

SOCIOL 1: Introductory Sociology

MW 3:30-5:35PM, Humanities 169

Instructor: Rocío R. García; rgarcia1@g.ucla.edu

Office Hours: W 9:30AM-11:30PM Northern Lights, or by appointment

SYLLABUS SUBJECT TO CHANGE

“Knowledge is a vitally important part of the social relations of domination and resistance [...] But revealing new ways of knowing that allow subordinate groups to define their own reality has far greater implications.” – Patricia Hill Collins

COURSE DESCRIPTION

What is the task of sociology? How does it contribute to critical understandings of individuals, groups, social institutions, and society more broadly? In this class, we will explore the basic principles of sociology, including central theories, methodologies, and research topics. We will approach these topics by looking at the inequalities produced in U.S. society at the intersections of race/ethnicity, gender, class, immigration, and sexuality. By developing sociological imaginations, you will learn to recognize how individual decision-making and life chances are shaped by and shapes how society is organized via social institutions like the media, family, and education. Given that knowledge production takes many forms, we will draw on media sources to supplement the lessons from the readings. Throughout this course, we will seek to “make the familiar strange” by examining daily social behavior and processes often taken for granted through a sociological lens.

LEARNING GOALS

At the end of the seminar, students will be able to:

- Identify the basic principles of sociology
- Develop an understanding of sociological methods
- Critically read, analyze, and write about sociology with an intersectional lens
- Examine the subfields of sociology and discuss their relationship to both personal and structural changes in social behavior

REQUIRED READING

The following textbook purchase is required for this course:

Ferris, Kerry and Jill Stein. 2016. *The Real World: An Introduction to Sociology* (5th edition). W.W. Norton & Company.

Other required readings will be available as PDF documents on the course website.

ASSIGNMENTS AND GRADE DISTRIBUTION

1. Quizzes as Participation and Comprehension (30%)
 - a. We will begin most class meetings with 15-question, multiple choice quizzes covering the respective week's readings. Each quiz will ask questions about concepts, themes, and problems discussed in the assigned readings. Quizzes are open note. You are allowed to bring one 3"x5" note-card with hand written notes on both sides of the card covering the assigned readings to assist you on the quizzes. The answers will be discussed at the end of every quiz. The quizzes will encourage you to stay on top of the assignments and give us all a chance to expand on ideas, concepts, and themes in a constructive, interactive, and interdisciplinary manner. **Please bring a Scantron Quizstrip 815-E to class each day.** Note: I will drop the lowest quiz score for each student at the end of the term.
2. Midterm (30%)
 - a. For this 3-page paper, you will exercise your sociological imagination by analyzing your life from a sociological perspective. For your paper, you should develop a core issue or theme from your life that you will focus on using a sociological lens (some examples are educational experiences or attainment, peer groups, opportunity structures, taken-for-granted culture, work experiences, growing up in a rural or urban setting, an important element of your identity or experience in your life, etc.), and discuss this theme in a specific period of your life (childhood, adolescence, or young adulthood.) Your aim in this project is to put your life in its broader historical, structural and/or cultural context. How has your life experience been shaped by the broader society in which you live, and by your social position in that society? You will receive more details about this assignment later in the quarter.
3. Final Paper (40%)
 - a. For this 6-paper you will choose a current event, issue, or problem and analyze it from a sociological perspective. You will then choose a concept, theory, or perspective from this class and apply it to the real-world example that you have selected. You will receive more details about this assignment later in the quarter.

Grade	Minimum Score	Grade	Minimum Score
A	93%	C+	77%
A-	90%	C	73%
B+	87%	C-	70%
B	83%	D+	67%
B-	80%	D	63%

CLASSROOM EXPECTATIONS

1. **You must come to class with the readings for that day already finished.** Lecture is not a substitute for doing the reading on your own. Class is designed with the understanding that you have already finished the reading. This will allow us to discuss the concepts and ideas from the readings in detail. If you have not done the reading, you will struggle with understanding the course concepts

necessary to do well in the class. All readings will be available through your textbook or as PDF documents on the course website.

2. **Our classroom is a technology-free space.** All electronic devices, including laptops, tablets, and phones are prohibited. There is good evidence that students retain information better when avoiding electronic devices during instruction. Please set your phones on silent or turn them off. Please use a paper-based notebook to take notes.

