

DEPARTMENT OF SOCIOLOGY
Indiana University, Bloomington
S100: Introduction to Sociology
Spring 2005
Section 10238

Professor Wilde

Lecture: Tuesdays and Thursdays: 9:30-10:45, WH100
Office Hours (BH 774): Tuesdays: 11:00 – 11:30 a.m. (drop-in),
3:00 - 4:00 p.m. (by appointment)

Overview: This course is designed to teach students what sociology is, and to introduce you to what we as sociologists do. My goal is to convince you that sociology is interesting and important. Over the semester, we will be reading original work in the sociology of race, class, deviance, gender and religion. You will learn about how these authors did their research, what they found, and what it tells us about our society. As you are reading these books, you will also be conducting research on yourselves, and others. You will observe and compare two groups of people, and you will also learn about how you, as a class, differ from the rest of the country.

Required Books and Materials:

Jay Macleod. 1995. *Ain't No Making It*. Westview Press.

Irving Goffman. 1963. *Stigma: Notes on the Management of Spoiled Identity*. Simon and Schuster, Inc.

Davidman, Lynn. 1991. *Tradition in a Rootless World: Women Turn to Orthodox Judaism*. University of California Press.

Juergensmeyer, Mark. 2000. *Terror in the Mind of God: The Global Rise of Religious Violence*. University of California Press.

Schaefer, Richard, T. 2004. *Sociology Matters* (Selections). McGraw-Hill.

Classroom Performance System (CPS): We will be using new technology which allows you to “vote” like the audience on *Who Wants to Be a Millionaire*. You won't be helping people to earn money, but will be using CPS to demonstrate that you're in class, answer survey questions, take quizzes, and practice exam questions. Because you will use them to take quizzes (and no make-ups are allowed), it is essential that you bring your CPS remote control to class everyday. I recommend leaving it in the bag that you carry to class permanently. There a few things you need to know about CPS:

1. You will need to register yourself as a member of this class at www.einstruction.com. Complete instructions will be provided during lecture about the process you must follow to do this successfully. You will need our class key, which will be announced in lecture. Please try to register immediately after the first class. If you are unsuccessful registering yourself on the e-instruction website, we will have help for you Thursday, January 13th, following lecture, and Friday January 14th (time and room TBA). Stop by and an assistant will walk you through the registration process.

2. Your remote control comes with a CPS registration card (bright yellow wrapped with the book) DO NOT THROW THIS OUT! Replacement cost is \$15.00 at www.einstruction.com.
3. If you lose your remote, see number 2 above.
4. If any student is caught with more than one remote, or using a remote that belongs to another student, all remotes involved will be confiscated for the remainder of the semester, and all students involved will receive a zero on all the remaining quizzes.

Evaluation and Requirements: The grade scale for this course is: A+ (100- 97), A (96-93), A- (92- 90), B+ (89-87), B (86-83), B – (82-80), C+ (79-77), C (76-73), C – (72-70), D+ (69-67), D (66-63), D – (62-60), F (<60). There are 500 total points for this course:

1. **Exams:** The three exams are each worth 100 points, or 20% of the final grade. In total, the exams are worth 300 points, or 60% of the final grade.
2. **Stigma Project:** The Stigma project is worth 150 points, or 30% of your final grade. Each of the two short assignments is worth 25 points, and the 3-6 page double-spaced typed paper is worth 100 points. Late papers will lose one letter grade (from A to B to C, etc.) for every day they are late. No late assignments will be accepted.
3. **Quizzes:** During the course of the semester, I will give 12 quizzes. No make-ups will be allowed for the quizzes, but I will drop your lowest three grades. Each quiz is worth 5 points, for a total of 45, or 9% of your final grade.
4. **Class Participation:** Every student must speak once during the course of the semester. When you contribute to class discussion, either by asking a question, making a comment, or answering a question (on a substantive matter being covered in class), you will receive five points toward your final grade. This is not extra credit. If you choose not to speak, you will be starting with 495 out of 500 points for your final grade. I will hand out note cards the first day of class, which you will turn into your assistant the day you speak in class. The color of your note card will determine what weeks you have your opportunity to speak (so that we don't have 400 students trying to comment all at once). You do not get points for speaking more than once, but you are encouraged to contribute to the class just the same! This is a HUGE class. Please be quiet during the lecture. As a courtesy to myself, and especially your peers, please arrive on time and remain seated until the end of class. If you arrive late, are seen leaving early, or answer your cell phone (which should be turned off) your remote will be confiscated and returned after the next quiz.

