

PRINCIPLES OF SOCIOLOGY (Rob Koegel)

Office Hours: By Appointment

Email: rkoegel@threerivers.edu

I. Course Description: This course is designed to strengthen your understanding of the theories, methods, and approaches to the study of human social and group interactions. It emphasizes the development of sociological thought and the influences of social institutions and cultural factors on human behavior. Some of the subjects covered are culture, groups, socialization, methodology, social structure, and social inequalities.

This course has three overlapping goals. It will:

1. **Introduce you to the field of sociology;**
2. **Familiarize you with key sociological concepts;** and
3. **Teach you to “think sociologically”** and strengthen your sociological imagination.

Instead of learning about abstract topics that are often hard to relate to and understand, we will practice “doing” sociology by linking the ideas we explore to your beliefs, questions, and dreams.. Simply put, we will constantly connect the issues we read about and discuss to you and to your lives. *How does this sound?*

II. Learning Objectives: At the end of this course, you will be able to:

- Understand what sociology is and the key sociological concepts, methods, and theories;
- Use the sociological imagination to analyze how social forces that are often invisible or taken-for-granted shape our lives;
- Explain issues of diversity within and across cultures and recognize how your social networks do and don’t promote safety, respect, and equality for social differences (such as gender, sexual orientation, and race/ethnicity);
- Explain, sociologically, the obstacles to confronting prejudice and discrimination, and becoming more effective change agents; and
- Use the sociological imagination to make sense of important social issues and the ethical dimensions of behaviors within a wide range of social contexts.

III. Course expectations: The goal of this course is to create a safe, supportive space that maximizes your learning and meets your needs. We will accomplish this by weaving – to the extent possible – choice, cooperation, care, and respect into our learning process and classroom community.

Students say this type of classroom experience is rare. I agree. I also believe I cannot build a safe, supportive community on my own; rather, it’s a collective endeavor that takes all of us to accomplish and to sustain.

My deepest hope is that we create and revise, throughout the semester, a course structure that fuels your learning and meets your – and my – needs. We’ll begin by discussing a draft of the class expectations and policies I’ve used in the past (see below). As we do, I’ll listen carefully to your comments and adopt or adapt suggestions I believe enhance your learning and our classroom community. We will also read several essays that address these issues before our next class and discuss them – and how we might apply them to our class – next week.

I want to make several things clear about my request for your input. First, this does not mean I will agree to a proposal that I believe will impede your or other students’ learning and classroom experience.

Second, it is important you do not confuse my desire for respectful, more mutual relationships to mean that I am weak or that I will allow you to take advantage of me or mistreat anyone else.

Let's turn to the expectations that apply equally to you, the student, and to me, the instructor. As we review these expectations and other class policies, I invite you to suggest any change(s) that would help our class better meet your needs:

- We come to our course prepared. For me, this means mastering the assigned materials, preparing thought provoking learning activities, encouraging your input, facilitating meaningful discussions, and responding promptly and respectfully to your questions and assignments. For you, this means taking the readings, films, and assignments seriously, thinking about the issues they raise, and engaging with and responding to them with an open mind. I take learning seriously and hope you do the same.
- During class time, we will devote our full attention to the task at hand for all our scheduled class time. This means arriving on time, going to the bathroom before class, and **turning off cell phones** for reasons that will become clear when we read and watch videos about this!!!
- We respect each other. Regardless of how strongly we feel about a subject, I expect each of us to speak without attack or judgment. I will do all I can to create a safe space that invites and supports meaningful, deeply respectful dialogue. But, as I wrote earlier, I cannot do this by myself.

This course will expect – and encourage – you to think for yourself. This involves several steps:

- Identifying what you were taught as you grew up: by your family, friends, neighbors, teachers, mass media, religious leaders, politicians, etc.;
- Figuring out what you believe and then checking to see if your present beliefs make sense to you and “fit” in present time;
- Seeing if your actions are in integrity with your core beliefs and values, and
- If not, exploring how you might revise and change them as you see fit.

This, of course, raises two related questions: What are the benefits of thinking for yourself? What are the challenges, if any, of changing some of your present beliefs and behaviors?

