

**SOC 1A: Order and Change in Society**  
**Summer 2021**  
**Asynchronous Online Course: June 1-August 9**

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**Instructor:** Samantha Leonard

**Office Hours:** via Zoom, Fridays 1PM-3PM EDT (sign-up on Google doc)

**Office Hours Zoom link:** <https://brandeis.zoom.us/j/99209350639>

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**COURSE DESCRIPTION:**

“That life is complicated may seem a banal expression of the obvious, but it is nonetheless a profound theoretical statement – perhaps the most important theoretical statement of our time.”  
(Avery Gordon, *Ghostly Matters: Haunting and the Sociological Imagination*)

This course is an introduction to the basic concepts, topics, and methods of sociology. You will be challenged to question your everyday world, connect individual biography to social history, and critically think through the social phenomena around you. We will ask questions about how and why society is organized the way that it is, and answer them through the analysis of how lives are shaped by (often invisible) social forces and processes. We will develop our sociological imaginations to understand how sociologists design research questions and choose the appropriate methods for their investigations. In this introduction to sociology, we will explore it as a social science with its own key methodological and conceptual toolkits.

This introduction to sociology primarily focuses on the U.S., although some readings will focus on other national contexts, and you are encouraged to extend your sociological imagination beyond the U.S. We will closely read books and articles by sociologists, watch and listen to topical videos, films, and podcasts, explore data visualizations, and read popular media articles and think-pieces. The course materials are curated and organized to introduce you to key concepts and perspectives, while also giving you an opportunity to “do sociology” by extending your analytical gaze on the different materials and assignments.

This course is organized around three themes: Self & Society, Inequality, Power, & Violence, and Order, Institutions, & Change. Each theme builds towards more complex discussions of society and social organization. Key topics include social structure, agency, institutions, inequality, and intersectionality. We will discuss these topics through the concepts of culture, gender, sexuality, race, class, and social movements.

As this is an asynchronous online course, we will discuss the readings and interact with each other virtually. Active participation is key and respectful, thoughtful interaction is necessary for this course to be successful for all of us. Participation will be graded, just as in a face-to-face course, and we will develop together a guide for respectful, productive online interaction. Online courses require students to be self-motivated and organized to be successful. These are great skills to develop, but if you have any difficulties, please reach out directly to me as soon as possible so that we can discuss solutions.

I have provided video lectures to clarify and develop upon the sociological readings and concepts required each week. Along with the required readings, videos, and other activities, each week also includes optional supplemental materials if you'd like to explore the topic further. I will also respond to your forum posts, mediate forum conversations when necessary, and make myself available by email and Zoom to clarify your questions.

Each week, you will also be required to complete 2-3 short writing assignments in addition to completing the course readings and materials. These posts include weekly discussion forum posts and responses to your peers, weekly entries in your online reflection journal, and engagements in the "Where in the World is Sociology Forum" (three times per semester). These assignments will remain consistent each week, even as discussion questions and course materials vary, to establish a routine for our collective engagement in the course.

In addition to these weekly assignments, you will complete three major writing assignments. The first two, the "Using Your Sociological Imagination" memo and "Public Sociology: Writing an Op-Ed", are opportunities to apply the concepts and perspectives that you've learned to real-world applications and practice "doing" sociology. The final assignment is a "Sociological Autobiography" in which you will demonstrate your sociological understanding by drawing connections between your personal experiences, larger social structures, and sociohistorical context. This is an opportunity to apply your sociological imagination, employ and connect course readings, topics, and concepts, and practice your academic writing. More information on all assignments is below and detailed descriptions and rubrics are also provided on LATTE.

### **LEARNING GOALS:**

1. Define the "sociological imagination" and explain how sociologists use it to design and perform research.
2. Develop your sociological imagination to demonstrate a sociologically informed self-awareness and to describe situations in the world in sociological terms.
3. Discuss core sociological concepts and research methods in forum posts and other assignments. Apply these sociological concepts to everyday life.
4. Define social structure and analyze how structural forces shape individuals' daily experiences and opportunities in patterned ways.
5. Analyze and interpret data regarding social inequalities based on gender, race, ethnicity, class, and sexuality in the contemporary U.S.
6. Articulate how your own experiences in the world have been shaped by social context.
7. Practice the skills of careful & open discourse, civic respect, and reading sociologically.