Class Schedule:

Part I: Race, Class, Reproduction and Mobility

<u>Week</u>	<u>Date</u>	<u>Topic and Assignments</u>
	Tuesday, January 11	Class 1: No Reading <ul style="list-style-type: none">• What is Sociology?• Introduction to the Course
1	Thursday, January 13	Class 2: Chapter 1 of Schaefer and Chapter 1 of <i>Ain't No Makin' It</i> <ul style="list-style-type: none">• The Sociological Imagination• Thinking Scientifically• Independent and Dependent Variables
	Tuesday, January 18	Class 3: Survey of the Class <ul style="list-style-type: none">• Taking and Analyzing a Survey• S100 vs. the US
2	Thursday, January 20	Class 4: Chapter 2 of <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• What is Theory?
3	Tuesday, January 21	Class 5: Chapter 3 of <i>Ain't No Makin' It</i> <ul style="list-style-type: none">• Meeting the Brothers and the Hallway Hangers.
	Thursday, January 23	Class 6: Chapters 4 and 6 of <i>Ain't No Makin' It</i> <ul style="list-style-type: none">• The Independent Variables• The Family• Education
4	Tuesday, February 1	Class 7: Chapter 5 of <i>Ain't No Makin' It</i> . <ul style="list-style-type: none">• The Dependent Variables• Aspirations and Expectations
	Thursday, February 3	Class 8: Chapters 7 and 8 of <i>Ain't No Makin' It</i> <ul style="list-style-type: none">• Leveled Aspirations• Social Reproduction Theory Reconsidered• Alternative Explanations• Gender in Clarendon Heights

5	Tuesday, February 8	Class 9: Part Two: Chapters 9, 10 and 11 of <i>Ain't No Makin' It</i> <ul style="list-style-type: none"> • The Revisit – Longitudinal Research • How do the Hallway Hangers and the Brothers fare? • The Reproduction of Inequality.
	Thursday, February 10	Class 10: Exam #1

Class Schedule Part II: Deviance and Social Control

6	Tuesday, February 15	Class 11: Introduction to <i>Stigma</i> (Chapter 1)
	Thursday, February 17	Class 12: Taking Field Notes <ul style="list-style-type: none"> • Assignment # 1 due
7	Tuesday, February 22	Class 13: Chapter 2 of <i>Stigma</i> <ul style="list-style-type: none"> • Information Control and Personal Identity • Discredited vs. Discreditable Stigma
	Thursday, February 24	Class 14: Chapter 2 of <i>Stigma</i> <ul style="list-style-type: none"> • Feedback on Assignment #1 • Coping with Stigma
8	Tuesday, March 1	Class 15: Chapter 4 of <i>Stigma</i> <ul style="list-style-type: none"> • Reactions to Stigma • Assignment # 2 due
	Thursday, March 3	Class 16: Chapter 5 of <i>Stigma</i> <ul style="list-style-type: none"> • Norms
9	Tuesday, March 8	Class 17: Chapter 5 of <i>Stigma</i> <ul style="list-style-type: none"> • Multiplicity of Norms • Explaining Stigma
	Thursday, March 10	Class 18: Exam #2
	March 15 and 17	Spring Break!

Class Schedule Part III: Religion and Gender

	Tuesday, March 22	Class 19: What is Religion?
10	Thursday, March 24	Class 20: Secularization
11	Tuesday, March 29	Class 21: Chapter 1 of <i>Tradition in a Rootless World</i> <ul style="list-style-type: none">• Conservative Religions, Cults and Sects• Snake Charmers and the Amish• Movie: A Life Apart: Hasidim in America• Stigma Paper due
	Thursday, March 31	Class 22: Chapter 2 of <i>Tradition in a Rootless World</i> <ul style="list-style-type: none">• Orthodox vs. Hasidic Judaism
12	Tuesday, April 5	Class 23: Chapters 3 and 4 of <i>Tradition in a Rootless World</i> <ul style="list-style-type: none">• The Dependent Variables• Differences and Similarities between Lubavitch and Orthodox Women
	Thursday, April 7	Class 24: Chapters 5 and 7 of <i>Tradition in a Rootless World</i> <ul style="list-style-type: none">• Religion and Gender
13	Tuesday, April 12	Class 25: Movie: <i>Postville: When Cultures Collide</i>
	Thursday, April 14	Class 26: Chapter 7 of <i>Tradition in a Rootless World</i> <ul style="list-style-type: none">• Social Encapsulation• Conversion Pathway