IV. Grades: There will be four parts of your course grade.

<u>Daily written assignments</u>	100 points
<u>Final take home essay</u>	100 points
<u>Participation in class</u>	100 points
TOTAL	300 points (I will divide by 3)

1. To receive credit for a written assignment, you need to **bring in a TYPED copy to class** (*I will NOT accept assignments that are handwritten or emailed to me before or after the class meets*). **I will grade them on CONTENT and on spelling, grammar, and punctuation.**

Since the assignments are **worth 1/3 of your final grade**, anyone who wants to get a good grade will submit work that is strong in CONTENT **and** accurate in FORM. This is a college course and I EXPECT CORRECT SPELLING, GRAMMAR, AND PUNCTUATION. I will lower your grade if your writing has a lot of spelling, grammatical, and/or punctuation errors.

Before you hand in your assignment, I strongly encourage you to (a) write your response on your computer so that you can use spell check, (b) carefully read and reread it (doing so out loud can be very helpful, and (c) work with the Writing Center if you need support for your writing.

2. Final Essay: The two short essays and final project will give you an opportunity to integrate what we studied during the semester (more information will be provided).

3. Participation in Class: Our class will be more rewarding (and much more fun) if students do the readings, share their ideas, and listen with open minds. To help make this happen, each class you'll hand in a few typed paragraphs that respond to questions I ask or briefly discuss questions you have and points you want to discuss. Your participation grade will reflect (a) how often and thoughtful your written and verbal responses are, (b) how you pay attention to other class members, (c) how you respect other students when they speak, and (d) how regularly you attend class (see first paragraph on next page for more information on this).
4. If you have not completed all the required work by the end of the term, you will receive a grade based on the grades I have recorded. In other words, an incomplete is not a given and must be discussed and agreed upon by myself as the instructor and you as the student. **At the end of the semester your final grade will be based on:**

LETTER GRADE	APPROXIMATE % EQUIVALENT
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-77
C-	70-72
D+	67-69
D	60-66
F	<59

V. Required Text and Films (the book may not yet be in bookstore yet!)

- Allan Johnson's THE FOREST AND THE TREES: SOCIOLOGY AS LIFE, PRACTICE, AND PROMISE (Temple University Press, 20014) Third edition ISBN-10: 978-1-4399-1187-7
- If free DVD links are removed from the Internet – as they sometimes are, you'll pay \$5 or less for each DVD that I assign to watch outside of class

VI. Academic Honesty: Any student caught plagiarizing (copying someone's work without giving the author acknowledgement) will receive a 0 for the assignment and may have a note put in your academic records. Please refer to the student handbook for more information and familiarize yourself with the conventions for citing sources of ideas and quotes because lack of familiarity with "the rules" can lead to inadvertent plagiarism.

VII. Learning Accommodations: If any student has specific needs due to a learning disability, please contact me.

Students with Documented Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation. If you require accommodation based on disability, please let me know, and we will work with you and will maintain confidentiality if you desire.

VIII. Attendance Policy: You cannot participate in a class that you do not attend, and much of the material for this class will be covered through lectures and discussions that provide a context for the readings.

You may miss *TWO CLASSES* (for personal reasons or because of illness or family emergencies, or "car trouble"). Beyond these absences, your points for participation will be lowered five points for each absence. I expect you to come to class on time. It is your responsibility to do so and, if you are more than 5 minutes late, each lateness will count as an absence after the first two times you are late.

IX. Learning Accommodations: If any student has specific needs due to a learning disability or other type of disability, please feel free to speak to me about directly or contact the Learning Accommodations Center. Academic accommodations will not be made without proper documentation.

X. Non-Discrimination Policy

Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal records. The following office has been designated to handle inquiries regarding the non-discrimination policies:

TITLE IX COORDINATOR

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
860-215-9208

SEXUAL MISCONDUCT POLICY

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking."

Title IX Statement of Policy:

"Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities."

Please Report Student Incidents to: Edward A. Derr, Student Diversity and Title IX Coordinator
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

XI. Conferences: If at any time you have questions about the material we are covering or other concerns about the course, I am eager to discuss them with you, either before or after class meets or at a time that is mutually convenient outside of these hours – either in person or by phone.

XII. Snow Days and Delayed Opening: Class will not meet if Three Rivers College decides to close the college on a day that we have class. If an assignment or essay was scheduled, it will be held during the next class meeting time. Please check the college website and local news stations for closings and delays.

