

DRAFT – TO BE UPDATED FOR FALL 2024

**SOCI 1000: INTRODUCTION TO SOCIOLOGY
SPRING 2024
Prof. Flippen**

Course Description

Sociology is the study of social life, social change, and the causes and consequences of human behavior. The course centers on developing what C. Wright Mills called the “sociological imagination:” the ability to understand how people’s lives, including their own, are shaped by larger social structures. We challenge taken-for-granted assumptions about culture, politics, history, and psychology and replace them with evidence-based reasoning. This course provides a broad introduction to several main areas of sociological inquiry, including how individuals’ actions and life trajectories are influenced by race, ethnicity, social class, and gender; the social determinants of health and longevity; immigration and immigrant incorporation; urban poverty; residential segregation; crime and mass incarceration; and sexuality and family behavior.

This course fulfills the College of Arts & Sciences’ Society Sector requirement. Accordingly, the course is designed “to enable students to develop concepts and principles, test theories, and perfect tools that can be used to interpret, explain, and evaluate the behavior of human beings in contemporary societies.”

Class Structure

There are two main components of our course: lecture meetings (twice a week) and recitation seminars (once a week, beginning the second week of class). This course is organized around close readings of texts, analytic writing, and discussion. Each of the topics that we study will offer a new lens for viewing and describing the world around us. Recitation seminars will provide the opportunity to build your fluency in the texts and concepts covered in the readings and lectures through exercises in which you apply concepts and engage in extended dialogue with one another.

Required Readings and Material

Will be available on Canvas. A large body of research in the cognitive sciences demonstrates that students who read and mark up paper copies of texts absorb more information than those who read digital copies. Consider printing course readings.

Poll Everywhere

This course uses a web-based polling tool called Poll Everywhere. To make sure you will get credit in Canvas for your Poll Everywhere activities, you must take the following steps:

1. Make sure that the pennkey@upenn.edu version of your email address is added as an additional email address in Canvas. (Note that this is different from your pennkey@school.upenn.edu address.)
2. Make your pennkey@upenn.edu address your default email address in Canvas.
3. You will receive a confirmation email from Canvas. Click on the appropriate link to confirm the change to your default email address.

- a. Note that the confirmation email from Canvas—along with any notifications that Canvas sends to your pennkey@upenn.edu address—will be automatically forwarded to the pennkey@school.upenn.edu account that you already use. If you do not see the confirmation email in your inbox, please check your Spam folder.
4. Soon you will receive an invitation to register with our course on Poll Everywhere. Accepting the invitation will ensure that your responses are recorded.
5. There are two ways to respond to polls. You may choose to download the Poll Everywhere app to your phone or laptop, or you can respond to polls from Poll Everywhere's website. Regardless of the method you use to respond, make sure that you are logged into Poll Everywhere using your pennkey@upenn.edu address before you submit your response.

For more information on using Poll Everywhere, please visit Penn's Poll Everywhere Guide for Students. Please contact canvas@pobox.upenn.edu if you have any difficulty with updating your email address in Canvas or changing the default address.

Assignments & Grading

Outline of Assessments:

Exams:

Midterm 1: 15%

Midterm 2: 25%

Final (during finals week): 30%

Short paper (5 pages): 10%

Lecture attendance: 5%

Recitation: 15%

Recitation participation and attendance: 5%

Short assignments (2% each)

Sociology in Action (group-based news project)

Four 1-page reflective exercises, extending work done in recitation

Midterm 1: This in-class midterm is intended to help you learn how to do well in this course. It will be a combination of multiple choice, true-false, and short-answer questions.

Midterm 2: This in-class midterm follows the same format as the first midterm.

In-class Final: The final examination is during finals week, as scheduled by the Bursar. It will follow the same format as the midterms, except that it will also include short essay questions. You will have more time to complete the exam. The final is comprehensive, but there is more emphasis on the period since the last midterm.

