
USC, Soci 200: Fall 2008

Introduction to Sociology

The course introduces students to major sociological concepts and analyses, and demonstrates the power of thinking sociologically for understanding the world. The selected textbook stresses some of the greatest strengths of sociology: critical and self-reflective thinking, a commitment to the principles of scientific investigation, a deep concern for social problems and human welfare, and a micro-macro approach that takes into account history and geography. At the end of the course, you are expected to have developed a more sophisticated perspective in analyzing social dynamics and gained a deeper insight in how to address societal concerns.

Course Information

Course information, announcements, and scores will be posted at the course web site
<http://blackboard.usc.edu/>

Instructor:

Mazen Hashem, Ph.D.
Office: KAP 368E

Email: hashem@usc.edu
Office Hours: Tue & Thu, 12:30 - 2:00 p.m.

Please do not hesitate to see me for any question or concern. If you email me, the subject line must start with "Soci 200"; also, please include related replies.

Teaching Assistants:

Roxanne Stys: stys@usc.edu;

Discussion Sections:

Monday	9:00-9:50am	KAP113
Monday	2:00-2:50pm	KAP165
Monday	3:30-4:20pm	KAP165
Tuesday	3:30-4:20pm	GFS222

Lecture: Tu & Th: 2:00-3:20 p.m. at MHP 101

Reading Material

Sociology in Our Times, 2008. 7th ed, Dian Kendall, Thomson-Wadsworth. Required

Sociological Odyssey: Contemporary Readings in Introductory Sociology, 2nd Ed, Patricia A. Adler
Peter Adler, Wadsworth. Required

Course Goals and Objectives

The course aims at giving an overall view of the sociological perspective on society. The material takes students in a tour, visiting major social institutions and a variety of social phenomena. The treatment of the subjects synthesizes a variety of sociological approaches. While the American society is the main focus of the material, global dimensions are embedded in such a treatment.

Specifically, this course has the following objectives:

1. Introducing students to the sociological perspective
 2. Familiarizing students with the way complex social phenomena can be analyzed in a systematic/scientific manner.
 3. Comprehending key concepts related to major social institutions.
 4. Appreciating how the interaction of social factors, located at the macro, meso, and micro levels of sociological analysis, form the social phenomena.
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Expectations

You are required to attend all lectures. Attending the discussion sections is also required; it is there where teaching assistants review the lectures, readings, exams, and clarify important points. Students are expected to carefully read the material of the course before or after the scheduled class meeting. Although the class is rather large, you are still encouraged to participate. Obviously, full attention during the class hour, void of electronic distraction, is assumed.

The textbook is supported by a website, which is an excellent resource for students. It includes reviews and interactive quizzes that students can use to enhance their learning experience. The website site also includes material for active learning exercises, and links to other relevant websites.

Policies

- Students are responsible for the assigned reading materials as well as material presented and discussed in the class.
 - In doing the research and writing activities, you may cooperate with other students. However, you must turn in your own work. The conceptualization and the execution of the task are to be uniquely yours.
 - Dispute of a score can be raised within 24 hours of receiving it. Clerical score errors should be brought to the attention of the instructor immediately after receiving it. Scores will be deemed accurate after three days of their posting.
 - Honesty and self-responsibility in taking exams and writing papers are assumed and expected. Behaviors contrary to that will be dealt with according to the disciplinary procedures of the university.
 - If you have special needs or learning disability, you need to register with the DSP office.
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Assessment and Grading

Your grade for the course is determined by the following components: (1) tests, (2) response papers, and (3) class participation. The weights and due dates of assessment tests and papers are as follows:

Weights

Tests @4	60%
Response Papers	30
Participation	10
	100%

Grading Scale

A	93 to 100			A-	90 to 92
B+	87 to 89	B	83 to 86	B-	80 to 82
C+	77 to 79	C	73 to 76	C-	70 to 72
D+	67 to 69	D	63 to 66	D-	60 to 62
		F	<=59		

The tests include one or a combination of multiple-choice, fill-in-the-blank, and short answer forms. Tests are conceptually cumulative. The response papers are based on the reader and due your discussion section meeting. You need to submit only 10 response papers at their due dates. See separate sheet for instructions.

SOCI 200: SCHEDULE OF MEETINGS AND TASKS

Wk 1	Tue, Aug 26	Orientation
		PART I: STUDYING SOCIETY AND SOCIAL LIFE
	Thu, Aug 28	Kendall Ch 1: The Sociological Perspective Reader #1 or #2
Wk 2	Tue, Sep 2	Kendall Ch 2. Sociological Research Methods Reader #6 or #7
	Thu, Sep4	Kendall Ch 3. Culture
Wk 3	Tue, Sep 9	Kendall Ch 3. Culture (cont.) Reader # 3 or #4
	Thu, Sep 11	Kendall Ch 4. Socialization Reader #12 or #13
Wk 4	Tue, Sep 16	Kendall Ch 4. Socialization (cont.)
	Thu, Sep 18	Test#1
		PART II: SOCIAL GROUPS AND SOCIAL CONTROL
Wk 5	Tue, Sep 23	Kendall Ch 5. Society, Social Structure, and Interaction Reader #15 or #16
	Thu, Sep 25	Kendall Ch 6. Groups and Organizations Reader #17 or #18
Wk 6	Tue, Sep 30	Kendall Ch 7. Deviance and Crime
	Thu, Oct 2	Test#2
		PART III: SOCIAL INEQUALITY
Wk 7	Tue, Oct 7	Kendall Ch 8. Class Stratification in the United States
	Thu, Oct 9	Kendall Ch 8. Class Stratification in the United States (cont.) Reader #20