## **COURSE POLICIES:**

### **a. Participation & General Etiquette:**

Active participation is vital to the success of this course for all of us as participants. I define active participation as consistent participation, completing all of the assigned readings, thoughtfully responding to your classmates' comments, and full participation in discussion forums. Active participation shows respect for your classmates, your self, and your professor. It also shows respect for the scholars and authors that we will be engaging with throughout the semester. Don't let them down!

### **b. Netiquette:**

As a group, we will create a Google doc with guidelines we agree upon for discussion and interaction online. We will be discussing issues and topics that challenge and affect all of us in different ways. We will want to be mindful of what we say and how we interact as we practice our skills of civil discourse and respectful dialogue.

We will discuss topics in this course that may be difficult in different ways for each of us. They will be challenging, intellectually and personally, and students are expected to treat this as an opportunity to develop their skills in mature dialogue and building solidarity across differences. Please be aware of how and when you share personal information. Together, we will make this a supportive and inclusive environment. We all come to classrooms (online or face-to-face) with a range of experiences and we all will practice being thoughtful as we speak and listen. If you have any concerns about being able to participate actively in this course, because of trauma, personal experience, or something else, please contact me as soon as possible so that we can create a solution together.

### **c. Email Communication:**

This is a summer course and many (most!) of us will be balancing many commitments, including work, travel, family, and hopefully even some rest/vacation. That being said, I still expect you to respond to my emails when necessary, complete all readings and assignments, and reach out with any questions or problems. You should have the same expectations that I will respond to your emails and provide feedback in a timely manner on assignments. **We will all be held to the standard of responding to one another within 48 hours or less.** That means that while you may not get a response immediately (and I may not expect one from you), you can count on a response within 48 hours (barring extenuating circumstances) and I expect the same.

In addition, I will borrow from the Shonda Rhimes and her rule about communication after work hours (<https://www.fastcompany.com/3065423/shonda-rhimes>). Unless your subject line reads "EMERGENCY" in your email, I will not reply to emails after 7PM.

### **d. Citations & Formatting of Assignments:**

All written assignments should be double-spaced, in a 12-point clear font (such as Times New Roman), with 1" margins. I prefer that you use the ASA citation format, but you are welcome to use any style with which you are most familiar. Most importantly, citations should be consistent throughout your papers. All written work (except for discussion forum posts) should also include a references page in the same citation style as your in-text citations.

**e. Extensions:**

The expectation is that you will meet all deadlines successfully for assignments. If you are unable to do so because of a serious illness/emergency/work-related issue, you must contact the instructor ASAP to discuss possible solutions. I do not typically give extensions for major assignments. Without a previously agreed-upon extension, late assignments will be docked a half-letter grade for every day they are late.

**f. Academic Integrity:**

Academic integrity is central to the intellectual mission of Brandeis University, your development as an intellectual citizen of the university and the world, and the study of sociology. You are expected to be honest in all of your academic work. When you use the words or ideas of others (including academic writers, journalists, anything found on the Internet, classmates, family, etc.), you *must* acknowledge your source by using proper citation practices (see Citations & Formatting of Assignments above). If you have any questions, please reach out to the instructor. Citation and research assistance can also be found at LTS-Library Guides.

Please consult the Brandeis University guide to Rights and Responsibilities for all policies and procedures related to academic integrity. This is available in Section 4: “Maintenance of Academic Integrity” of the Brandeis University Rights and Responsibilities booklet. If you have any questions about what it means to be academically honest, please consult with your instructor. Sanctions for academic dishonesty can include failing grades and/or suspension from the university.

**g. Accommodations:**

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you. In order to provide accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do that retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or [access@brandeis.edu](mailto:access@brandeis.edu).

**COURSE MATERIALS:**

Cotton, Tressie McMillan. 2019. *Thick: And Other Essays*. New York, NY: The New Press.

- The required text is available through the Brandeis University Library course reserves.
- If you have any issues with accessing the text, please get in touch with me as soon as possible.
- All other readings, other course materials, and lectures are available on LATTE.
- Readings and videos are subject to change with advance notice from the instructor.

## COURSE ASSIGNMENTS & REQUIREMENTS:

a. Weekly Discussion Forum Participation	40 points
b. Weekly Reflection Journal	9 points
c. "Where in the World is Sociology" Forum Posts	6 points
d. "Using Your Sociological Imagination" memo	15 points
e. "Public Sociology: Writing an Op-Ed"	10 points
f. "Sociological Autobiography" Final Paper	20 points
<b>Total Points Possible</b>	<b>100 points</b>

## ASSIGNMENT DESCRIPTIONS:

### a. Weekly Discussion Forum Participation (40 points)

**\*First post due every Friday at 5PM ET, response posts due every Monday, 5PM ET**

Participation is essential for your individual success and for the course as a whole. One of the objectives of this course is for you to practice the skills of civil discourse, respectful dialogue, and reading/writing sociologically. You will be required to post in the weekly discussion forums three times per week. The first post is an original post in which you respond to that week's readings and discussion prompt. The second and third posts are responses to other students' original posts.

