

Georgetown University
SOCI 001-10 – Introduction to Sociology

Summer 2021 (June 7 – July 9)

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

Instructor: Kathleen Guidroz, Ph.D. [kg578@georgetown.edu]

Office Hours: Mondays and Wednesdays, 1pm – 2pm; and by appointment

COURSE DESCRIPTION

Welcome to Introduction to Sociology! In this course you will learn in numerous ways that *sociology is the systematic study of human society and social life*. This course is designed to be an introduction to the development of sociology, and an examination of the range of concepts, principles, and methods that comprise modern sociology using one **text (Newman’s *Sociology*, 6th, Brief edition, 2019)** and occasional **academic journal articles**. We will examine important issues and institutions of a contemporary and globalized society, including culture; socialization; race and ethnicity, gender; education; family; inequality; and social change. A particular focus will be on the examination of intersectionality in formal organizations and social institutions.

LEARNING GOALS:

- To develop sociological skills for analysis of social phenomena
- To understand the applied aspect of sociological concepts to real life conditions
- To think sociologically about 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. 2021. *Sociology: Exploring the Architecture of Everyday Life*. Brief Edition, 7th edition, Los Angeles, CA: Sage.



- For supplementary materials, see [Sage’s Student Study Site](#) [This site features sample quizzes, flashcards, video & multimedia, and journal articles.]
- Occasional handouts, articles from *Contexts Journal*, and other items posted to Canvas

CLASS POLICIES

1. **Attend the online class sessions the same as you would for a “regular” 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.
 - c. Excessive absences (10%—excused or unexcused) may lead to a lowered grade.

2. **Engage with the online class the same as a “regular” class.** You should practice ‘*netiquette*’ [network + etiquette] by communicating fully with others. Be visible. Eliminate all other online, digital, and electronic distractions in order to do this.
 - a. Also, read, think, write, and speak as you would in a face-to-face class. I suggest you have a notebook to use for notetaking: See [A Learning Secret](#)
 - b. Habitual lack of preparedness will be considered when final grades are computed.
 - c. Overall, attendance, participation 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 use Canvas to electronically submit your written assignments (pdf).
 - b. Assignments will not be accepted through email.

4. Demonstrate ***academic integrity*** (see the University’s policy below).

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](#).

Violations of academic integrity will not be treated lightly, and disciplinary actions will be taken should such violations occur. For example, cheating, plagiarism, and 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.

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 take examinations synchronously unless otherwise announced. 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. Without this documentation, graded work will be penalized accordingly.

GRADING

Assignments	30%
• Project #1 (Eating Establishment Observations - 10%)	
• Project #2 (Selfie Research - 10%)	
• Project #3 (Global Social Indicators - 10%)	
Weekly Quizzes (4 at 10%)	40%
Final Exam	25%
<u>Attendance/ Contributions/ Homework</u>	5%
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.

GRADING SCALE

A	B		C		D		F					
	-	+	-	+	-	+	-					
100	93	92	89	86	82	79	76	72	69	66	62	Below 60 Percent
		-90	-87	-83	-80	-77	-73	-70	-67	-63	-60	

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 weekly 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 12 pt.	PDF [for electronic copies]
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 text 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 contact the [Writing Center](#) [in Lauinger Library 217A -- online sessions will take place via Google Hangouts.]. 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 for more information.

COURSE SCHEDULE

Please have available the textbook and relevant readings during class. *Everyone* is expected to be an active class participant (and it counts toward 5% of your course grade)! The class sessions will consist of lectures, group exercises and discussions, and occasional videos to maximize various ways of learning. Class sessions will not be a regular summary of the readings; this means that you are to be prepared by doing the readings before class.