Wk 8	Tue, Oct 14	Kendall Ch 9. Global Stratification Reader #21 or #22
	Thu, Oct 16	Kendall Ch 10. Race and Ethnicity Reader #24 or #25
Wk 9	Tue, Oct 21	Kendall Ch 10. Race and Ethnicity
	Thu, Oct 23	Kendall Ch 11. Sex and Gender Reader #28 or #29
Wk 10	Tue, Oct 28	Kendall Ch 12. Aging and Inequality Based on Age
	Thu, Oct 30	Test#3
		IV- SOCIAL INSTITUTIONS
Wk 11	Tue, Nov 4	Kendall Ch 13. The Economy and Work in Global Perspective
	Thu, Nov 6	Kendall Ch 13. The Economy and Work (cont.) Reader #37 or #38
Wk 12	Tue, Nov 11	Kendall Ch 14. Politics and Government in Global Perspective
	Thu, Nov 13	Kendall Ch 15. Families and Intimate Relationships Reader #30 or #31
Wk 13	Tue, Nov 18	Kendall Ch 16. Education Reader #35 or #36
	Thu, Nov 20	Kendall Ch 17. Religion Reader #33 or #34
		PART V: SOCIAL DYNAMICS AND SOCIAL CHANGE
Wk 14	Tue, Nov 25	Kendall Ch 18. Health, Health Care, and Disability Reader #40 or #41
	Thu, Nov 27	Thanksgiving
Wk 15	Tue, Dec 2	Kendall Ch 20. Collective Behavior, Social Movements, and Social Change
	Thu, Dec 4	Kendall Ch 20. Collective Behavior... (cont.)
	Thu, Dec 11	Test #4 @ 2:00-400

Reader's Homework Essays

PART I: THE SOCIOLOGICAL VISION.

PERSPECTIVES: What is Sociology?

1. Randall Collins, The Sociological Eye.
2. C. Wright Mills, The Promise of Sociology.

PERSPECTIVES: How Do Sociologists Think?

3. Joel Charon, Should We Generalize about People?
4. Paul Colomy, Three Sociological Perspectives.

METHODS: Survey Research.

6. Howard Schuman, Sense and Nonsense About Surveys.

METHODS: Field Research.

7. Patricia A. Adler and Peter Adler, The Promise and Pitfalls of Going into the Field.

PART II: SOCIOLOGICAL BLUEPRINTS.

SOCIALIZATION AND IDENTITY FORMATION: Identity Transformation.

12. David Karp, Lynda Lytle Holmstrom, and Paul S. Gray, Leaving Home for College: Expectations for Selective Reconstruction of Self.

SOCIALIZATION AND IDENTITY FORMATION: Impacts on Identity.

13. Melissa Milkie, The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts.

SOCIAL INTERACTION: Public Presentations.

15. Vered Vinitzky-Seroussi and Robert Zussman, High School Reunions and the Management of Identity.

SOCIAL INTERACTION: Interactional Dynamics.

16. Patricia A. Adler and Peter Adler, Inclusion and Exclusion in Preadolescent Cliques.

DEVIANCE AND SOCIAL BOUNDARIES: Structural Discrimination.

17. Devah Pager, The Mark of a Criminal Record.

DEVIANCE AND SOCIAL BOUNDARIES: Fostering Deviance.

18. A. Ayres Boswell and Joan Z. Spade, Fraternities and Collegiate Rape Culture.

PART III: SOCIAL INEQUALITY.

SOCIAL CLASS: Upper Class.

20. G. William Domhoff, Who Rules America? The Corporate Community and the Upper Class.

SOCIAL CLASS: Middle Class.

21. Karyn R. Lacy, Black Middle Class Suburbia.

SOCIAL CLASS: Underclass.

22. Mark Rank, Welfare Recipients Living on the Edge.

RACE AND ETHNICITY: New Immigrants.

24. Cecilia Garza, Mexican American Domestic Workers.
25. Miliann Kang, Korean Immigrant-Owned Nail Salons.

GENDER: At Home.

28. Deborah Tannen, Men and Women in Conversation.

GENDER: At Work.

29. Irene Padavic and Barbara Reskin, Gender Differences in Moving Up and Taking Charge.

PART IV: SOCIAL INSTITUTIONS.

THE FAMILY: Traditional Families.

30. Sharon Hays, Intensive Mothering.

THE FAMILY: Extended Families.

31. Pamela M. Jolicoeur and Teresa Madden, The Good Daughters: Acculturation and Caregiving among Mexican-American Women.

RELIGION: Contemporary Trends.

33. Mark Chaves, Abiding Faith.

RELIGION: Religious Identities.

34. Lori Peek, Muslim Self-Identities After 9/11.

EDUCATION: Structural Differences.

35. Jonathan Kozol, Savage Inequalities.

EDUCATION: Racial Conflict.

36. Bryan McKinley Jones Brayboy, American Indian Students and (In)Visibility in College.

WORK AND LEISURE

37. Kiran Mirchandani, Contradictory Images of Home-Based Work.

38. Patricia A. Adler and Peter Adler, The Incessant Worker: Laboring Around the Clock in Resorts.

HEALTH AND MEDICINE: Health Care Availability.

40. David Mechanic, Targeting HMOs: Stalemate in the U.S. Health Care Debate.

HEALTH AND MEDICINE: Medical Trends.

41. Jonathan Leo, American Preschoolers on Ritalin.