



University of Pittsburgh

Societies (SOC 0005, 3 credits)

June 22 - August 2, 2010 (Summer Session 2)

Course Syllabus

Course Information:	Meets Tues & Thurs 12:00 p.m. – 3:15p.m. in 2200 Posvar Hall
Instructor:	DaShanne Stokes
Contact Information:	Department of Sociology, 2415 Posvar Hall Phone: (412) 648-7580 , E-mail: dps26@pitt.edu Web: http://dashannestokes.110mb.com Office Hours: 3:15p.m. – 4:15 p.m. Tues & Thurs

Welcome to *Societies*! In an age of shifting global alliances and international conflict, future professionals are increasingly seeking to develop more thoughtful and informed global perspectives. This interactive six-week summer course is open to all undergraduates who wish to explore global issues in a dynamic and multicultural environment. The course enables students to critically analyze forces pulling and pushing societies apart—including topics such as race, gender, culture, politics, conflict, economics, and globalization. I anticipate having a great time in class together, so I welcome you to the class!

Course Description

This course is directed at critically engaging the world around us. Over the course of our time together we will explore many topics together, asking questions like: What is society? How are societies held together or torn apart? What does it mean to be a member of a society? How does society stir our passions as well as our hatreds? How is globalization changing different societies? How are our identities and relationships patterned by the societies in which we live? How and why do some societies exert power and domination over others—and how do others resist?

This course offers an introduction to society and culture in a global perspective. We will compare how people organize their social life in different societies and how this is impacted by globalization. We will examine social behavior, institutions, culture, and political economy in different parts of the world by paying attention to sociological ideas that are useful to our understanding of people and the problems they face.

As a survey course, *Societies* aims to be broad enough to introduce students new to the study of sociology to many of the central figures, concepts, and approaches within the discipline. The course also aims to provide sufficient depth so as to provide meaningful and relevant information and to cultivate within students the ability to apply what they've learned to real world problems outside the classroom.

Course Goals

In addition to exposing you to a broad assortment of concepts, theories, and social issues this course is designed to sharpen your analytical abilities—honing your skills for use in other courses and the world beyond. Upon completing this course you will be able to:

<i>Understand</i>	Identify sociological concepts pertaining to society and culture and communicate with others about central concepts, theories, and problems of society and globalization.
<i>Apply</i>	Apply sociological principles to examine current world events, public policies, and contribute to social debates.
<i>Analyze</i>	Compare and contrast different theories of social organization, discover how society and social processes impact your daily life.
<i>Evaluate</i>	Appraise the strengths and weaknesses of sociological theories regarding society.

Course Rationale

<i>Projected Students</i>	<i>Societies</i> is open to all undergraduate students and fulfills three elective credits required for completion of the undergraduate degree. Many come to the course with no previous background in sociology. Some are sociology majors or minors while others come from related fields like psychology, political science, anthropology, and communications or more distantly related fields like biology, physics, music, etc. The course has no prerequisites and is intended to provide students with the basic tools and skills with which to understand and communicate about society from a sociological perspective.
<i>Instructional Techniques</i>	A variety of instructional techniques will supplement the core use of lectures and class discussions. Short in-class videos connected to course topics will serve to further supplement course readings and lectures. In-class discussions, debates, and group activities will facilitate active participation in the course and critical engagement with materials covered.
<i>Class Organization</i>	Classes will typically be problem-oriented and will begin with one or more contemporary issues which provide a background and entry point from which to explore basic sociological approaches, concepts, and theories. Class meetings will typically then move into exploration and application of materials covered, before finally advancing to synthesis of concepts and theories and evaluating their merit in light of issues facing people in the real world. In this way each class enables students who enter the course with little or no prior background in sociology to leave the course with a broader grasp of sociology and how it can help us understand our world.
<i>Course Organization And Sequencing Of Topics</i>	The course is divided into three thematic sections meant to introduce students to a broad range of sociological theories and their applications. As students will discover, ideas and theories from one chapter often illuminate topics discussed in subsequent chapters. Course section one, “The Individual and Society” (corresponding to material from chapters 1, 2, 3, and 11), introduces students to