Short (~5 page) analytic paper: This assignment is designed to help you engage more deeply with course materials and synthesize across lectures and readings on different topics. Students will read an assigned newspaper article linking income and high school quality, and connect their own high school experiences and course readings to the patterns presented in the article (<https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html>). More details on the assignment will be provided in recitation, and two recitation meetings will be dedicated to supporting your paper writing.

Attendance: I understand that everyone has reasons why they may need to miss an occasional lecture. You can miss three lectures without it affecting your lecture participation grade. You do NOT need to email instructor/TA regarding these absences.

Recitation 15%):

Attendance and participation (5%)

Short assignments (2% each): The exercises are intended to help bring the concepts of the course to life. They are designed to primarily completed during recitation and will be submitted to your recitation TA. There will be 6 assignments over the course of the semester, and you are **required to submit 4**, to provide flexibility in terms of illness or other unforeseen circumstances. Details on assignments, including due dates, will be provided in recitation.

Sociology in Action (2%): In recitation you will form a group and choose a selected week of readings. That week, you will bring a real-world illustration of the readings (brief video clip, online article, media, etc.), briefly describe the connection of this example to the week's topic and reading, and then pose 1-2 discussion prompts. Think of this as show and tell. Slides are not required.

Final grade calculation:

Grades ending with a 0-2.99 will be assigned a “minus” grade (e.g. 80-82.99 = B-).

Grades ending with a 3-6.99 will be assigned an unmodified letter grade (e.g. 83-86.99 = B). Grades ending with a 7-9.99 will be assigned a “plus” grade (e.g. 87-89.99 = B+).

Please note that final grades will not be “rounded” to the nearest whole number.

Contact Information and E-mail policy
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Prof. Flippen, 231 McNeil, chenoa@upenn.edu

Office hours: Wednesday 3:00-4:30 (McNeil 231) and by appointment

TAs:

402 (Thursday 8:30-9:30)

Emily Curran (egcurran@sas.upenn.edu)

403 (Thursday 10:15-11:15)

Office hours: Thursday from 11:30-1:30

408 (Thursday 12:00 1:00)

Rehana Odendaal (rehana@upenn.edu)

404 (Thurs: 1:45 2:45)

Office hours: Wed 10:45-11:45 Thurs 2:00

409 (Thursday 3:30-4:30)

Matthew Sheen (masheen@sas.upenn.edu)

405 (Thursday 5:15-6:15)

Office hours: Tues/Thurs 2:00-3:00

406 (Friday 10:15-11:15)

Kathryn O'Neill (onk@sas.upenn.edu)

407 (Friday 12:00-1:00)

Office hours: Thurs 12:00-1:00 Fri 1:30-2:30

Who should you e-mail with questions about the course? First, please read through the syllabus before you send an e-mail to make sure that your question hasn't already been answered. If you still have a question, please use the following guidelines when sending course-related e-mail:

1. Teaching Assistant: You should first email the TA for your recitation with any question related to the recitation or the course.

2. Professor: You should email the professor with any questions that cannot be resolved by your TA, or to set up a meeting with the professor outside of normal office hours.

Over the course of the semester the instructors will receive several hundred (or more) student emails. We will aim to respond to all e-mails within 2 business days. Please include “INTRO SOC” in the subject line of your e-mail. As noted above, **you do not need to e-mail the professor or your TA if you will miss a lecture.**

If we find that many students are asking the same questions, we will assume that others have the same question and will respond via a Canvas announcement.

Classroom policies

Recent research demonstrates that multi-tasking reduces cognitive functioning. In addition, learning is not simply about memorization, but it is about actively analyzing, questioning, and assessing the ideas and evidence presented in lecture. Most importantly, when students use electronic devices in a classroom (i.e., for email or social media) it is distracting to other students. As such, please limit your use of electronic devices to note-taking.

Resources

Office Hours:

I strongly encourage everybody to attend student office hours as frequently as possible, either individually or in small groups. This means you! These meetings can be used to clarify topics from readings or lectures or to discuss anything else related to the course. Even if you don't have anything pressing to discuss, a quick chat will help me get to know you better and will provide me with an invaluable opportunity to get feedback from you about how our class is going, and how well I'm doing with helping you meet our course goals.