Each week, I will provide discussion prompts and questions. The first of the required posts is an original response to these discussion prompts and questions. **Your first original post is due by Friday, 5PM ET, each week.** Generally, these posts should be 300-500 words. You will receive full credit for these posts if they are clearly written, directly refer to at least one of that week's course readings, and demonstrate your thoughtful engagement with that week's topics. You may also include questions about things that you don't understand about the week's materials. Each original post is worth 2 points.

The other two required posts are responses to two other students' original posts. **These two response posts are due by Monday, 5PM ET, each week.** While these can be shorter in length, they should be thoughtful and substantial engagements with your peers. Each reply post will be worth 1 point.

The purpose of this assignment is to provide an opportunity for you to engage with the course materials and concepts, interact directly with your fellow students, ask questions, and develop your sociological imagination (Learning Goals 1-7).

### b. Weekly Reflection Journal (9 points)

**\*Entries due every Monday, 5PM ET**

Each week you will write in your journal, link provided on LATTE. These journals will be semi-private; that is, I will read them every week, but they will not be visible to other students. The intention is for you to reflect and respond to the course in a more informal manner than in other assignments. The purpose of this assignment is to prepare you for the sociological autobiography final paper. I will provide a question/prompt for each week, usually in response to the chapter(s) we read that week from *Thick: And Other Essays*, but you are encouraged to make this reflection your own, reflective of your own "sociological journey" through this course.

Each journal entry is worth 1 point and there an entry is required for Weeks 1-9. **Journal entries are due by Monday, 5PM ET, each week.** This assignment is really for you to keep track of your own progress and questions throughout the course, so the key here is to demonstrate your thoughtful engagement with the course, rather than necessarily being correct (Learning Goals 2, 4, & 6).

**c. “Where in the World is Sociology?” Forum Posts (6 points)**

**\*Posts due Mondays, 5PM ET. Three posts are required for the semester.**

In this course, you will learn to apply sociological concepts, perspectives, and methods to everyday experiences and issues. As part of this learning goal, you are required to post three times per semester to the “Where in the World is Sociology?” Forum. While you may post more than three times, you will only receive credit for three posts. Each post is worth 2 points.

For your three posts, you are required to engage with three different dimensions of the social world. This means:

1. One post in reaction to a piece of media (article, blog post, podcast, video, etc.);
2. One post in reaction to a current event (political, cultural, sports, music, science, etc.);
3. One post in reaction to a cultural object (piece of clothing, kitchen tool, street sign, movie poster, etc.).

Each post should be at least 150 words. **These posts are due by Monday, 5PM ET, on the weeks you choose to submit.** In each post, students should link to the piece of media, current event, or cultural object that they are calling attention to in the post. They should summarize the event/topic/object in 1-2 sentences and explain how their sociological imagination helps them understand it in 2-3 sentences. In your title for the post, please state whether you post is in reaction to media, event, or object. I will provide examples in the forum.

These should be relatively short posts that allow you the opportunity to apply the concepts and perspectives you’re learning from sociology to real-life situations, problems, and topics that you find to be of personal interest (Learning Goals 1, 2, 3, 4, & 5).

**d. “Using Your Sociological Imagination” Memo (15 points)**

For this assignment, you will first identify a social problem related to your experiences in and understandings of your hometown. Using the sociological concepts and research methods that we have learned, you will design a small research project to address a sociological question related to your identified social problem. In a 2-3 page, double-spaced memo, you will write up a project summary, description of the social problem, outline of your research methods, and describe what data you think needs to be collected to answer your question. In your project summary and description of the social problem, you should clearly state the research question in 1-2 sentences. The research question should be **bolded**. The sociological concepts used in the memo should be *italicized*. In the outline of your research methods, please explain why you think those methods would be most appropriate for answering your research question. A more detailed description and rubric will also be provided in advance of the due date. **The “Using Your Sociological Imagination” Memo is due by Sunday, June 27, 5PM ET, to the drop box on LATTE.**

Your goals for this assignment are to demonstrate your comprehension of the concepts and methods we've discussed, use your sociological imagination to identify a research question, and develop your skills in research design, thinking analytically, and writing clearly (Learning Goals 1, 2, 3, 4, & 7).

