 and Ch. 2 (pp. 11-24)** [Read for Tuesday]
  - Brainstorm: Distinguish private troubles and public issues
  - **Handout**: Social Structure
  - **Application**: Rwandan genocide

**Consider:** 1) What is the social structure and what are its elements? 2) What is the difference between status and role? 3) What is the relationship between values and norms? Apply to “patriotism” and “privacy.”

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### **Wednesday, June 3**

- Social Construction: **Newman, Ch. 2 (pp. 24-end) and Ch. 3 (pp. 32-42)** [Read for Wednesday]

- o **Handout:** Sociological Theory

**Consider:** 1) Of the three major theoretical perspectives, which one would you apply to an area of social life? Why? 2) Considering the macro- and micro-level approaches in sociology, which one best explains college life? 3) What is the significance of language for “reality”?

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#### **Thursday, June 4**

- Culture: **Newman, Ch. 3 (pp. 42-end)** [Read for Thursday]
  - o **In-class:** types of sociological research
- **Quiz #1** (Chs. 1-3)

**Consider:** 1) What are the basic steps for conducting social research? 2) Distinguish between independent and dependent variables. 3) Distinguish between quantitative and qualitative research methods.

<b>Week 2: June 8 to June 11</b>
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#### **Monday, June 8**

- Importance of Culture: **Newman, Ch. 4**
  - o **Handout:** Social norms
- **Project #1 – “Research in Eating Establishments”** – assigned (due next Monday)

**Consider:** 1) In addition to a society’s dominant values, what are the main values of Georgetown University? 2) How do you distinguish ethnocentrism and cultural relativism? 2) Are you a member of any subcultures? What features does your group have that make it a subculture?

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#### **Tuesday, June 9**

- Socialization: **Newman, Ch. 5**
  - o **Application:** Media as agent of socialization

**Consider:** 1) Name two agents of socialization who have influenced you the most. How and why? 2) Can you pinpoint their influence on your attitudes, beliefs, values, or other orientations to life?

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#### **Wednesday, June 10**

- Micro-level: Identity: **Newman, Ch. 6**

**Consider:** 1) Identify your in-groups and out-groups. 2) How has peer pressure operated in your life? Think about something that you did not want to do but did anyway because of peer pressure.

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### **Thursday, June 11**

- **Contexts Journal**, “Thinking Caps” and “Tobacco 21”
- **Quiz #2** (Chs. 4-6)

**Consider:** 1) Why is it difficult to precisely define the term “family”? 2) What recent trends have you seen in marriage and family life in both the U.S. and globally? 3) What are the influences of social class and culture in affecting distinctive characteristics of family life?

<b>Week 3: June 15 to June 18</b>
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### **Monday, June 15**

- Social Relationships; Families: **Newman, Ch. 7**

<Skim: family violence>

- **Project #1 on Eating Establishments due**

**Consider:** 1) What is deviance? Why do sociologists consider deviance to be “relative”? In other words, is it deviance if you don’t get caught? 2) What are some contemporary examples of “deviance”?

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### **Tuesday, June 16**

- Crime and Deviance: **Newman, Ch. 8**
  - **Application:** Bronies
- **Contexts Journal**, “Mental Illness Affects Police Fatal Shootings”

**Consider:** 1) Why do human groups need norms to exist? 2) What are some of the sanctions human groups use to enforce norms?

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### **Wednesday, June 17**

- Organizations: **Newman, Ch. 9**
  - **Handout:** McDonaldization
- **Contexts Journal**, “Freedom to Discriminate”

**Consider:** 1) What is the importance of organizations in everyday life? 2) Has social life become “McDonaldized”? Is there resistance to it? Why or why not?

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### **Thursday, June 18**

- Social Class: **Newman, Ch. 10**
  - Introduction to Intersectional Theory
  - **Application:** global poverty
- **Quiz #3** (Chs. 7-10)

**Consider:** 1) What determines social class and what are its various components? 2) What are the consequences of social class? 3) How can you compare *your* social class with that of your *family*? 4) How do we recognize social class in organizations (for example, in eating establishments)?

<b>Week 4: June 22 to June 25</b>
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### **Monday, June 22**

- Race & Ethnicity: **Newman, Ch. 11**
- **Contexts Journal**, “Do Black Lives Increasingly Matter?”
- **Project #2 – Global Comparisons Using Countries’ Data** – assigned (due next Monday)

**Consider:** 1) Why are race and ethnicity often confused? 2) What is the concept of a “hybrid” identity? 3) What is the difference between prejudice and discrimination? 4) What are some major issues and debates dominating race-ethnic relations in the United States?

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### **Tuesday, June 23**

- Gender: **Newman, Ch. 12**

**Consider:** 1) What is the difference between sex and gender? 2) What is gender stratification? 3) How is gender ‘socially constructed’? 3) What is the current wage gap, and what contributes to this source of inequality?

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### **Wednesday, June 24**

- Population Issues: **Newman, Ch. 13** (pp. 277-283)
  - **Application:** Birth cohorts

**Consider:** 1) To which birth cohort do you belong? Your parent/parents? 2) What do you have in common with your cohort members? (What might be different?)

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### **Thursday, June 25**

- Population Issues: **Newman, Ch. 13** (pp. 283-end)
  - **Comparison:** Demography – countries' social indicators
- **Quiz #4** (Chs. 11-13)

<b>Week 5: June 29 to June 3</b>
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**Monday, June 29**

- **Project #2 on Countries' Data due (with class presentations)**

**Consider:** Why should we pay attention to the work of demographers? 2) What are some social issues in the news with regard to population changes? 3) How do we assess global stratification?

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**Tuesday, June 30**

- Social Change: **Newman, Ch. 14** (pp. 297-314)

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**Wednesday, July 1**

- Social Change: **Newman, Ch. 14** (pp. 314–end)
- **Course evaluations**

**Consider:** 1) Social change can happen on a small scale or on a large scale. 2) How do social movements represent collective action for social change? 3) Have you ever been a part of a social movement?

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**Thursday, July 2**

- Re-cap: The Sociological Imagination
- Final Exam

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**FINAL EXAM – JULY 2.**

**Location: (Reiss 283) — Time: 10:45 am – 12 pm**