Week 1: June 7 to June 10

Monday, June 7

- Welcome to the class! Introduction to the course and each other
- Discussion of syllabus: course requirements, expectations, and assignments
 - What is **Sociology**?
 - **Lecture**: Brief Overview of Sociology as a Discipline
 - Looking at the Social World—The Sociological Perspective
 - Samples: *Contexts* Journal [In Brief](#) – “Police Misconduct: Bad Apples or Rotten Apple Trees?” [on Canvas and at the end of this syllabus]
 - **Homework for Tuesday**: Distinguish *private troubles* and *public issues* (use Mills’ Sociological Imagination – reading on Canvas)

Tuesday, June 8

- Lecture/Reading on Sociology: **Newman text, Ch. 1** [Read for Tuesday before class]
- **C. Wright Mills, *Sociological Imagination*** [Read for Tuesday – on Canvas]
 - Brainstorm: Distinguish *private troubles* and *public issues*

- Video: [“City on the Rise: When Jobs Disappear?”](#) [watch during class and discuss]
 - **Homework for Wednesday:** According to sociologists, what is the difference between “society” and “social structure”?
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Wednesday, June 9

- Society and Social Structure: **Newman, Ch. 2** (pp. 11-22)
 - **Handout:** Social Structure and Sociological Theory
 - **Use with:** “Rising from Ashes” [film: *Rwanda’s first professional cycling team*]
 - **Homework for Thursday:** prepare for Quiz #1
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Thursday, June 10

- **Newman, Ch. 2** (pp. 22 - end)
 - **Handout:** Sociological Theory
 - **Homework for Monday:** Apply the 3 sociological theories to summer vacation or July 4th events [fill out handout: remember macro-level vs. micro-level]
 - **Quiz #1** (Newman, Chs. 1 & 2; In-brief; Handouts)
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Week 2: June 14 to June 17

Monday, June 14

- Social Construction of Reality: **Newman, Ch. 3**
 - **In-class:** types of sociological research

- In-class exercise: Finding and browsing academic journal articles
[\[https://www.library.georgetown.edu\]](https://www.library.georgetown.edu)
- **Homework for Tuesday:** Find a sociology journal article about a sociological topic (Does the article reflect qualitative research, quantitative research, or both?)

Tuesday, June 15

- Building Order: Culture and History, **Newman, Ch. 4**
- **Project #1** – “Eating Establishment” research – assigned [due Friday by midnight]
- **Homework for Wednesday:** Identify an *institutionalized norm* in the food industry

Wednesday, June 16

- Socialization: **Newman, Ch. 5**
- **Application:** “Craigslist Joe” [use to examine agents of socialization and culture]
- **Homework for Thursday:** prepare for Quiz #2

Thursday, June 17

- **Contexts Journal**, “Thinking Caps”
- **Homework for Monday:** Look at selfie research <<http://selfiecity.net/>>. Take a new selfie.
- **Quiz #2** (Chs. 3, 4 & 5; readings)

Week 3: June 21 to June 24

Monday, June 21

- Micro-level – Identity: **Newman, Ch. 6**
- **Project #2 on Selfies** (assigned)
- **Homework for Tuesday:** work on Project #2

Tuesday, June 22

- Social Relationships; Families: **Newman, Ch. 7**
- **Homework for Wednesday:** Why do sociologists consider the family to be a microcosm of social life?

Wednesday, June 23

- Crime and Deviance: **Newman, Ch. 8**
 - **Application:** “Bronies” [= a male fan (‘bro’) of My Little Pony]
- **Homework for Thursday:** prepare for Quiz #3

Thursday, June 24

- **Contexts Journal**, “Mental Illness Affects Police Fatal Shootings”
- **Homework for Monday:** Compare arguments for/against police defunding. What are some proposed alternatives?

- **Quiz #3** (Chs. 6, 7 & 8; readings)

Week 4: June 28 to July 1

Monday, June 28

- Organizations and Institution: **Newman, Ch. 9**
 - Globalization
 - **Handout:** McDonaldization
- **Contexts Journal**, “Freedom to Discriminate”
- **Homework for Tuesday:** Has social life become McDonaldized? Why or why not?