**e. "Public Sociology": Writing an Op-Ed (10 points)**

This assignment requires that you apply your sociological imagination to a social issue. Many consider op-eds and letters to the editor as examples of "public sociology", which is the application of sociological knowledge and perspectives to social issues and questions for non-academic audiences. Using the concepts that you have learned in this course, you will draft a letter to an editor of a newspaper or an op-ed to argue your opinion on a pressing, current social issue. You may draw upon the work you did for the "Using Your Sociological Imagination" Memo to discuss the same social problem or you may choose to discuss a different topic. Your letters should be 1-2 pages and double-spaced. For some suggestions on style and format, you can check out the ASA's guidelines for op-eds and letters to the editor: <https://www.asanet.org/press-center/communication-tools/letters-editor>. As with other assignments, a more detailed description and rubric will also be provided in advance of the due date. **The "Public Sociology": Writing an Op-Ed assignment is due by Sunday, July 18, 5PM ET, to the drop box on LATTE.**

Your goals for this assignment are to demonstrate your understanding of sociological concepts, analyze the impact of social structure on everyday experiences, and critically reflect on how social issues and inequalities are shaped by gender, race, ethnicity, class, and sexuality (Learning Goals 2, 3, 4, 5, & 7). Your document should be clearly written and create a compelling argument on your chosen issue by using these concepts and your sociological imagination.

**f. "Sociological Autobiography" Final Paper (20 points)**

For this final writing assignment, you will write a 5-6 page autobiographical paper that analyzes the distinction between your biography and history using your sociological imagination. This is the summation of the course and your goal is to demonstrate your sociological perspective, understanding of sociological concepts, and critically reflect on yourself and your life story, as well as practice your academic writing skills. I emphasize here that you will use *academic writing* and that this is *not* a reflection piece. Not only should you use sociological concepts and theories from the course throughout the paper, but also you should directly cite and use the course readings. A more detailed description and rubric, including expectations on the number of readings cited, will also be provided in advance of the due date. **The "Sociological Autobiography" Final Paper is due by Sunday, August 8, 5PM, ET to the drop box on LATTE.**

As you will learn through the development of your sociological imagination, the central work of a sociological understanding is all about drawing connections between your personal experiences, larger social structures, and sociohistorical context (Learning Goals 1-7). How have your gender, sexuality, race, ethnicity, religion, class, geographical location, and/or cultural background impacted your life story? In what ways have these factors and their intersections shaped the trajectory of your life by providing advantages or disadvantages and influencing choices?

#### e. Course Assignment Due Dates Calendar

- **Week 1: Tuesday, June 1 – Monday, June 7: What is Sociology?**
  - ☐ DUE: Discussion Forum Post by Friday, June 4, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, June 7, 5PM
  - ☐ DUE: Journal Entry by Monday, June 7, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, June 7, 5PM (only 3 per semester)
- **Week 2: Tuesday, June 8 – Monday, June 14: Sociological Methods & Ethics**
  - ☐ DUE: Discussion Forum Post by Friday, June 11, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, June 14, 5PM
  - ☐ DUE: Journal Entry by Monday, June 14, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, June 14, 5PM (only 3 per semester)
- **Week 3: Tuesday, June 15 – Monday, June 21: Culture, Socialization, & Interaction**
  - ☐ DUE: Discussion Forum Post by Friday, June 18, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, June 21, 5PM
  - ☐ DUE: Journal Entry by Monday, June 21, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, June 21, 5PM (only 3 per semester)
- **Week 4: Tuesday, June 22 – Monday, June 28: Structure & Agency**
  - ☐ DUE: Discussion Forum Post by Friday, June 25, 5PM
  - ☐ DUE: “Using Your Sociological Imagination” Memo, 5PM Sunday, June 27
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, June 28, 5PM
  - ☐ DUE: Journal Entry by Monday, June 28, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, June 28, 5PM (only 3 per semester)
- **Week 5: Tuesday, June 29 – Monday, July 5: Intersectionality**
  - ☐ DUE: Discussion Forum Post by Friday, July 2, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, July 5, 5PM
  - ☐ DUE: Journal Entry by Monday, July 5, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, July 5, 5PM (only 3 per semester)
- **Week 6: Tuesday, July 6 – Monday, July 12: Class & Status in the U.S.**
  - ☐ DUE: Discussion Forum Post by Friday, July 9, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, July 12, 5PM
  - ☐ DUE: Journal Entry by Monday, July 12, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, July 12, 5PM (only 3 per semester)