3. **Class attendance is mandatory!** You cannot get credit for participation if you are absent. We only meet 12 times for this class, so missing one session will affect your participation grade. If you are ill, then please get a note from the Ashe center or your doctor. Please be on time each week in the spirit of collective learning and accountability.

4. **If you are having trouble with the course, please come talk to me before you end up in dire straits.** I am one of your biggest resources for this course, so make the most of it! I am available during office hours for help with assignments. I also try to respond to emails within 24 hours M-F 9am-5pm, as long as the answer to your question cannot be found in the syllabus, previous emails, or other course material you are expected to check prior to asking me.

If I ask you to check the syllabus, it's not because I hate you or because I'm trying to make your life difficult –it's because one of the skills you are being asked to develop in this class is for you to learn success skills for college, and that most definitely includes careful reading and utilizing the resources with which you have been provided. I welcome your questions and I am happy to discuss your assignments during office hours. Please note that office hours are not a substitute for coming to lecture. It is also not private class session; if you miss seminar, I cannot go over everything you missed in lecture during office hours or over email.

5. **All assignments must be polished.** This means that papers must be proofread, address all parts of the assignment you are tasked with, and thoughtful. **All assignments should use Times New Roman, 12-point font, double-spaced, and 1" margins.** I encourage you to make use of the free writing and proofreading resources available to you through the Undergraduate Writing Center (<http://www.wp.ucla.edu/appointment/>)

Please do not submit hardcopies of your papers to me unless instructed otherwise! Your papers should be submitted via Turnitin.

6. **Classroom etiquette is a vital component of the learning process.** Studying social life requires active and critical reading, listening, thinking and conversation. We will discuss some contentious and emotionally-charged topics throughout the quarter; I expect us to collectively create a safer space to share our views (even if they are contradictory) and ask difficult questions. Since we all will have something to say, but may be saying vastly different, even contradictory things, the following guidelines will be adhered to while in lecture:

- Assume that people in this class are doing the best they can do.
- Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you cannot disagree, only that you do so with respect. Personal attacks on fellow students will not be allowed.

- Use “I” statements. Own your words to acknowledge that everyone may not share your perspective.
- Do not interrupt. Listen before speaking.

Discussion is an effective way of exploring concepts in this course, but please engage each discussion using an informed perspective (this means engaging with the course material), stay on topic, speak in a respectful manner, disagree with ideas – do not attack individuals, share the “air time”, listen carefully to what each speaker is saying. There is a difference between debate and disruptive, disrespectful behavior. Discussion and debate can be spirited, but belittling others will not be tolerated in our learning environment.

7. **Your classmates are your resources.** Take down the email addresses and phone numbers of 5 people in this class. If you have questions, need notes, or want to form study groups (Google Drive, Asana, and Trello are all great free online tools for this), start by contacting your group.

8. Late assignments are only accepted in the event of a medical or family emergency that can be documented.

ACADEMIC INTEGRITY

There are many forms of academic misconduct, including cheating, fabrication, plagiarism, multiple submissions, and otherwise facilitating academic dishonesty. Students are responsible for their behavior, must be diligent and careful about not even accidentally plagiarizing. Misconduct will be reported to the Dean of Students without exception.

THE UNDERGRADUATE WRITING CENTER

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer.

Main Campus -- A61 Humanities	Wks. 2-6: Mon. thru Thurs., 10am-5pm
UWC on the Hill – Rieber 115 (for on-campus residents)	Mon. & Wed., 7 pm – 9 pm
Powell Library – Powell 238	Closed for summer
Social Science Satellite – Powell 238	Closed for summer

Scheduled appointments:

- 50-minute appointments in A61 Humanities
- 50- and 25-minute appointments in Rieber 115 (for on-campus residents only)
- work in person with a Peer Learning Facilitator (PLF)

Walk-in appointments:

- 30-minute appointments available in A61 Humanities
- first-come, first-served

- walk in to discuss a small issue or an entire assignment or paper

Online Writing Center (Appts. via computer):

- 50-minute appointments (during A61 Humanities location hours)
- submit your paper online, using Google Docs
- discuss your paper with a Peer Learning Facilitator via Google Hangouts

What you should bring to the Writing Center:

- A draft if you have one
- Preliminary notes or writing if you don't have a draft
- A copy of the assignment
- Instructor or peer comments on your paper
- Copies of readings or research related to the assignment.