Part IV: Religion and Violence

14	Tuesday, April 19	Class 27: Chapters 1-2 of <i>Terror in the Mind of God</i>
	Thursday, April 21	Class 28: Chapter 3 of <i>Terror in the Mind of God</i>
15	Tuesday, April 26	Class 29: Chapter 4 of <i>Terror in the Mind of God</i>
	Thursday, April 28	Class 30: Conclusion of <i>Terror in the Mind of God</i>
	Thursday, May 5 8:00-10:00 p.m.	Final Exam

Stigma, Power and Social Control: Participant Observation of Two Social Groups

Your paper will be a result of a study you conduct which compares two groups of people, one of which you think experiences more stigma than another (for any reason). You can compare: a fraternity with a sorority, adults versus teenagers, female athletes with male athletes, female athletes with cheerleaders, Caucasian students with African-American students, teenage mothers to teenage girls without children, International students with students from Indiana, etc. Any two groups are fine. The most important thing is that you are interested in them, and you have easy access to watching and talking to them. By the time you write the paper, you should have conducted a total of at least 5 hours of participant observation on the two groups you discussed in the assignment. You should take field notes about the ways in which you see one, or both, of your groups being stigmatized, and reacting to that stigma. Some common questions:

1. **How big is a group?** By definition, a group is at least two people. For the purposes of our research, those two people cannot include you, therefore, your group should have at least three people, if you are included in the group. To be safe, I recommend that you only study groups with at least four members.
2. **Does each of my groups have to be an official group?** While some of you will be studying official groups such as sororities, others will be interested in comparing more loosely defined groups, such as African-American and Caucasian students. Your groups do not have to be official, but they should have clear boundaries and a reasonable number of members.
3. **Do my two groups have to interact?** Studying your groups as they interact with each other can be very interesting and useful – but sometimes that just doesn't happen all that much. Ideally, you want to study each group interacting with itself, as well as with individuals who are not members of the group. However, in some circumstances this will be difficult if not impossible. For example, if you want to study how handicapped or disabled students are stigmatized in comparison with "normally-abled" students, you may never have an opportunity to observe disabled students interacting with each other. This doesn't mean that you shouldn't do this for your project if you are interested in it, but that you should make extra efforts to go to disabled student groups, or to look for other opportunities to observe disabled students interacting with one another, and you should be clear about what you did and found in the paper.

Assignment #1:

One Page Paper

Grade Criteria: 25 points (5% of Final Grade)

Date Due: Thursday, February 17

This assignment is designed to get you thinking about your topic for the paper. By now you should have completed at least one hour of observation for each of your groups. You should answer the following questions, in PROSE, in one page or less:

1. What two groups are you comparing?
2. Where and in what settings will you be observing them?
3. What findings or observations have struck you so far during the preliminary stages of your research?
4. What aspect of the groups are you going to focus on?
5. Which group is more stigmatized, or less powerful, than the other?
6. Is the stigmatization effective? Are the groups resisting or conforming? How?

Assignment #2:

One Page Example of Fieldnotes on Each Group

Grade Criteria: 25 points (5% of Final Grade)

Date Due: Tuesday, March 1st

For this assignment, you will hand-in one typed page of field notes on each of your two groups. We will discuss how to take field notes and what they should look like in class on Thursday, February 17th.

Stigma Paper: 3-6 page typed, double-spaced and stapled paper

Grade Criteria: 100 points (20% of Final Grade)

Date Due: Tuesday, March 29th

The final paper should bring all that you've learned about stigma in class, and by observing your two groups, together. Here are some tips:

1. Style of writing: The paper should read like Ain't No Makin' It. This means:
 - a. Introduce us to the main actors,
 - b. Give us details so that we understand who they are
 - i. (age, race, sex, what they look like, sound like, etc.)
2. Re: Stigma
 - a. What TYPE of stigma are you looking at?
 - b. Which group is stigmatized?
 - c. Which group has more power and how does this relate to the stigma?
 - d. Is the stigma effective?
 - i. Do the stigmatized seem aware of it?
 - ii. Do they resist or reject it?
 - iii. Do they change their behavior as a result?
3. What did you find? What can you explain about the stigma you observed?
 - a. In what situations does the stigma occur?
 - b. Did you witness any of the behaviors Goffman describes?
 - i. If yes, which ones?
 - ii. If not, why not?
 - c. Did your findings support his theory?
 - d. Why or why not?
4. General/Administrative
 - a. Papers turned in without assignment 1 attached lose one letter grade.
 - b. Be sure to staple all of your pages together.