XIII. SCHEDULE OF 1ST FEW CLASSES (I will update the syllabus and post it on Blackboard)

9/1 Introduction to Course – Let the Learning Begin!

WATCH IN CLASS: “Cooperation: Wisdom of Geese (2 minutes)
https://www.youtube.com/watch?v=5rOg4WfNDfM&list=PLDeZD59fReuoBV2VNq__spx7LJh2Kz-R-

WATCH IN CLASS: Daniel Pink on “Motivating by Autonomy” (3 minutes) at:
<https://www.youtube.com/watch?v=nnc1hmZLwOY&list=PLS3JvF3eTLqUVKE-BVmB0iaqFeMpSGEZ1>

WATCH IN CLASS: Daniel Pink: “Motivating By Purpose” (2 minutes) at
<https://www.youtube.com/watch?v=lkipSYV6uJ8&index=3&list=PLS3JvF3eTLqUVKE-BVmB0iaqFeMpSGEZ1>

9/8 ASSIGNMENT #1: INTRODUCTION TO THE SOCIOLOGICAL PERSPECTIVE

- READ:** “The Sociological Perspective” -- read essays by Eitzen, Mills, and Berger (read attached PDF on Content section in Blackboard) = 16
- READ:** Koegel: “Using Our Best and Worst Relationships To Understand Social Dominance and Social Justice” (see attached PDF) = 10
- READ:** Sapon-Shevin: Because We Can Change The World: A Practical Guide to Building Cooperative, Inclusive Classroom Communities, “Introduction” (see attached PDF) = 14
- READ:** Deci: Why We Do What We Do: Understanding Self-Motivation, Chapter 10: “How To Promote Autonomy” – After reading pages 141-151, read as much – or as little – of the remaining pages as you wish (see attached PDF) = 11
- READ:** Nonviolent Communication Needs and Feeling Literacy (see attached 2 page PDF)
- RECOMMENDED READ:** Koegel: “Learning To Partner With My Students” (see attached PDF) = 3

9/15 ASSIGNMENT #2 USING THE SOCIOLOGICAL PERSPECTIVE TO ANALYZE OUR DAILY LIVES

EITHER WATCH “FED UP’ OR GLOBESITY: FAT’S NEW FRONTIER” BEFORE CLASS:

“Fed Up” (2014, Katie Couric) is available free on Netflix or you can rent it for \$3.99 at Amazon **OR** you can watch, for free “Globesity: Fat’s New Frontier” at <http://www.dailymotion.com/video/x3uymin>

READ: Michael Moss: “The Extraordinary Science of Addictive Junk Food”

<http://www.nytimes.com/2013/02/24/magazine/the-extraordinary-science-of-junk-food.html?ref=michaelmoss&pagewanted=all>

WATCH BEFORE CLASS; 00:00 to 56:16 CONSUMING KIDS at

<https://www.youtube.com/watch?v=hHt8LAI7I10> then do assignment on CONTENT of Bb)

READ: BORN TO BUY, chapter 2 “The Changing World of Children’s Consumption” and Chapter 8 “How Consumer Culture Undermines Children’s Well-Being” (read files in Content section of Bb)

WATCH IN CLASS: Shop ‘Til You Drop (1st 24 minutes) <https://www.youtube.com/watch?v=0PgQPsYzyfg>

9/22

ASSIGNMENT 3

USING THE SOCIOLOGICAL PERSPECTIVE TO ANALYZE GENDER: PART ONE

ANYONE WHO WAITS UNTIL THE LAST HOUR OR TWO TO DO THIS ASSIGNMENT WILL NOT BE ABLE TO COMPLETE IT ON TIME OR DO A GOOD JOB.

READ: Capodilupo, pages 193 – middle of 198 AND pages 202 – top of 210 of “Gender Microaggressions” (PDF posted on Blackboard)

WATCH BEFORE CLASS: 00:00 -- to 54:14 of Miss Representation”

at: <https://www.youtube.com/watch?v=CgX7XkHV7x8> (cut and paste this link into your browser)

WATCH BEFORE CLASS: “Killing Us Softly” 00:00 – 20:00 (feel free to watch more if you want) at https://www.youtube.com/watch?v=3yxbKYj1d_U

