



## **Sociology 001-10 – Introduction to Sociology**

Summer 2022 (June 6 - July 8)

Class meets **Monday, Tuesday, Wednesday, Thursday @ ICC 113**

**Time: 1:10pm - 3:15pm**

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

**Office Hours:** Wednesdays, 1pm – 2pm; and by appointment via Zoom

### **COURSE DESCRIPTION**

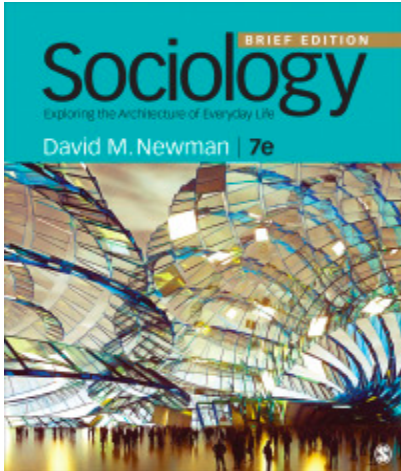
We live in an increasingly complex world today. To what extent are things that seem natural socially constructed? Does the individual matter? Can sociology make our lives better? In this course we will learn the introduction to the development of sociology as a discipline, its methodologies and theories. 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 (e.g., civil rights, feminism and gay rights, digital activism), and democracy.

### **LEARNING GOALS:**

- 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, **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 class online.** 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 may lead to a lowered grade. Remember that one summer class session equals one week in a regular semester.
2. **Engage with the class.** You must eliminate distractions in order to do this.
  - a. Do this by reading, thinking, writing, and speaking. 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.** Therefore, you should email me and provide a copy of your reason for missing an exam, for example. Without this documentation, graded work will be penalized accordingly.

### **GRADING**

Assignments	<b>25%</b>
• Project #1 (Eating Establishment Observations - 5%)	
• Project #2 (Selfie Research - 10%)	
• Project #3 (Global Social Indicators - 10%)	
Weekly Exam (4 at 10%)	<b>40%</b>
Final Exam	<b>25%</b>
<u>Attendance/ Contributions/ Homework</u>	<b>10%</b>
Total	<b>100 points</b>

## 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 -98	89 -86 -82 -87	79 -76 -72 -76	69 -66 -62 -60
				Below Percent

### ***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; or 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.	Stapled [for hard 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](https://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! 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 6- June 9**

#### **Monday, June 6**

- 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 syllabus]
  - **Homework for Tuesday**: Distinguish *private troubles* and *public issues* (use Mills’ Sociological Imagination -- on Canvas)

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#### **Tuesday, June 7**

- 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]
    - In-class exercise: Finding and browsing academic journal articles [<https://www.library.georgetown.edu>]
  - **Homework for Wednesday:** According to sociologists, what is the difference between "society" and "social structure"?
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### **Wednesday, June 8**

- Society and Social Structure: **Newman, Ch. 2** (pp. 11-22)
    - **Handout:** Social Structure
    - **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 9**

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

**Week 2: June 13 to June 16**

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### **Monday, June 13**

- Social Construction of Reality: **Newman, Ch. 3**
  - **In-class:** types of sociological research
- Guest Speaker: **Aferdita Krashniqi**, Institute of International Education, New York

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### **Tuesday, June 14**

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

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### **Wednesday, June 15**

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

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### **Thursday, June 16**

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

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<b>Week 3: June 20 to June 23</b>
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### **Monday, June 20**



- Micro-level -- Identity: **Newman, Ch. 6** : Presentation of Self
- Guest: **TBA**:
- **Project #2 on Selfies** (assigned)
- **Homework for Tuesday**: Reflection on guest lecture

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### Tuesday, June 21

- Social Relationships; Families: **Newman, Ch. 7**
- **Discuss in class**: Why do sociologists consider the family to be a microcosm of social life?
- **Homework for Wednesday**: Work on Project #2

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### Wednesday, June 22

- Crime and Deviance: **Newman, Ch. 8**
  - **Application**: suicide
- **Homework for Thursday**: prepare for Exam #3

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### Thursday, June 23

- **Contexts Journal**, "Mental Illness Affects Police Fatal Shootings"
- **Homework for Monday**: tba [Group Discussion on "Freedom to Discriminate"]
- **Exam #3** (Chs. 6, 7 & 8; readings)

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## **Week 4: June 27 - June 30**

### Monday, June 27

- Organizations and Institution: **Newman, Ch. 9**
    - Globalization
    - **Handout:** McDonaldization
  - **Contexts Journal**, “Freedom to Discriminate” (article)
  - **Homework for Tuesday:** Has social life become McDonaldized? Why or why not?
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### **Tuesday, June 28**

- 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
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### **Wednesday, June 29**

- Race & Ethnicity: **Newman, Ch. 11**
  - Isabel Wilkerson: *Caste: The Origin of Our Discontent*, **Introduction**
  - **Selection from *White Fragility*** (Canvas)
  - **Homework for Thursday:** prepare for Exam #4
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### **Thursday, June 30**

- **Contexts Journal**, “Do Black Lives Increasingly Matter?”
- **Comparison:** Racial-Ethnic Social Indicators [table]
- **Homework for Monday:** What was your racial-ethnic socialization?
- **Exam #4** (Chs. 9, 10 & 11)

- Upcoming:
  - **Project #3 – Global Comparisons Using Countries' Data** – assigned

**Week 5: July 4 - July 7**

**Monday, July 4 : NO CLASS**

**Tuesday, July 5**

- Gender: **Newman, Ch. 12**
- Guest speaker [[Professor Kathleen Guidroz](#)] on 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?*

**Wednesday, July 6**

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

**Thursday, July 7**

- Social Change: **Newman, Ch. 14**
- Guest: [Mark Rudd](#), Social Activist and student leader from 1968 Free Speech Movement at Columbia University.
- Project #3 due
- Re-cap: The Sociological Imagination
- **Course evaluations**

**FINAL EXAM – Thursday, July 8**

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**Location: Canvas - Online**

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Please note that the views and opinions expressed by any guest speaker to the class do not necessarily reflect the views of the professor or Georgetown University.

**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?