- **Week 7: Tuesday, July 13 – Monday, July 19: Race & Ethnicity in the U.S.**
  - ☐ DUE: Discussion Forum Post by Friday, July 16, 5PM
  - ☐ DUE: “Public Sociology”: Writing an Op-Ed due by Sunday, July 18 by 5PM ET
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, July 19, 5PM
  - ☐ DUE: Journal Entry by Monday, July 19, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, July 19, 5PM (only 3 per semester)
  
- **Week 8: Tuesday, July 20 – Monday, July 26: Gender & Sexuality in the U.S.**
  - ☐ DUE: Discussion Forum Post by Friday, July 23, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, July 26, 5PM
  - ☐ DUE: Journal Entry by Monday, July 26, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, July 26, 5PM (only 3 per semester)
  
- **Week 9: Tuesday, July 27 – Monday, August 2: Social Change, & Social Movements**
  - ☐ DUE: Discussion Forum Post by Friday, July 30, 5PM
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, August 2, 5PM
  - ☐ DUE: Journal Entry by Monday, July August 2, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, Aug. 2, 5PM (only 3 per semester)
  
- **Week 10: Tuesday, August 3 – Monday, August 9: Course Conclusions**
  - ☐ DUE: Discussion Forum Post by Friday, August 3, 5PM
  - ☐ DUE: “Sociological Autobiography” Final Paper by Sunday, August 8 at 5PM ET
  - ☐ DUE: Discussion Forum Response Posts (2) by Monday, August 9, 5PM
  - ☐ DUE: Journal Entry by Monday, August 9, 5PM
  - ☐ DUE: “Where in the World is Sociology?” Post by Monday, Aug. 9, 5PM (only 3 per semester)

## COURSE SCHEDULE

### WEEK 0: Online Class Orientation

As this course is only ten weeks long (shorter than a regular semester), we will all need to dive right in. To make this possible, please complete the following tasks as soon as possible before the first official week begins:

**Watch:**

- ☐ **Video:** Introduction to Course & Instructor
- ☐ **Video:** Introduction to the syllabus, policies, and course schedule

**Complete:**

- ☐ Introduction Forum – submit audio or video post
- ☐ Community Netiquette Guidelines
- ☐ Sign-up for office hours during Week 1 or 2

## PART 1: SELF & SOCIETY

### Week 1, June 1-7: What is Sociology?

**Topics:** sociological imagination, sociological perspectives, introduction to the course

**Read:**

- ☐ C.W. Mills. 1959 [2000]. "The Promise". Pp. 3-24 in *The Sociological Imagination*. Oxford, UK: Oxford University Press.
- ☐ Romero, Mary. 2001. "Intersection of Biography and History: My Intellectual Journey." in *Mapping the Social Landscape*. Edited by Susan Ferguson. Mountainview, CA: Mayfield.
- ☐ Du Bois, W.E.B. 1903. "Of Our Spiritual Strivings." Pp. 1-8 in *The Souls of Black Folk*. New York, NY: W.W. Norton Books.
- ☐ "What is Sociology?" American Sociological Association. <https://www.asanet.org/about-asa/asa-story/what-sociology>
- ☐ Cottom, Tressie McMillam. 2019. "Thick." Pp. 1-32 in *Thick: And Other Essays*. New York, NY: The New Press.

**Watch/Listen:**

- ☐ **Lecture Video:** What is Sociology?
- ☐ **Video:** "Sociologists on Sociology" Video (ASA)
- ☐ **Video:** "A Radical Experiment in Empathy" Video (Sam Richards, Tedx Talks)

**Complete:**

- ☐ Discussion Forum
- ☐ Weekly Reflection Journal

**Optional/Supplemental:**

The Combahee River Collective. 2014 [1978]. "A Black Feminist Statement." *Women's Studies Quarterly* 42(3/4):271-280.

### Week 2, June 8-14: Sociological Methods & Ethics

**Topics:** research methods, quantitative methods, qualitative methods, evidence, research ethics

**Read:**

- ☐ Best, J. 2012. "Afterword: Bad Statistics: What's the Problem?" pp. 173-186 in *Damned Lies and Statistics*.
- ☐ Haney, L. 2018. "Studying the Social World." Pp. 52-77 in *The Sociology Project 2.5: Introducing the Sociological Imagination*. Edited by Jeff Manza, Richard Arum, and Lynne Haney. Pearson.