I use a signup system for student office hours so that we can all schedule our time more effectively. To attend, please sign up for a time slot before office hours have begun here:

<https://www.wejoinin.com/sheets/gqrru/>. At the specified time, you will log into my Zoom office hours page (URL provided on our Canvas homepage). I will announce any “open” student office hours that will not require signups (typically before exams). If you are unable to attend regularly scheduled student office hours, please contact me to make alternative arrangements.

In addition to meeting with me and your TA, I also encourage you to meet with your colleagues for study groups and conversation.

Penn Resources:

The Weingarten Learning Resource Center has a number of valuable handouts on-line about how to improve your studying and test preparation. There are instructors with whom you may schedule a (free) appointment. Their email is <http://www.vpul.upenn.edu/lrc/lr/>

The library also has many valuable on-line guidelines to help you in doing the research and writing for your paper. You may also schedule an appointment with a reference librarian. The student disability center is also housed in Weingarten: <http://www.college.upenn.edu/support/sds.php>

Penn also has a writing center. Here is the link: <http://writing.upenn.edu/critical/help/> Students may schedule (free) appointments to get help from a trained tutor with the writing process.

Penn also has a Counseling and Psychological Services program which offers free confidential help to students. College can be challenging. Here is the link: <http://www.vpul.upenn.edu/caps/> In addition, there are resident advisers, faculty members living on campus, academic advisers, and undergraduate advisers in each program of study. The Office of the Chaplain is also helpful.

Penn seeks to be a caring community.

MCAT Preparation:

The MCAT has added a social and behavioral component. Should you be taking the MCAT, this class will help you prepare for this test. For example, we will cover the following concepts and theories about them that are mentioned in The Official Guide to the MCAT: macro- and micro-sociology, social structure, institutions, norms, social inequality, social stratification, social mobility, poverty, prejudice, discrimination, race, gender, ethnicity, class, status, prestige, power, inclusion and exclusion, meritocracy, anomie, alienation, culture, cultural capital, social capital, human capital, sanctions, anomie, alienation, networks, groups, roles, role conflict, socialization, self, self-identity, interpersonal interaction, presentation of self, impression management, front and back stage behavior, symbolic interactionism, functionalism, conflict theory, exchange theory, rational choice theory, data collection methods (e.g., reliability, validity, sampling). Scientific reasoning, which is also a part of the MCAT, will also be illustrated in readings and lectures.

Academic Integrity

Please read and familiarize yourself with Penn's Code of Student Conduct and Code of Academic Integrity: <https://catalog.upenn.edu/pennbook/>. Regarding academic dishonesty, please note that plagiarism is not limited to copying an entire paper. Using quotes without properly citing them or using ideas without acknowledging their source also constitute plagiarism. Any form of cheating or plagiarism will result in disciplinary action may result in receiving a failing grade in the course and a referral to the Center for Community Standards and Accountability.

Student Disabilities Services and Accommodations for Students with Disabilities

The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS): <https://weingartencenter.universitylife.upenn.edu/>. If you require accommodations through SDS, please make an appointment to meet with your TA immediately to discuss your accommodations and your needs. If you have not yet contacted SDS, and would like to request accommodations or have questions, you can make an appointment by calling (215) 573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.

Other Accommodations: Student athletes, parents and caregivers, and others whose commitments might affect their ability to attend class or complete assignments on time should also inform their TA at the beginning of the semester about potential conflicts. You should also check in with your TA as soon as possible if religious holidays that occur during the semester will require you to miss class. If you unexpectedly experience a life event that presents you with academic difficulties, I can refer you to CaseNet to help you get the support you need: <https://www.college.upenn.edu/casenet>.

COURSE SCHEDULE

PART I: THE SOCIOLOGICAL PERSPECTIVE

1. January 22: Course Overview and Objectives

- C Wright Mills. 1959. "The Promise" from *Sociological Imagination* (8 pages)

2. January 24: The Sociological Imagination

- Hunter and McClelland: Theoretical Perspectives in Sociology p. 33-42 in *Mapping the Sociological Landscape*. (9 pages)
- Itzigsohn, Jose. 2021. The Sociology of WEB DuBois. *Sociological Forum* 36: 511-514. (3 pages)

3. January 29: Social Research Methods

- Conley, Dalton. 2019. You May Ask Yourself: An Introduction to Thinking Like a Sociologist, Chapter 2: Methods (p. 41-68).