9/29

ASSIGNMENT #4

USING THE SOCIOLOGICAL PERSPECTIVE TO ANALYZE GENDER: PART ONE

WATCH BEFORE CLASS Part 1 AND Part 2 of **The Fairer Sex** –

Part 1 at <https://www.youtube.com/watch?v=NhVOdsWI88U>

Part 2 at <https://www.youtube.com/watch?v=iA3vGtMctUU>

READ: Gender Wage Gap – read 1st 3 essays “Wage Gap and Its Costs” & “Taking On the Big Boys” and “Women’s Pay: Why the Gap Remains a Chasm” (PDF posted on Blackboard)

REREAD AS NEEDED:

Capodilupo, pages 193 – middle of 198 AND pages 202 – top of 210 of “Gender Microaggressions” (PDF posted on Blackboard for preceding assignment)

Eitzen and Mills essay (PDF posted on Blackboard for 1st assignment)

10/6

Assignment 5

WEALTH GAP, CLASS PRIVILEGE, AND THE AMERICAN DREAM

WATCH: “Wealth Inequality in America, Perception versus Reality” March 3, 2013, at https://www.youtube.com/watch?v=vttbhl_kDoo

READ: Stunning maps showing how much you need to earn in each state to afford a two-bedroom rental unit **By Jen Hayden** Friday May 29, 2015

http://www.dailykos.com/story/2015/05/29/1388789/-Stunning-maps-showing-how-much-you-need-to-earn-in-each-state-to-afford-a-two-bedroom-rental-unit?detail=emailclassic&link_id=4&can_id=94c845ee6e2cc216fb4414b7e87c93ed&source=email-this-one-picture-will-really-piss-off-florida-wing-nuts&email_referrer=this-one-picture-will-really-piss-off-florida-wing-nuts&email_subject=this-one-picture-will-really-piss-off-florida-wing-nuts

READ: “Disposable Americans: The Numbers are Growing” by **Paul Buchheit** - May 22, 2016 <http://www.nationofchange.org/news/2016/05/22/disposable-americans-numbers-growing/>

READ: Inequality Is (Literally) Killing America by **Zoë Carpenter** (see attached PDF)

READ: Read "Class Dismissed: Study of Classist Microaggressions"

WATCH BEFORE CLASS: "Australia Had A \$16 Minimum Wage and is the Only Rich Country to Dodge the Global Recession" at <https://www.youtube.com/watch?v=uZ81oGEmE4I> (this video is 3 years old, so the minimum wage in Australia is now \$18.70 and the fight for the \$15 minimum wage in the U.S. has grown by leaps and bounds in the past few years)

WATCH IN CLASS: "Where To Invade Next" from 5:20 – 18:20 AND 26:15 – 27:20 and 47:41 – 54:16

RECOMMENDED BUT NOT REQUIRED: Bill Moyers Interviews Richard Wolff about the American Dream (00:00 – 22:52) at <https://www.youtube.com/watch?v=gtzbc-zwLY>

10/13

ASSIGNMENT #6

AN IN DEPTH EXPLORATION OF THE SOCIOLOGICAL IMAGINATION

READ required book **THE FOREST AND THE TREES:** pages 1-30

READ: pages 53 – 1st paragraph of page 80 from **THE CORPORATION** (see two attached PDF'S)

10/20

ASSIGNMENT #7

ANALYZING THE IMPACT OF CULTURE ON WHO WE ARE AND HOW WE LIVE

READ: Johnson: The Forest and the Trees – chapter 2 on "Culture"

READ: Hochschild: excerpt from THE SECOND SHIFT (see attached PDF)

10/27

ASSIGNMENT #8

HUNGER AND POVERTY IN THE U.S.

READ: Deparle, Gebefoff, and Tavernise: "Older, Suburban, and Struggling, 'Near Poor' Startle the Census" at http://www.nytimes.com/2011/11/19/us/census-measures-those-not-quite-in-poverty-but-struggling.html?_r=0

READ: Poverty equivalent to not sleeping night before <http://www.upworthy.com/if-your-brain-were-a-bank-account-then-poverty-ah-forget-the-metaphor-and-just-read-the-chart>

WATCH BEFORE CLASS: "A Place at the Table" at <http://vimeo.com/68566375> -- watch entire film

READ: Rank: "Rethinking American Poverty" at <http://irasilver.org/wp-content/uploads/2011/08/Reading-Poverty-myths-Rank.pdf>