the study of sociology, common research methods, and topics in culture, race, and ethnicity. Section two, "Power and Inequality," (covering chapters 8, 9, 10, and 13), expands our scope to explore topics in stratification, class, gender and global inequality, and politics. Section three, "Institutions and Change" (chapters 16, 17, 19, and 20) takes us even further to examine education, religion, urbanization, and globalization. This organization is meant to introduce students to basic sociological ideas and to build on that knowledge by exploring how they relate to alternative ideas and theories across a variety of topics and contexts.

Expected Workload

Each of our twelve class periods is scheduled to meet for three hours and fifteen minutes, which means that each class meeting is roughly equivalent to one week during a normal semester. While we will typically cover about two chapters worth of material in each class, outside readings may be assigned and many materials will be streamlined. Also note that many universities view 2-3 hours of study time for every hour spent inside class as a good rule of thumb in determining how much time to invest in studying. Note that this study time is in addition to time spent in class and completing assigned readings.

Course Materials

Required:

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2009. *Introduction to Sociology*. 7th ed. New York, NY: W.W. Norton. (Hereafter referred to as "GDAC")

Optional, but Highly Recommended:

Adler, Mortimer J. and Charles Van Doren. 1972. *How to Read a Book: The Classic Guide to Intelligent Reading*. New York, NY: Touchstone.

These books can be obtained at the university bookstore or online through websites like www.amazon.com, www.ebay.com, or www.barnesandnoble.com. Please be sure when ordering online to allow for shipping times, which may vary considerably and may pose unexpected delays (e.g., a shipping time of "standard" usually means it will be shipped "book rate," which may take three to four weeks or more). A copy of the required text will be made available in the Hillman library. Note that at the present time the course text does not appear to be available through Kindle, eBooks, or eBooks.

Class Policies

Attendance

Attendance is expected and necessary to earn a satisfactory grade in this course, but attendance will not be graded. I will present materials in class that are not contained in the readings and we may have in-class activities, discussions, videos, etc., all of which are fair game for the tests. I may also decide to give short unannounced extra credit pop quizzes or randomly reward those attending class on a particular day with extra credit just for showing up. These extra-credit opportunities will not be announced ahead of time and will be available only to those in attendance that day. There will be no make-up for these extra credit

opportunities. Attendance and tardiness are not graded; therefore it is not necessary to inform me if you miss class.

Participation

This course is meant to provide a safe, fun, and engaging atmosphere in which everyone is invited to participate. You will have many options for participating, including speaking in class discussions, interacting with others in in-class group activities and debates, speaking with your colleagues outside of class, etc. While participation is not graded, I encourage you to participate because active participation is one of the best ways to help you learn the material and prepare for tests. Your participation will also make the course more enjoyable and engaging for everyone because you have unique experiences and points of view that can enrich our understanding of the materials we explore together. I may also randomly reward students (e.g., with extra credit points) for correctly answering questions and participating in class.

Open-Door Policy

My goal as is to help you; therefore I maintain an open door policy. I encourage and welcome you to email me or stop by my office to say hello, to ask questions, to make comments or suggestions about the course, to learn about research opportunities, or to discuss your work, general direction, or plan of study. I enjoy getting to know students of all backgrounds and look at visits as an opportunity to learn, have fun, and be of greater service. If you are unable to attend my regular office hours please contact me to make other arrangements.

Questions, Concerns, etc.

I am happy to answer questions and help address concerns, problems, crises, etc. However, as it generally takes time to do so, it is best to bring questions and concerns to me *in a timely manner* (e.g., please ask questions about upcoming tests/assignments/etc. at least five days *before* they are scheduled or due).

Class Contacts

The space below is provided for you to write down the contact information of two fellow classmates. If you are unsure whom to ask, simply check with the people seated around you. These are people to whom you may turn for help, such as to ask questions about textbook materials, to obtain lecture notes, to form study groups, etc. The names you place below do not have to be friends or people you already know (though you may well find in the person seated next to you a new friend or study partner). Please obtain names and e-mail addresses for *at least two* fellow classmates before you leave class today.