GETTING WHAT YOU NEED

If you have a disability that may require classroom or other reasonable modifications, please let me know as soon as possible. If you have not already done so, please be sure to register with the Center for Accessible Education (Murphy Hall A255). You must be registered with the CAE prior to receiving accommodations. Please refer to: <http://www.cae.ucla.edu> Disability Access Web: <https://accessweb.ucla.edu>.

TENTATIVE READING SCHEDULE

Week 1: What is the Purpose of Sociology?

Monday, June 26: Thinking sociologically

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 1: Sociology and the Real World.
- C. Wright Mills. 1959. "The Promise." In *The Sociological Imagination*.

Wednesday, June 28: Theories and methods of sociology

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 2: Studying Social Life and Chapter 4: Socialization, Interaction, and the Self.
- Patricia Hill Collins and Sirma Bilge. 2016. "What is Intersectionality?" In *Intersectionality*.

Week 2: Topics in Sociology

Monday, July 3: Education

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 10: Social Institutions: Politics, Education, and Religion (Education section only).
- Karida Brown. 2016. "The 'Hidden Injuries' of School Desegregation: Cultural Trauma and Transforming African American Identities." *American Journal of Cultural Sociology*.

Wednesday, July 5: The racial dynamics of migration

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 8: Race and Ethnicity as Lived Experience.
- Mae Ngai. 2003. "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965." *Law and Society Review*.

Week 3: Topics in Sociology

Monday, July 10: Crime

- Vincenzo Ruggiero. 2007. "It's the Economy, Stupid! Classifying Corporate Power Crimes." *International Journal of the Sociology of Law*.
- Angela Davis. 2003. "Chapter 1, 2, and 5." In *Are Prisons Obsolete?*

Wednesday, July 12: Family and reproduction

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 9: Constructing Gender and Sexuality and Chapter 12: Life at Home: Families and Relationships.
- Mignon Moore. 2011. "Introduction: Two Sides of the Same Coin: Revising Analyses of Lesbian Sexuality and Family Formation through the Study of Black Women." In *Invisible Families: Gay Identities, Relationships, and Motherhood among Black Women*.

Film: *No Más Bebés*

Due: Midterm paper via Turnitin.com at 11:59pm.

Week 4: Topics in Sociology

Monday, July 17: Media

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 13: Leisure and Media.
- Isabel Molina-Guzmán. "Chapter 2: Disciplining J.Lo: Booty Politics in Tabloid News." In *Dangerous Curves: Latina Bodies in the Media*.

Wednesday, July 19: Empire and Colonialism

- Andrea Smith. 2015. "Sexual Violence as a Tool of Genocide." Pp. 75-88.
- Edward Said. 1978. "Introduction." In *Orientalism*.
- Uma Narayan. 1998. "Essence of culture and a sense of history: a feminist critique of cultural essentialism." *Hypatia*.

Week 5: Topics in Sociology

Monday, July 24: Class and economy

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 7: Social Class: The Structure of Inequality.
- Flores-González, Nilda. 2013. "Introduction." In *Immigrant Women Workers in the Neoliberal Age*.

Wednesday, July 26: Politics

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 10: Social Institutions: Politics, Education, and Religion (Politics section only).
- Marcus A. Hunter. 2017. "Racial physics or a theory of everything that happened." *Ethnic and Racial Studies*.

Week 6: Topics in Sociology

Monday, July 31: The environment

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 15: Populations, Cities, and the Environment.
- Traci Brynne Voyles. 2015. "Introduction." In *Wastelanding: Legacies of Uranium Mining in Navajo Country*.

Wednesday, August 2: Social change

- Kerry Ferris and Jill Stein. 2016. *The Real World: An Introduction to Sociology*. Chapter 16: Social Change.
- Zakiya T. Luna. 2016. "Truly a Women of Color Organization?: Negotiating Sameness and Difference in Pursuit of Intersectionality." *Gender and Society*.

Monday, August 7: Finals week

- Final paper due via Turnitin.com at 11:59pm.

Have an amazing summer!