Tuesday, June 29

- Social Class: **Newman, Ch. 10**
 - Introduction to Intersectional Theory
 - **Application:** “Through a Child’s Eyes” (on global poverty)
- **Homework for Wednesday:** Compare absolute poverty and relative poverty

Wednesday, June 30

- Race & Ethnicity: **Newman, Ch. 11**
- Reading selection from Adia Harvey Wingfield, *No More Invisible Man* (study of Black professional men in the workplace)
- **Homework for Thursday:** prepare for Quiz #4

Thursday, July 1

- **Contexts Journal**, “Do Black Lives Increasingly Matter?”
- **Comparison**: Racial-Ethnic Social Indicators [table]
- **Homework for Monday**: What was your racial socialization?
- **Quiz #4** (Chs. 9, 10 & 11)
- Upcoming:
 - **Project #3 – Global Comparisons Using Countries’ Data** – assigned

Week 5: July 5 to July 8

Monday, July 5

- Gender: **Newman, Ch. 12**
 - **Gender images in the media**
- **Homework for Tuesday**: *If you could change one thing about how gender is portrayed in the media, what would it be?*

Tuesday, July 6

- Demography and Population Issues: **Newman, Ch. 13**
 - **Application**: Birth cohorts
- **Homework for Wednesday**: Population pyramids

Wednesday, July 7

- Social Change: **Newman, Ch. 14**

- Project #3 due
- Guest Speaker: Prof. Gaurav Pathania
- **Course evaluations**
- **Homework for Thursday:** Study for Final Exam!

Thursday, July 8

- Re-cap: The Sociological Imagination
- **Final Exam**

FINAL EXAM – JULY 8

Location: tba — Time: 10:45 am to 12:45 pm

To “actively” study a chapter or reading assignment:

- 1. Be familiar with your textbooks, how they are organized and the various resources in them. List all the words of which you are unsure. Look them up and write down the definitions of the terms. Use the Key Terms or Glossary at the end of each chapter and at the back of the text.**
- 2. Summarize in your own words the author’s main message.**
- 3. Identify the subtopics in the reading.**
- 4. Note the subtopics that you had trouble comprehending or a point that you would like to be clarified.**
- 5. How do ideas in the reading connect with others that have been discussed in class? Do they substantiate, amplify or contradict these?**
- 6. How does the material relate to your own life situation, past, present and future? To your family, work and community?**

7. Write down your reaction to and evaluation of the chapter or reading. What questions do you have that remain unanswered?

Reading on Day 1:

police misconduct: bad apples or rotten apple trees?

Police misconduct is often attributed to “bad apples” or an underlying culture of misconduct rooted in police networks. However, little is known about officers who receive complaints about wrongdoing or their potential networks. In *Socius*, George Wood, Daria Roithmayr, and Andrew V. Papachristos attempt to uncover more about these offenders by analyzing civilian and department complaint reports involving more than 15,800 police officers in Chicago.

They begin by looking at individual officer characteristics. The authors find that the race of the officer made no difference when looking at the rate of civilian complaints. However, male officers were more than twice as likely to receive civilian complaints than female officers. Both the age of officer and

number of years on the force made a difference in likelihood of receiving complaints, with older and more experienced officers being less likely to receive civilian complaints. In general, the authors found that there were a small number of individual officers who received large numbers of co-complaints. Thus, they moved to examine how individual officers fit into larger networks of police misconduct.

The study finds that misconduct appears to be a networked phenomenon. More than 80 percent of complaints were issued against officers who were not acting alone, and more than half of the civilian complaints named more than one officer. When exploring these networks, they find that officers who are different in terms of their tenure are less likely to engage in misconduct together. Similarly, while Black and White officers receive complaints at the same rate, they are less likely to form co-complaint ties. This could be because Black officers are more likely to receive departmental complaints, indicating that they face more scrutiny or discrimination.

Some characteristics predict individual officer misconduct, such as being male, young, or particularly inexperienced. Yet, when looking deeper into the network ties of officers who co-offend, they find certain factors, especially seniority and race, strongly predict network ties and the incidence of group misconduct. This implies the possibility that some “bad apples” are indeed the product of “rotten apple trees.” [robyn moore](#)



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