Name

E-mail address

Classmate One: _____

Classmate Two: _____

Course Requirements

Readings Readings will form the basis for many of our class discussions and activities; therefore students are expected to complete all readings before coming to class. Our readings will be more focused than may be the norm for other courses, meaning that while you will be reading with greater *purpose*, you will typically not be required to read entire chapters (though you are very welcome to do so for your own edification).

Selected readings from each chapter will often be accompanied by short supplementary readings, usually in the form of newspaper or magazine articles about current or recent events that relate to the readings from the text. These supplementary readings will be posted to Course Web, are required, and are intended to be read with an analytical and critical eye in conjunction with the readings from the textbook. How you complete these readings is entirely up to you. As a general guide you may wish, for example, to review the supplementary readings before reading the corresponding textbook material to get a sense of what the supplementary material is about. You may then wish to read the textbook material with alongside or with respect to the supplementary reading, asking yourself how the material presented in class and in the textbook connects to the supplementary reading, noting especially how it helps illuminate or fails to illuminate issues or problems described. This will help you absorb information, prepare for tests, and will help you learn to apply what you read so that you may take away something useful and relevant from the course.

Unless directed otherwise, students are expected to read *all* text materials, including sidebars, graphs, figures, text boxes, etc. On dates when no supplementary readings are assigned students are expected to read any textbox materials or text inserts within the textbook as if they were supplementary readings (note that this does not include those specified in the reading schedule as “optional”).

The course textbook (GDAC) also features a free website with additional supplementary materials for students, including features like study aids, chapter outlines, diagnostic quizzes, and more. While use of this website is not required, you may find it helpful. The website address is: www.wwnorton.com/studyspace (In the left menu click “sociology” and then click the “enter study space” button beside the image of our course textbook). Note that the materials and instructions I provide you in class take precedence over any and all materials or other information you may find on this website.

Memos Five times during the course, or about once each week, students should submit a short memo (100 to 200 words *maximum*) integrating thoughts about one of the supplementary readings for a particular class. In these you should *briefly* address four questions: 1.) *What is the reading about?* i.e., What are the major themes of the reading and how does the author develop these themes? 2.) *What is being said, and how?* i.e., What are the main assertions, claims, or arguments that the author makes? 3.) *Do you feel the material is accurate, in whole or in part?* i.e., Do you buy what the author is saying? Why or why not? and 4.) *So what?* i.e., How has the author illuminated or failed to illuminate the topic or issue? How might the material from our textbook connect to that in the supplementary reading? Note that these questions ask you to draw connections between material in the textbook and material in the supplementary readings.

How much you put into your memos is completely up to you, but for class purposes one or two succinct sentences addressing each question should suffice. Students are strongly

encouraged to use and integrate terms, concepts, theories, and approaches from lecture and the textbook in their memos about the supplementary readings. These memos are not meant to be exhaustive in scope, time-consuming, or arduous; they are meant to help you engage the course material in a meaningful way, to help you assemble your thoughts for class participation, and to help prepare you for tests. Memos will be graded pass/fail based on whether or not they are turned in and meet the guidelines described here.

Which supplementary readings you decide to write your memos about is up to you. You may, for example, choose to submit a memo approximately once each class meeting until you have completed all five or you may choose to submit multiple memos for days when multiple supplementary readings are assigned. This is your choice, but you may submit only *one memo per reading*. Memos should be submitted to me via email no later than 10:00 a.m. the day *before* class meets to cover materials addressed in your memo (e.g., if you were to write a memo on materials covered in chapter eight, you should write and submit your memo to me by 10:00 a.m. the day before we meet to discuss chapter eight). Each memo will be worth 10 points. No partial credit will be awarded and late memos will not be accepted and will receive no points. Be sure when submitting your memo to include your name and indicate in your email subject heading that you are submitting a memo and the memo number (e.g., If you are submitting your first memo, the subject heading should read “Memo 1”). *Please submit your memos in the body text of your email, not as an attachment.* Be sure to keep copies of all memos you submit.

