

INTRODUCTION TO SOCIOLOGY

FALL 2010

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Office Hours: Mon/Wed/Frid, 12-1pm (consult my online calendar for other meeting options)

Course Overview

The most fundamental questions dealt with in this course are: how can freedom and social justice be increased for individuals, and for broader social groups? The class will start by examining the relationship between the individual and society, in order to explore tensions that surround freedom and social justice at the micro-level. We will then broaden our perspective to the national level, and analyze how social networks, gender, class, and race/ethnicity relate to freedom and social justice. And finally, we will adopt a global perspective in order to review a set of dilemmas facing world society—each of which pose profound questions for the future of freedom and social justice in our lifetimes.

Course Requirements

- 1) Class participation (15% of final grade). Students are expected to actively engage in regular classroom discussions. Attendance will also be reflected in this grade.
 - 2) Reading quizzes (15% of final grade). Daily online quizzes will test student comprehension of the assigned readings.
 - 3) Mid-term exam (15% of final grade). There will be an in-class mid-term examination in this course. Students must take the exam on its assigned day, with exceptions requiring prior approval.
 - 4) Research Paper, First Draft (15% of final grade). Your research paper must be 12-15 pages in length, and must conform to my guidelines for written work (see end of syllabus).
 - 5) Peer Review Work on First Draft (5%). Each student is required to provide a detailed review of a draft of another student's paper.
 - 6) Self-Reflection on First Draft (5%). Each student is required to write a self-reflective statement on how the second draft of their paper can be strengthened.
 - 7) Research Paper, Second Draft (15% of final grade). This second draft must reflect substantial improvement over the first draft.
 - 8) Final exam (15% of final grade). There will be an in-class final exam in this course. Students must take the exam on its assigned day, with exceptions requiring prior approval.
- *Additional instructions on all these requirements will be provided in class.

Required Readings

- 1) *Down to Earth Sociology (14th Edition)*. James Henslin (ed).
- 2) *Connected*. Nicholas Christakis and James Fowler.
- 3) *The Essential Feminist Reader*. Estelle Freedman (ed).
- 4) *Nobodies*. John Bowe.
- 5) *White Privilege (3rd Edition)*. Paula Rothenberg (ed).
- 6) *The Globalization Reader (3rd Edition)*. Frank Lechner and John Boli (eds).
- 7) *Inside the Jihad*. Omar Nasiri
- 8) *Transforming Globalization (Haymarket Edition)*. Bruce Podobnik and Thomas Reifer (eds).

*Readings listed as 'provided by professor' are available on the class moodle site.

Wed, Sept. 1 **The Sociological Approach**

Berger. "Invitation to Sociology," pp. 3-7 in *Down to Earth Sociology*.
Henslin. "What is Sociology?," pp. 8-19 in *Down to Earth Sociology*.
Mills. "The Promise," pp. 20-27 in *Down to Earth Sociology*.

Frid, Sept. 3 **The Individual and Society**

Davis. "Extreme Isolation," pp. 151-160 in *Down to Earth Sociology*.
Clark. "Sympathy in Everyday Life," pp. 118-134 in *Down to Earth Sociology*.
Goffman. "The Presentation of Self in Everyday Life," pp. 135-145 in *Down to Earth Sociology*.
Katz. "The Importance of Being Beautiful," pp. 341-348 in *Down to Earth Sociology*.

Mon, Sept. 6 ****LABOR DAY (NO CLASS)****

Wed, Sept. 8 **Social Control and Individual Behavior I**

Meyer. "Electrocuting a Stranger," pp. 269-276 in *Down to Earth Sociology*.
Beardsley. "Fake TV Game Show 'Tortures' Man," reading provided by professor.
Zimbardo. "The Pathology of Imprisonment," pp. 315-321 in *Down to Earth Sociology*.
Rosenhan. "On Being Sane in Insane Places," pp. 322-332 in *Down to Earth Sociology*.

Frid, Sept. 10 **Social Control and Individual Behavior II**

Gracy. "Kindergarten as Academic Boot Camp," pp. 446-460 in *Down to Earth Sociology*.
Dyer. "Turning Civilians into Soldiers," pp. 481-492 in *Down to Earth Sociology*.
Miller. "Women in the Military," pp. 518-534 in *Down to Earth Sociology*.
***Research paper proposal due.**

Mon, Sept.13 **Social Networks I**

Christakis and Fowler. *Connected*, pp. ix-94.

Wed, Sept. 15 **Social Networks II**

Christakis and Fowler. *Connected*, pp. 95-209.

Frid, Sept. 17 **Social Networks III**

Christakis and Fowler. *Connected*, pp. 210-305.