WATCH BEFORE CLASS Living on \$2 a day (1 minute)

https://www.youtube.com/watch?v=_japOnuTEyE

READ: Kathryn Edin: "Living on \$2 A Day" at <http://hub.jhu.edu/magazine/2015/winter/kathryn-edin-living-on-2-dollars-a-day/>

READ: Johnson: read pages 135 - 141 on "Why Is There Poverty? Putting the 'Social' Back Into Social Problems" poverty from The Forest and the Trees: Sociology As Life, Practice, and Promise

Sarah McKinley and Violeta Duncan, July 1st, 2014, "Worker Cooperatives Address Low-Wage Work and the Feminization of Poverty" (PDF)

WATCH IN CLASS: "If Walmart Paid Its Employees a Living Wage, How Much Would Prices Go Up?" at

<https://www.youtube.com/watch?v=vAcaeLmybCY>

WATCH IN CLASS: Mark Rank: Use of Food Stamps (3 minutes) – connect to Mills, Berger, and Eitzen

<https://www.youtube.com/watch?v=oZaEn9CG3cl>

WATCH IN CLASS: Mark Rank: "Rethinking Poverty" (3:42 -- 5:33 or 6:52)

<https://www.youtube.com/watch?v=7a4mn8I4RbE>

WATCH IN CLASS: Why We Must Raise the Minimum Wage (Robert Reich, 3 minutes)

<http://robertreich.org/post/45333866908>

READ IN CLASS: "Economic Insecurity and the American Dream" (see attached PDF)

11/03

ASSIGNMENT #9**WHAT IS WHITE PRIVILEGE AND DOES IT EXIST?****READ:** “Does White Privilege Exist” (read entire PDF on Blackboard)**READ:** Dyson: “Racial Terror, Fast and Slow”(see attached PDF)**READ:** Lebron: “Race, Truth and Our Two Realities”(see attached PDF)**WATCH IN CLASS: 00:00 to 26:15** of Tim Wise: “White Privilege: Racism, White Denial & The Cost of Inequality” at: https://www.youtube.com/watch?v=hOB_ix10—I**WATCH IN CLASS:** The future of race in America: Michelle Alexander at TEDxColumbus at <https://www.youtube.com/watch?v=SQ6H-Mz6hgw>

11/10

ASSIGNMENT #10**UNDERSTANDING, EDUCATING ABOUT, AND CHALLENGING INJUSTICE****READ ENTIRE FILE:** “Educating Readings 1 The Drum, Stubborn Ounces, PDF (see attached PDF)**READ ENTIRE FILE:** "Edgework Reading: Cry Out For Justice" (see attached PDF)**We'll watch the following links during class**

Joy DeGruy "A Trip to the Grocery Store" (4 minutes)

<http://www.youtube.com/watch?v=Wf9QBnPK6Yg>

Racist harasses Muslim cashier...until a soldier steps in (3 minutes)

<http://www.youtube.com/watch?v=Dz9pwjx9vSg>

11/17

ASSIGNMENT #11**UNDERSTANDING THE GUY CODE:
THE SOCIOLOGY OF MASCULINITY****READ** “Bros Before Hos: The Guy Code” from Kimmel’s Guyland: Understanding the Perilous World Where Boys Become Men (PDF on Blackboard)**READ** excerpt from Sandborn’s Becoming a Kind Father (PDF on Blackboard)**READ** Kimmel: “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” at following link: <https://masculinisation.files.wordpress.com/2015/05/masculinity-as-homophobia-fear-shame-and-silence-in-the-construction-of-gender-identity-michael-s-kimmel.pdf>**WATCH IN CLASS:** Katz’s *Tough Guise 2***WATCH IN CLASS:** “The Bro Code”**NO CLASS ON 11/24:****HAPPY THANKSGIVING ☺**

12/1

Assignment #12:**STRUCTURES OF DAILY LIFE, HUMAN ECOLOGY****READ:** **THE FOREST AND THE TREES**: Chapter 3: ”Structures of Daily Life” and Chapter 4: “Population and Human Ecology”

12/8

Assignment #13:**SOCIOLOGY OF SOCIAL INTERACTION****READ:** **THE FOREST AND THE TREES**: Chapter 5: ”Us, It, and Social Interaction” and Chapter 6: “Things Are Not What They Seem”**Remaining Assignments To Be Announced**