Tests

Tests are non-cumulative, covering only the materials presented within an individual course section (i.e., test one covers materials from course section one, etc.). My tests are primarily applied and conceptual and require you to demonstrate your comprehension of the materials we cover. This means you will not be tested simply on recalling various names, facts, figures, or definitions, but rather you will be asked to demonstrate your larger understanding of how concepts, theories, and approaches inter-relate, their strengths and weaknesses, and how they may or may not apply to real world processes and problems, including those described in class and in the supplementary readings. Tests questions will be drawn from material presented in lectures, class discussions, activities, and videos, as well as textbook and supplementary readings. While questions may come in several forms, such as true/false, multiple-choice, matching, or fill-in the blank, the questions will be geared towards giving you the opportunity to demonstrate your understanding of basic concepts and theories, how they interrelate, and how they may be applied. To help students prepare for the tests I will often integrate sample questions into lecture materials and class activities.

****Special Notes:** You may bring and use your textbook, supplementary readings, and notes on each test, but they may not be shared. Also note that *there will be no make-up tests.*

Grading

Your grade will be determined by the total points you earn:

Item	Points	Approximate Percentage of Grade	Point break-down
Memos	50 points	18% of total grade	(10 points for each memo, total five memos)

Test One	50 points	18% of total grade	(25 questions, each question worth 2 points)
Test Two	75 points	27% of total grade	(25 questions, each question worth 3 points)
Test Three	100 points	36% of total grade	(25 questions, each question worth 4 points)
Total points	275 points		

Using the University's grading scheme, grades will be determined as follows:

<i>Total Percentage</i>	<i>Total Points</i>	<i>Letter Grade</i>
98-100	269-275	A+
93-97	255-268	A
90-92	247-254	A-
88-89	242-246	B+
83-87	228-241	B
80-82	220-227	B-
78-79	214-219	C+
73-77	200-213	C
70-72	192-199	C-
68-69	187-191	D+
63-67	173-186	D
60-62	165-173	D-
0-59	0-164	F

Note that the grading criteria above apply to most but not all students. If a student is taking the class with the grade option of Satisfactory/ No Credit (S/NC), he or she must obtain a C or better to obtain a satisfactory "S" grade. If the student receives a C- or below they receive a No Credit "NC" grade.

Students sometimes inquire about the possibility of earning extra credit or taking on additional work, projects, or assignments in order to raise their individual grades. Please note that this will not be permitted because it would not be fair to the rest of the class.

It is possible for students to earn more points than possible according to the scale above, such as points earned through extra-credit as described above. Any points you obtain from extra-credit will only raise your total points. It is therefore in your best interest to attend all classes in order to avail yourself of these opportunities when they are made available.

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (<http://www.pitt.edu/~provost/ai1.html>). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disabilities

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union (See also: <http://www.drs.pitt.edu/policies.html>)

Email Policy

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by your instructors and the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to these University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Cell Phones, Laptops, Audio, and Mobile Device Policy

The ringing or use of cell phones in class is highly disruptive. Each student is expected to turn off the volume of his or her cell phone prior to the beginning of each class and to not use the device (e.g., no texting) during class. Laptop computers may be used, but only with volume turned off. Ipods, cd players, walkmans, and other devices not required for medical or learning purposes should also be turned off and put away prior to the beginning of class.

Other Information

Students frequently spend a lot of time trying to decipher and orient themselves to instructor expectations and teaching methods. Becoming familiar with an instructor's teaching philosophy, which describes some of the rationale or the "how" and "why" of an instructor's approach, can be helpful. It is not required reading, but for those who are interested a copy of my teaching philosophy and other useful materials can be found online at <http://dashannestokes.110mb.com/students.html>. Also note that I reserve the right to change the course schedule and learning activities and materials as needed.