4. January 31: The Sociological Imagination on Campus

- Boswell, A. and Joan Spade. 1996. Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women? From Mapping the Social Landscape.
- Borsari, Brian, John Hustad, and Christy Capone. 2009. Alcohol Use in the Greek System, 1999-2009: A Decade of Progress. *Current Drug Abuse Review* 2: 216-28.

PART II: SOCIAL INEQUALITY

5. February 5: Social Class

- Domhoff. Who Rules America? In Grusky (ed) Social Stratification: Class, Race, and Gender in Sociological Perspective (5 pages).
- Marx, Karl. 1849. Wage Labour and Capital. From the Marx-Engels Reader. (14 pages)

6. February 7: Economic Inequality: The 1%

- Atkinson, Anthony, Thomas Piketty, and Emmanuel Saez. 2013. Top incomes in the long run of history. In Grusky (ed) Social Stratification: Class, Race, and Gender in Sociological Perspective.
- Hacker, Pierson. Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States. In Grusky (ed) Social Stratification: Class, Race, and Gender in Sociological Perspective (12 pages)

7. February 12: Race and Ethnicity

- Morning, Ann. 2008. Reconstructing Race in Science and Society: Biology Textbooks, 1952-2002. *American Journal of Sociology* 114: 106-137.
- Desmond, Matthew and Mustafa Emirbayer. 2009. What is Racial Domination? *Du Bois Review*.

8. February 14: Racial and Ethnic Stratification

- Shapiro, Thomas. Race, Homeownership and Wealth. From Mapping the Social Landscape.
- Pager, Devah. 2008. The Dynamics of Discrimination. In *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*.

9. February 19: Gender

- England, Paula. 2003. Toward Gender Equality: Progress and Bottlenecks. In *The Declining Significance of Gender?* Edited by Francine Blau, Mary Brinton, and David Grusky.
- Collins, Patricia Hill. Black Feminist Thought in the Matrix of Domination. From Social Theory: The Multicultural and Classic Readings, Charles Lemert Ed.

February 21 FIRST MIDTERM

10. February 26: Residential Segregation

- Massey, Douglas. 2020. "Still the Linchpin: Segregation and Stratification in the USA." Race and Social Problems (2020) 12:1–12.
- Ware, Leland. Plessy's Legacy: The Government's Role in the Development and Perpetuation of Segregated Neighborhoods. *Russell Sage Foundation Journal of the Social Sciences*.

11. February 28: Economic Inequality: Poverty

- Desmond, Matthew. 2023. Chapter 3: How we Undercut Works and Chapter 4: How We Force the Poor to Pay More. From *Poverty, by America*.

3/4 and 3/6 NO CLASS – SPRING BREAK

PART III: SOCIAL INSTITUTIONS

12. March 11: Health in Historical Perspective

- Anderson, D., Kerwin Charles and Daniel Rees. 2021. Public Health Efforts and the US Mortality Transition. NBER reporter.
- Sellers, Frances. 2023. A Tale of Two Sisters, Two Countries and Their Health Systems. *The Washington Post*.

13. March 13: Health Disparities

- Link, Bruce and Jo Phelan. (1995). Social Conditions as Fundamental Causes of Disease. *Journal of Health and Social Behavior* 35: 80-94.
- Ansell, David. 2021. *The Death Gap: How Inequality Kills*, Preface: One Street, Two Worlds. University of Chicago Press. (12 pages)

14. March 18: The Family

- Furstenberg, Frank. 2014. Fifty Years of Family Change: From Consensus to Complexity. *ANNALS* 1654: 12-27.

- Cherlin, Andrew. 2004. The Deinstitutionalization of the American Marriage. *Journal of Marriage and the Family* 66: 848-61.