Mon, Sept. 20 ****IN-CLASS MOVIE (TO BE ANNOUNCED)**

Wed, Sept. 22 **Gender I**

Stanton. "Declaration of Sentiments and Resolutions," pp. 57-62 in *The Essential Feminist Reader*.
Truth. "Two Speeches," pp. 63-66 in *The Essential Feminist Reader*.
Goldman. "The Tragedy of Woman's Emancipation," pp. 168-174 in *The Essential Feminist Reader*.
Women's International League for Peace & Freedom. "Resolutions," pp. 199-203 in *The Essential Feminist Reader*.
Ali. "East and West in Cooperation," pp. 217-219 in *The Essential Feminist Reader*.
***Research paper progress update 1 due.**

Frid, Sept. 24

Gender II

De Beauvoir. "The Second Sex," pp. 251-262 in *The Essential Feminist Reader*.

Mainardi, "The Politics of Housework," pp. 288-294 in *The Essential Feminist Reader*.

Lorde, "The Master's Tools Will Never Dismantle the Master's House," pp. 331-335 in *The Essential Feminist Reader*.

Brownmiller, "Against our Will," pp. 311-317 in *The Essential Feminist Reader*.

Gokova. "Challenging Men to Reject Gender Stereotypes," pp. 420-423 in *The Essential Feminist Reader*.

Mon, Sept. 27

Gender III

Wittig. "One is Not Born a Woman," pp. 359-366 in *The Essential Feminist Reader*.

Rich. "Notes Toward a Politics of Location," pp. 367-384 in *The Essential Feminist Reader*.

Guerrilla Girls. "When Sexism and Racism are no Longer Fashionable," pp. 391-393 in *The Essential Feminist Reader*.

Kathleen Hanna, "Riot Grrrl Manifesto," pp. 394-396 in *The Essential Feminist Reader*.

Walker, "Becoming the Third Wave," pp. 397-401 in *The Essential Feminist Reader*.

United Nations. "Fourth World Conference on Women," pp. 402-414 in *The Essential Feminist Reader*.

Baumgardner & Richards. "Manifesta," pp. 424-426 in *The Essential Feminist Reader*.

Wed, Sept. 29

Class/Race/Ethnicity I

Bowe. *Nobodies*, pp. xiii-85.

Frid, Oct. 1

Class/Race/Ethnicity II

Bowe. *Nobodies*, pp. 89-157.

***Research paper progress update 2 due.**

Mon, Oct. 4

****MIDTERM EXAM****

Wed, Oct 6

****IN-CLASS MOVIE (TO BE ANNOUNCED)****

****FALL BREAK (OCT. 7-10)****

Mon, Oct. 11

Examining White Privilege I

Rothenberg. *White Privilege*, pp. 1-65.

Wed, Oct. 13

Examining White Privilege II

Rothenberg. *White Privilege*, pp. 67-121.

Frid, Oct. 15

Examining White Privilege II

Rothenberg. *White Privilege*, pp. 123-169.

Mon, Oct. 18

Classical Analyses of Capitalism: Adam Smith

Smith. Section from "*The Wealth of Nations*," reading provided by professor.

First draft of research paper due.

Wed, Oct. 20

Classical Analyses of Capitalism: Karl Marx

Marx and Engels. "*Manifesto of the Communist Party*," reading provided by professor.

Frid, Oct. 22

Classical Analyses of Capitalism: Max Weber

Weber. Section from “*The Protestant Ethic and the Spirit of Capitalism*,” reading provided by professor.

Mon, Oct 25

The Capitalist World-System I

Blaut. Section from “*The Colonizers Model of the World*,” reading provided by professor.

***Peer review of research paper due.**

Wed, Oct. 27

The Capitalist World-System II

Chase-Dunn and Grimes. “*World-Systems Analysis*,” reading provided by professor.

Wallerstein. “*Globalization: A Long-Term Trajectory of the World-System*,” reading provided by professor.

Frid, Oct. 29

Neoliberal Versus Critical Approaches to Globalization

Micklethwait & Wooldridge. “The Hidden Promise,” pp. 11-18 in *The Globalization Reader*.

Wolf. “Incensed about Inequality,” pp. 183-189 in *The Globalization Reader*.

Wade. “Is Globalization Reducing Poverty and Inequality?” pp. 190-196 in *The Globalization Reader*.

Stiglitz. “Globalism’s Discontents,” pp. 208-215 in *The Globalization Reader*.

Mon, Nov. 1

Environmental Dilemmas Facing the Capitalist World-System

Shiva. “Ecological Balance in an Era of Globalization,” pp. 465-473 in *The Globalization Reader*.

Wapner. “Greenpeace and Political Globalism,” pp. 415-422 in *The Globalization Reader*.

Abrash. “Resisting the World’s Largest Gold and Copper Mine,” pp. 431-436 in *The Globalization Reader*.