- ☐ Code of Ethics: American Sociological Association
- ☐ McGhee, Heather. 2021. "Introduction." Pp. xi-xxiii in *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. New York, NY: One World Press.

**Watch/Listen:**

- ☐ **Lecture Video:** Methods & Ethics
- ☐ **Video:** "Methods in Context" Playlist, Norton Sociology
  - There are seven short videos – please watch them all to learn about different perspectives on research questions and methods
- ☐ **Listen:** *Give Methods A Chance* podcast interview with qualitative sociologist C.J. Pascoe
- ☐ **Listen:** Stuff You Missed in History Class Podcast: "The Tuskegee Syphilis Study"

**Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ "Where in the World is Sociology?" Forum

**Optional/Supplemental:**

Centers for Disease Control and Prevention. 2015. "The Tuskegee Study Timeline", "Presidential Apology", and "Research Implications." U.S. Public Health Service Syphilis Study at Tuskegee.

**Week 3, June 15-21: Culture, Socialization, & Interaction**

**Topics:** norms, culture, processes of socialization, symbolic interaction, micro/meso/macro social orders

**Read:**

- ☐ Nelson, Katie and Lara Braff. 2020. "What is Culture". Pp. 6-7 in *Perspectives: An Open Introduction to Cultural Anthropology*, 2<sup>nd</sup> edition. Edited by Nina Brown, Thomas McIlwraith, Laura Tubelle de González. Arlington, VA: American Anthropological Association.
- ☐ Pascoe, C.J. 2007. "Chapter 2: Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity at River High." Pp. 25-21 in *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.
- ☐ Schalet, Amy. 2011. "Chapter 1: Raging Hormones, Regulated Love." *Not Under My Roof: Parents, Teens, and the Culture of Sex*. Chicago, IL: University of Chicago Press.
- ☐ Cottom, Tressie McMillam. 2019. "In the Name of Beauty." Pp. in *Thick: And Other Essays*. New York, NY: The New Press.

**Watch/Listen:**

- ☐ **Lecture Video:** Culture, Socialization, & Interaction
- ☐ **Video:** “Why Rappers Love Grey Poupon” Video (Vox)
- ☐ **Listen:** “Jia Tolentino On The Internet, Optimization, And Other Late Capitalist Woes”, Podcast, (It’s Been a Minute with Sam Sanders), 38:00, August 27, 2019, <https://www.npr.org/transcripts/754418354>

**Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ “Where in the World is Sociology?” Forum

**Optional/Supplemental:**

Tolentino, Jia. 2019. “The I in Internet.” Pp. 3-34 in *Trick Mirror: Reflections on Self-Delusion*. New York, NY: Random House.

## PART II: Inequality, Power, & Violence

### Week 4, June 22-28: Structure & Agency

**Topics:** structure, agency, power, inequality and social stratification in the U.S.

**DUE:** “Using Your Sociological Imagination” Memo, 5PM Sunday, June 27

**Read:**

- ☐ Manza, Jeff. 2018. “Social Structure” Pp. 96-117 in *The Sociology Project 2.5: Introducing the Sociological Imagination*. Edited by Jeff Manza, Richard Arum, and Lynne Haney. Pearson.
- ☐ Lareau, Annette. 2011. “Chapter 2: Social Structure and Daily Life.” Pp. 14-32 in *Unequal Childhoods: Class, Race, and Family Life*. Berkeley, CA: University of California Press.
- ☐ Cottom, Tressie McMillam. 2019. “Black Girlhood, Interrupted.” Pp. 171-194 in *Thick: And Other Essays*. New York, NY: The New Press.

**Watch/Listen:**

- ☐ **Lecture Video:** Structure & Agency
- ☐ **Video:** “How America’s public schools keep kids in poverty”, Kandice Summer (TEDx Talk)
- ☐ **Listen:** “‘Sum of Us’ Examines the Hidden Cost of Racism – For Everyone”, Radio (Fresh Air, NPR), February 17, 2021, <https://www.npr.org/2021/02/17/968638759/sum-of-us-examines-the-hidden-cost-of-racism-for-everyone> (35:00)

**Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ “Where in the World is Sociology?” Forum
- ☐ **DUE: “Using Your Sociological Imagination” Memo by Sunday, June 27 at 5PM ET**

**Optional/Supplemental:**

Goffman, Erving. 1956. “Introduction.” Pp. 1-9 in *The Presentation of Self in Everyday Life*. New York, NY: Doubleday.