15. March 20: The Family and Inequality

- Mare, Robert. 2016. Educational homogamy in two gilded ages: Evidence from inter-generational social mobility data. *ANNALS* 663: 117-137.

16. March 25: Education

- Hill, Heather. 2017. The Coleman Report, 50 Years On: What Do We Know about the Role of Schools in Academic Inequality? *ANNALS*.
- Reardon, Sean, Erin Fahle, Heewon Jong, and Ericka Weathers. 2022. Why School Desegregation Still Matters (a Lot). (7 pages)

17. March 27: Religion (Guest lecture – Prof. Melissa Wilde)

- Wilde, Melissa. 2019. Birth Control, Religion, and the Social Construction of Whiteness. *Contexts*. (1 page)

18. April 1: Education: Cultural Capital

- Jack, Anthony. 2019. Can Poor Students be Privileged? And "Come with Me to Italy!" Intro and Chapter 1 from *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students*.
- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review*.

April 3 SECOND MIDTERM

PART IV: IMMIGRATION AND SOCIAL CHANGE

19. April 8: International Migration

- Massey, Douglas. 2013. America's immigration policy fiasco. *Journal of the American Academy of Arts and Sciences*.
- Migration Policy Institute. 2019. Explainer: Illegal Immigration in the United States. <https://www.migrationpolicy.org/content/explainer-illegal-immigration-united-states>

20. April 10: Immigrant Incorporation

- Portes, 2014. Growing Up American: The New Second Generation. Chapter 7 in *Immigrant America: A Portrait*.

21. April 15: Gender 2.0

- Lorber, Judith. *Paradoxes of Gender*, Chapter 1: "Night to His Day": The Social Construction of Gender.

- Mittleman, Joel. Intersecting the Academic Gender Gap: The Education of Lesbian, Gay, and Bisexual America. *American Sociological Review*.

22. April 17: Sexuality, Relationships, and Dating

- Wade, Lisa. 2017. Excerpts from *American Hookup*. (21 pages)
- Wang, Kristen, Jessie Ford, and Paula England. What Does Studying College Sex Tell Us About Immigrant Assimilation? *Contexts*. (7 pages)

PART V: DEVIANCE CRIME AND SOCIAL CONTROL

23. April 22: Deviance and Crime

- Meier, Robert. Sociological Perspectives on Criminal Behavior. From Encyclopedia. (8 pages)
- Patillo, Mary. 1998. Sweet Mothers and Gangbangers: Managing Crime in a Black Middle-Class Neighborhood. *Social Forces*.

24. April 24 Mass Incarceration

- Alexander, Michelle. 2020. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Pp. 1-12, 121-144.
- Devah Pager. 2003. Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration. From xx. (6 pages)

25. April 29: Crimmigration

- Gonzales, Roberto. 2011. Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review* 76: 602-19.
- De Genova, Nicholas. 2002. "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31:419-447

WRAPPING UP

26. May 1: What does the future hold?

- Kessler, Sarah. 2023. Is remote work the answer to women's prayers, or a new 'mommy track'? *The New York Times*.
- Liu, Amy. 2023. America's Big-Tech Cities are Thriving, Not Dying. *The Washington Post*.
- [https://urldefense.com/v3/__https://www.cbsnews.com/miami/news/florida-sociology-class-change-spurs-debate/__;!!IBzWLU!WO0lfMK-BqS4MQY0NrQQInOc7wEWPMTdp0oopyK3hACDVXUqgYQN_l0VZLFtFYUXrz1h3IKYT245KCzHIYIRRIk\\$](https://urldefense.com/v3/__https://www.cbsnews.com/miami/news/florida-sociology-class-change-spurs-debate/__;!!IBzWLU!WO0lfMK-BqS4MQY0NrQQInOc7wEWPMTdp0oopyK3hACDVXUqgYQN_l0VZLFtFYUXrz1h3IKYT245KCzHIYIRRIk$)

PAPERS DUE IN RECITATION, LAST WEEK OF CLASS
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FINAL EXAM TBA – May 13, 12:00 pm