Wed, Nov. 3

Social Dilemmas Facing the Capitalist World-System

Sen. “How to Judge Globalism,” pp. 19-24 in *The Globalization Reader*.

Rodrik. “Has Globalization Gone too Far?” pp. 241-246 in *The Globalization Reader*.

Gray. “From the Great Transformation to the Global Free Market,” pp. 25-31 in *The Globalization Reader*.

Frid, Nov. 5

Cultural Dilemmas Facing the Capitalist World-System

Tomlinson. “Cultural Imperialism,” pp. 317-326 in *The Globalization Reader*.

Cowen. “Why Hollywood Rules the World,” pp. 335-340 in *The Globalization Reader*.

Sinclair, et al. “Peripheral Vision” pp. 311-316 in *The Globalization Reader*.

Price. “Media and Sovereignty,” pp. 306-310 in *The Globalization Reader*.

Mon, Nov. 8

Crime and Corruption in the Capitalist World-System

Mittelman. “Global Organized Crime,” pp. 235-240 in *The Globalization Reader*.

Eigen. “Closing the Corruption Casino,” pp. 282-286 in *The Globalization Reader*.

***Self-reflection on first draft of research paper due.**

Wed, Nov. 10

Fundamentalist Threats in the Capitalist World-System

Lechner. “Global Fundamentalism,” pp. 348-352 in *The Globalization Reader*.

Barber. “Jihad vs. McWorld,” pp. 32-38 in *The Globalization Reader*.

Huntington. “The Clash of Civilizations?” pp. 39-46 in *The Globalization Reader*.

Tibi. “The Challenge of Fundamentalism,” pp. 358-363 in *The Globalization Reader*.

Frid, Nov. 12 **Terrorist Threats I**
Nasiri. *Inside the Jihad*, pp. Vii-100.

Mon, Nov. 15 **Terrorist Threats II**
Nasiri. *Inside the Jihad*, pp. 101-244.

Wed, Nov. 17 **Terrorist Threats III**
Nasiri. *Inside the Jihad*, pp. 245-320.

Frid, Nov. 19 **Global Threats I**
Chase-Dunn and Podobnik. “*The Next World War*,” reading provided by professor.

Mon, Nov. 22 **Global Threats II**
National Intelligence Council. *Global Trends 2025*, reading provided by professor.
Second draft of research paper due.

Wed, Nov. 24 ****NO CLASS****

****THANKSGIVING BREAK (NOV. 25-28)****

Mon, Nov. 29 **Transforming Globalization I**
Podobnik and Reifer. *Transforming Globalization*, pp. 1-5, 51-68.
Evans. “Counterhegemonic Globalization,” pp. 444-450 in *The Globalization Reader*.

Wed, Dec. 1 **Transforming Globalization II**
Podobnik and Reifer. *Transforming Globalization*, pp. 9-49.

Frid, Dec. 3 **Transforming Globalization III**
Podobnik and Reifer. *Transforming Globalization*, pp. 95-155.

Mon, Dec. 6 **Prospects for Global Democracy**
Smith. Selection from *Social Movements for Global Democracy*, reading provided by professor.

Wed, Dec. 8 **Course Conclusion**

FINAL EXAM DATE: Monday, December 13, 1:00-4:00pm (in regular classroom)

College as a Professional Occupation

I expect all of your class-related behavior to be professional in nature. Work must be turned in on time, appointments must be kept, discussions must be respectful of everyone, etc. Each time you fail to live up to these expectations, your grade will be reduced.

On the Use of Email

In-person communication is almost always better than email communication. I therefore ask that you do the following: 1) Before sending an email, consider if you can instead ask a question in class or in my office. 2) Before sending an email, proof read carefully to fix grammar and tone issues. Emails should reflect well on your professionalism; 3) Do not expect a rapid response. A number of days may go by before I get a chance to answer your email.

On Class Attendance

I take attendance right at the beginning of class. If you are late, you may miss important announcements. It is okay to miss two classes during the semester, but every additional absence reduces your participation grade. *Please do not email me about why you miss class or are late, either before or after the fact.* If you wish to minimize the number of points taken off, you can give me documentation (from a health center, sports coach, or other formal institution) in class.

Turning Work in on Time

It is unfair to grant last-minute extensions to individual students, when others have turned their work in on time. Therefore, I take points off on any assignment that is turned in late. *Please do not email me about why assignments are late, either before or after the fact.* If you wish to minimize the number of points taken off, you can attach documentation (from a health center, sports coach, or other formal institution) to the back of your paper.

On Cell Phones and Laptops

I keep track of students whose cell phones ring in class, and this reduces a person's class participation score. I only allow the use of laptops in class with a documented accommodation request.