### Week 5, June 29-July 5: Intersectionality

**Topics:** intersectionality, matrix of domination, race, gender, class, sexuality

**Read:**

- ☐ Collins, Patricia Hill and Sirma Bilge. 2016. “Chapter 1: What is intersectionality?”. Pp. 1-30 in *Intersectionality*. Malden, MA: Polity Press.
- ☐ Crenshaw, Kimberlé. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43(6):1241-1299.

- ☐ Cottom, Tressie McMillam. 2019. "The Price of Fabulousness." Pp. 153-170 in *Thick: And Other Essays*. New York, NY: The New Press.

**Watch/Listen:**

- ☐ **Lecture Video:** Intersectionality
- ☐ **Video:** "The Urgency of Intersectionality", Kimberlé Crenshaw TED Talk
- ☐ **Video:** "What is Intersectionality?"; Lecture by sociologist Tanya Golash-Boza

**Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ "Where in the World is Sociology?" Forum

**Optional/Supplemental:**

Anzaldúa, Gloria. 1987. "La conciencia de la mestiza: Towards a New Consciousness." Pp. 99-113 in *Borderlands/La Frontera: The New Mestiza*.

<p><b>Week 6, July 6-12: Class &amp; Status in the U.S.</b></p>
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<p><b>Topics:</b> class, status, stratification, inequality, intersectionality</p>
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**Read:**

- ☐ Wright, Erik Olin and Joel Rogers. 2015. "Class." Pp. 257-266 in *American Society: How it Really Works*. 2<sup>nd</sup> Edition. New York, NY: W.W. Norton & Company.
- ☐ Rank, Mark. 2003. "As American as Apple Pie: Poverty and Welfare." *Contexts* 2(3): 41-49.
- ☐ Cottom, Tressie McMillam. 2019. "Dying to Be Competent." Pp. 173-98 in *Thick: And Other Essays*. New York, NY: The New Press.
- ☐ McGhee, Heather. 2021. "Chapter 5: No One Fights Alone." Pp. 103-137 in *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. New York, NY: One World Press.

**Watch/Listen/Do:**

- ☐ Lecture Video: Class in the U.S.
- ☐ Explore: Resources from the Op-Ed Project
- ☐ Explore: "Are you in the American middle class" Income Calculator, Pew Research Center
- ☐ Watch: "Living in Poverty: Kathryn Edin", Stanford Center on Poverty and Inequality

**Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ "Where in the World is Sociology?" Forum

**Optional/Supplemental:**

Sherman, Rachel. 2017. "Chapter 1." Pp. 28-57 in *Uneasy Street: The Anxieties of Affluence*. Princeton, NJ: Princeton University Press.

**Week 7, July 13-19: Race & Ethnicity in the U.S.**

**Topics:** race, ethnicity, racial formation, intersectionality

**Due:** "Public Sociology": Writing an Op-Ed due by Sunday, July 18 by 5PM ET

**Read:**

- ☐ Morning, Ann. 2005. "Race." *Contexts* 4(4): 44-46.
- ☐ Cottom, Tressie McMillam. 2019. "Know Your Whites." Pp. 99-126 in *Thick: And Other Essays*. New York, NY: The New Press.
- ☐ Cottom, Tressie McMillam. 2019. "Black Is Over (Or, Special Black)." Pp. 127-152 in *Thick: And Other Essays*. New York, NY: The New Press.

**Watch/Listen/Do:**

- ☐ **Lecture Video:** Race-Ethnicity in the U.S.
- ☐ **Listen:** "Thinking of Race As A Social Construct", Radio (WBEZ Chicago), November 13, 2017, <https://www.wbez.org/stories/thinking-of-race-as-a-social-construct/30f55eda-0435-4f05-90aa-0844dc89ea27>
- ☐ **Watch:** "The Social Construction of Race: Aliya Saperstein", Stanford Center on Poverty and Inequality
- ☐ **Explore:** "What Census Calls Us", Pew Research Center
- ☐ **Explore:** Resources from the Op-Ed Project

**Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ "Where in the World is Sociology?" Forum
- ☐ **DUE: "Public Sociology": Writing an Op-Ed by Sunday, July 18 at 5PM ET**

**Optional/Supplemental:**

Omi, M. and Howard Winant, 1994. "Racial Formation." Pp. 53-76 in *Racial Formation in the United States*, 2<sup>nd</sup> Edition. New York: Routledge.