TENTATIVE SCHEDULE OF LECTURE TOPICS AND READINGS

Course Section One: The Individual and Society

Class 1 (06/22)	Topics: Introduction to the Course, Sociology, and Research Methods	
Readings:	Supplementary Readings:	B. Keating. 2010. "Learn More..." A. Drew. 2010. "Pope Benedict..." L. Goodstein. 2010. "Vatican Declined..." K. Bennhold. 2010. "Abuse Scandal's..."
	GDAC pages 3-24	("Sociology of Coffee..." on p. 8 & 9, "For Public Sociology..." on p. 18 & 19, and "Male Teenage..." on p. 20 & 21 are optional)
	GDAC pages 27-41	("Explosion in..." on p. 36 & 37, and "Graphing Evidence..." on p. 38 & 39 are optional)
Class 2 (06/24)	Topics: Culture, Race, and Ethnicity	
Readings:	GDAC p. 53-70 & 79-82	("Tapping the Mood Gene..." on p. 60 & 61, "Sociology of Body Image..." on p. 62 & 63, and "Reggae Music..." on p. 66 & 67, are optional)
	Supplementary Readings:	None for this chapter
	GDAC p.317-353	("Uneducated Immigrants..." on p. 336 & 337, "Immigrant America..." on p. 338 & 339, and "Closed Doors..." on p. 342 & 343, are optional)
	Supplementary Readings:	G. Hardeen. 1990. "Hopis Protest..." N. Santa Cruz. 2010. "Arizona Bill..." P. Kossan. 2009. "Arizona Schools..."
Class 3 (06/29)	Topics: In-class video and in-class test review	
Class 4 (07/01)	Test One (Test covers all materials from 06/22 to 06/29)	

Course Section Two: Power and Inequality

Class 5 (07/06)	Topics: Stratification, Class, and Inequality	
Readings:	GDAC p. 205-221, 238-243	("Income Inequality..." on p. 215 & 215,

“Number of Millionaires...” on p. 218 & 219, are optional)

Supplementary Readings: N. Kristof. 2004. “Girls for Sale.”
N. Kristof. 2004. “Bargaining for Freedom”

GDAC p. 247-260, 262-274 (“U.S. Babies...” on p. 258 & 259 and
“Sociology in South Africa...” are optional)

Supplementary Readings: None for this chapter.

Class 6 (07/08) Topics: Gender Inequality and Politics

Readings: GDAC p. 279-287, 303-313 (“The International...” on p. 310 & 311, is optional)

Supplementary Readings: C. Miller. 2010. “Out of the Loop”

GDAC p. 381-403, 416-418 (“Dewey Defeats...” on p. 394 & 395 is optional)

Supplementary Readings: C. Savage. 2010. “Bill Targets...”

Class 7 (07/13) Topics: In-class video and test review

Class 8 (07/15) **Test Two (Test covers materials from 07/01 to 07/13)**

Course Section Three: Institutions and Change

Class 9 (07/20) Topics: Education, Media, and Religion

Readings: GDAC p. 495-519 (“What if...” on p. 506 & 507 and “U.S. Teens...” on p. 510 & 511 are optional)

Supplementary Readings: H. Mansfield. 2001. “Grade Inflation...”

GDAC p. 527-538, 543-556 (“Living the Question” on p. 530 & 531, “The Spread...” on p. 534 & 535, and “Religion is Good...” on p. 554 & 555, are optional)

Supplementary Readings: R. Douthat. 2010. “Not Even...”

Class 10 (07/22) Topics: Urbanization and Globalization

Readings: GDAC p. 609-643 (“Joys in the Hood” on p. 614 & 615 and

“Americans on the Move” on p. 622 & 623, are optional)

GDAC p. 655-659, 662-683 (“Sociologists Without Borders” on p. 668 & 669, and “The Manufactured Risks...” on p. 676 & 677, are optional)

Supplementary Readings: None for these chapters.

Class 11 (07/27) Topics: In-class video and test review

Class 12 (07/29) **Test Three (Test covers materials from 07/15 to 07/27)**