Getting Assistance and/or Special Accommodation During the Course

I encourage you to contact me if you are having difficulties with the course material or assignments. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you. I am also very happy to work with students who are in need of special accommodations. If you anticipate needing special accommodations, contact the Student Support Services Office to discuss your situation. That office will then contact me, and we can take appropriate action to make sure all your needs are accommodated.

Policy on Academic Integrity

Cheating and plagiarism are very serious infractions, and are dealt with severely in this course! I expect you to understand and abide by the College's Academic Integrity Policy, which may be found in the Pathfinder (www.lclark.edu/~stlife). This policy prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. If you haven't already done so, take the tutorial on how to avoid plagiarism available here:

<http://library.lclark.edu/reference/plagiarism/index.htm>

Grading Scale

On all assignments turned in for my courses, student are given percentage grades that are—at the very end of the semester—combined to generate a final course percentage grade. The following percentage scores, along with some comments, describe my grading system.

Percent Range	Grade	Comments
100 - 95	A	Given for work that not only meets all expectations, but also contains an impressive level of insight and effort.
94 - 90	A-	Given for work that not only meets all expectations, but also contains some unique elements of insight and effort. <i>You will have to work very hard, and go beyond the stated requirements of the assignment or course, to receive an A-.</i>
89 - 87	B+	Given for very good work that meets all expectations.
86 - 84	B	Given for work that meets most expectations, but contains some problems.
83 - 80	B-	Given for work that meets some expectations, but contains numerous problems.
79 - 77	C+	Given for work that is passing, yet somewhat problematic.
76 - 74	C	Given for work that is passing, yet quite problematic.
73 - 70	C-	Given for work that is passing, yet extremely problematic.
69 - 0	D/F	Given for unsatisfactory work.

Keep Multiple Copies of all Your Work

No credit can be given for any course work that is lost (by you or me) or rendered un-retrievable because of computer problems. Always keep a duplicate copy of your paper or any other course work in a safe place (such as Webdisk). Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar's Office.

Keeping Track of Papers for Letters of Recommendation

I am often asked to write letters of recommendation for students. I am able to write a more useful, detailed letter, if you can provide me with titles and brief summaries of papers you wrote in my class. So, I encourage you to keep a permanent record of titles/summaries of papers you wrote in my classes. You will then be able to consult this record years later, when you want a letter of recommendation. This is a good thing to do for your other classes, too.

Requirements for Written Work

- 1) Always put your name, my name, and the course title on the first page of your paper.
- 2) Do not insert double-returns between paragraphs.
- 3) Unless I request it, do not turn assignments in with report covers.
- 4) Use 1 inch margins, a normal font size, and double-spacing on each page.
- 5) Do not use small fonts or single spacing, as this makes it hard to insert comments.
- 6) To save paper, please use double-sided printing if you can.
- 7) Print out your papers yourself. I only accept emailed papers in limited cases.

Suggestions for Written Work

- 1) Give your paper an interesting, dynamic title.
- 2) Begin your paper with an engaging introductory paragraph. Make the reader really want to read your paper.
- 3) In the second or third paragraph of your paper, insert an overview statement that clearly describes what your paper is about and gives the reader a sense of what is coming.
- 4) In general, use normal language in your papers. Avoid the use of overly-complicated phrases or jargon.
- 5) Make sure that every sentence in your paper is very straight-forward and clear. Avoid run-on sentences.
- 6) Organize your ideas carefully. Make sure that every sentence flows smoothly from the previous one.
- 7) Carefully construct your paragraphs. Make certain all sentences in a paragraph are connected to one another.
- 8) In general, do not begin or end paragraphs with quotations from sources.
- 9) Avoid relying on over-generalizations. Whenever possible, refer to specific cases and evidence to build your arguments. Acknowledge circumstances that do not fit overall generalizations.
- 10) End your paper with a strong conclusion. Leave the reader with something intriguing to think about.

The "Three Error" Rule

I will allow up to three basic grammatical or style errors to slide without penalizing you. However, I will deduct one percentage point from your final paper grade for every subsequent basic error of grammar or style. In other words, if I was going to give you a 90 percent on your paper, but I identified thirteen basic grammatical/style errors, you will receive an 80 percent (which is obviously a severe blow to the grade). Basic grammatical errors include: incorrect spelling; incorrect punctuation; incorrect verb agreement; sloppy paragraph construction; run-on sentences; convoluted sentences; passive constructions; and other errors.

Additional Formatting, Citation, and Style Instructions

I prefer that students use the APA citation format. Before asking me about formatting, citation, or grammatical questions, please consult the following books: Harris. *The Writer's FAQs: A Pocket Handbook*. Williams. *Style: Basics of Clarity and Grace*.

**“The road to truth is a difficult one...
You must work hard to walk on it!”
—Bodhidharma**