Alexander, Michelle. 2012. "Introduction." Pp. 1-19 in *The New Jim Crow*.

Golash-Boza, Tanya. 2016. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* 2(2):129-141.

## **Week 8, July 20-26: Gender & Sexuality in the U.S.**

**Topics:** gender, sex, sexuality, intersectionality

### **Read:**

- ☐ Risman, Barbara J. 1998. "Gender as Structure." Pp. 306-315 in *Mapping the Social Landscape*. Edited by Susan Ferguson. New York, NY: McGraw Hill.
- ☐ Lorber, Judith. 1993. "Believing is Seeing: Biology as Ideology." *Gender & Society* 7(4):568-581
- ☐ Barber, Kristen and Tristan Bridges. 2017. "Marketing Manhood in a "Post-Feminist" Age." *Contexts* 16(2): 38-43.
- ☐ Pascoe, C.J. and Jocelyn Hollander. 2016. "Good Guys Don't Rape: Gender, Domination, and Mobilizing Rape." *Gender & Society* 30(1):67-79.
- ☐ Cottom, Tressie McMillam. 2019. "Girl 6." Pp. 195-223 in *Thick: And Other Essays*. New York, NY: The New Press.

### **Watch/Listen:**

- ☐ **Lecture Video:** Gender & Sexuality in the U.S.
- ☐ **Watch:** *Miss Representation*, The Representation Project (Khan Academy) **AND/OR** *The Mask You Live In*, The Representation Project (Khan Academy)

### **Complete:**

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ "Where in the World is Sociology?" Forum

### **Optional/Supplemental:**

Garcia, Lorena. 2012. "Chapter 1: Studying the "Other" Girls." Pp. 1-18 in *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. New York, NY: NYU Press.

Gray, Mary. 2009. "Introduction: There Are No Queers Here." Pp. 1-34 in *Out in the Country: Youth, Media, and Queer Visibility in Rural America*. New York, NY: NYU Press.

## PART III: Order, Conflict, Institutions, & Change

### Week 9, July 27-August 2: Institutions, Social Change, & Social Movements

**Topics:** institutions, organizations, social movements, social change, labor, reproductive labor

#### Read:

- ☐ Meyer, David S. 2003. "How Social Movements Matter." *Contexts* 2(4):30-35.
- ☐ Featherstone, Liz. March 8, 2019. "It's International Women's Day. Women Around the World Are Striking." *Jacobin Magazine*.
- ☐ English, Claire and Rosa Campbell. 2020. "Striking from the 'second shift': lessons from the 'My Mum is on Strike' events on International Women's Day 2019." *Feminist Review* 126:151-160.
- ☐ "International Women's Day: Clashes, Coronavirus, and Women Prepare to Strike." NPR, Jason Slotkin, March 8, 2020.
- ☐ Chang, Clio. 2020. "Taking Care of Each Other is Essential Work." *Vice*. April 7, 2020. <https://www.vice.com/en/article/jge39g/taking-care-of-each-other-is-essential-work>.

#### Watch/Listen:

- ☐ **Lecture Video:** Social Movements, Institutions, & Social Change
- ☐ **Listen:** Fried, Mindy. 2020. "Caregiving in the Time of Corona: A Global Perspective". *The Shape of Care* Podcast. Season 1, Episode 11. (7:11).
- ☐ **Watch:** "The Second Shift: Arlie Hochschild", Stanford Center on Poverty and Inequality

#### Complete:

- ☐ Weekly Discussion Forum
- ☐ Weekly Reflection Journal
- ☐ "Where in the World is Sociology?" Forum

#### Optional/Supplemental:

Hondagneu-Sotelo, Pierette. 2007. "New World Domestic Order." *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley, CA: University of California Press.

Federici, Silvia. 1974. "Wages Against Housework." Power of Women Collective and Falling Wall Press.

## **Week 10, August 3-August 9: Course Conclusions**

**DUE:** “Sociological Autobiography” Final Paper by Sunday, August 8 at 5PM ET

### **Read/Listen:**

- ☐ TBD

### **Watch:**

- ☐ **Lecture Video:** Course Review

### **Complete:**

- ☐ Weekly Discussion Forum
- ☐ “Where in the World is Sociology?” Forum
- ☐ **DUE: “Sociological Autobiography” Final Paper by Sunday, August 8 at 5PM ET**