

# SOCIOLOGY 211: THE SOCIOLOGICAL ENTERPRISE

Fall 2016

Instructor: Dr. Anna Paretskaya  
Lectures: Tuesday and Thursday, 2:30–3:45 PM  
Classroom: Ingraham Hall, Room 22

Office: Sewell Social Sciences Building, Room 8135  
Office Hours: Monday 1:30 PM–2:30 PM, Tuesday 11:30 AM–12:30 PM, or by  
appointment  
Email: [aparetskaya@wisc.edu](mailto:aparetskaya@wisc.edu)

Teaching Assistant: Benny Witkovsky  
Email: [bwitkovsky@wisc.edu](mailto:bwitkovsky@wisc.edu)  
Office: Sewell Social Sciences Building, Room 7102B (see him primarily for questions  
about paper grades)

## Overview

“The Sociological Enterprise” is intended to provide an introduction to the discipline of sociology, including (a) some of its main subfields and specialized areas of research, (b) different theoretical approaches to understanding social life, and (c) different research methods used by sociologists. In addition to learning about sociology, you will learn to analyze and discuss what sociologists have written, as well as to perform some forms of sociological research and writing of your own.

## Assessment and grading

Your overall grade for the semester will be calculated on a 100-point scale as follows:

Attendance	10 points
Weekly quizzes (10 x 2pts)	20 points
Exams (2 x 12.5pts)	25 points
Paper assignments (3 x 15pts)	45 points

The grading scale for the course is as follows: A = 93–100, AB = 88–92.99, B = 83–87.99, BC = 78–82.99, C = 70–77.99, D = 60–69.99, F = below 60.

## *Attendance*

Attendance is mandatory, and I will note attendance every class. Three absences are allowed over the course of the semester; any more absences, or repeatedly coming late and/or leaving early, will result in a lower attendance grade. However, if you have a legitimate reason to miss more than three classes, please talk to me about makeup work as soon as possible.

Lecture attendance is required because material presented in lectures will not duplicate the readings. You are expected to come to lectures having completed reading assignments for that day.

While this is a lecture course, we will still have frequent conversations in class. There is no formal participation grade and no one will be penalized for not talking in class. But if you are an informed participant in these discussions, I will take it into account when it comes to your final grade: when I add the points at the end of the semester, a student who was an active and helpful class participant may receive a small bump if they are close to getting the next letter grade up. This is completely up to my discretion.

### *Weekly quizzes*

Open-book quizzes will be based on all reading assignments for that week (but not lectures). You will take them on Learn@UW and will have only one attempt to complete each quiz. Each quiz will have 10 questions (matching, multiple choice, short answers, etc.). You will be able to take the quizzes anytime between 10:00 AM Sunday and 10:00 PM Thursday each week. You will get extra credit if you complete more than 10 quizzes. Quizzes will start the very first week of classes.

Should you encounter any technical or substantive issues with quizzes, send the same message to both me and Benny Witkovsky, the teaching assistant. However, unless it is a technical problem, we might not attend to your query until after the quiz in question closes on Thursday evening.

### *Exams*

The two closed-book exams will take place during class time on **October 20** and **December 15**. Each exam will consist of 32 questions, about one third of which will be drawn from questions on weekly quizzes and the rest will cover material presented in lectures (including guest lectures and films).

Students who miss the first exam will not be permitted to take the second exam and must instead take a comprehensive exam covering the entire semester and worth 25 points. The comprehensive exam is scheduled for **December 19, 7:25–9:25 PM**.

### *Papers*

During the semester you will write three short papers (700–900 words each). Paper assignments will be designed around different substantive areas of sociology covered in the class, and they will also allow you to practice some of the methods of sociological research and analysis. Topics and instructions for the papers will be distributed about two weeks before due dates, which are **October 11**, **November 15**, and **December 19**. Late papers are accepted at my discretion; under no circumstances will extensions be given after the deadline.

### **Extra-credit opportunities**

In addition to participation in class discussions and completing extra quizzes, extra points can be earned by attending select on-campus events and writing one-page (single-spaced) reports about them. I will announce the events designated for such extra-credit assignments, but I welcome suggestions. Each student can submit no more than 3 reports (each of which will earn 2 points automatically), although everyone is encouraged to attend as many events as they would like—these are great and often unique learning

opportunities. I will post more details about the schedule of events and reports in the first weeks of the semester.

**Required texts**

The required textbook is available at the University Bookstore and on reserve at College Library.

Jeffrey C. Alexander, Kenneth Thompson, and Laura D. Edles, *A Contemporary Introduction to Sociology*, 2nd ed. (Paradigm, 2012)

Additional required readings are posted on Learn@UW.

I reserve the right to adjust reading assignments—with a proper notice, of course.

**Office hours and email**

I hold regular office hours and will also be happy to see you by appointment at other times if you cannot make the office hours. You are welcome to come talk to me about the readings, assignments, sociology in general, or any other things I can be helpful with.

You also can use email to communicate with me. I will try to respond to messages promptly, but you should always allow 24 hours (and up to 48 during weekends) for my replies. Therefore, do not wait till the last minute with a pressing question or an important concern! Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please attend my office hours.

I will be communicating by email quite a bit—mostly sending messages to the entire class, but sometimes to individual students as well. Therefore, it is your responsibility to check your school email regularly.

**Peer communication**

For some types of questions (like due dates or how to use the course website) or to obtain notes for a missed class it is often best to check with a peer first. (And I am always happy to step in if fellow students can't answer your questions.) Please exchange contact information with three students sitting near you on the first day.

Name	Email	Phone

**Electronics**

I do not allow audio or video recording of lectures without my written permission. Under no circumstances can students post audio or video recordings on the internet.

Furthermore, the use of computers, tablets, or phones is not permitted in class. Make sure your phones are ON SILENT (not vibrate) and PUT AWAY. Of course, I will

accommodate legitimate requests for electronics use (disability, family-related reason, or such), but you will have to sit in the front row.

### **Academic misconduct**

I consider plagiarism and cheating more generally to be very serious offenses; academic misconduct of any sort will not be tolerated. If you have any questions about what constitutes academic misconduct, you must consult <http://www.students.wisc.edu/doso/academic-integrity/>. University's Writing Center has a lot of helpful information regarding plagiarism, in particular: [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html). You are expected to be familiar with these guidelines before you submit any written work in this course; lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Any instance of misconduct will be dealt with strictly according to university policy.

All papers will be run through Turnitin.com to check for originality/plagiarism.

### **Quick class rules**

**Do** come to lectures, on time, and pay attention

**Do** feel free to raise your hand during lectures if you have a question

**Don't** leave lectures early

**Do** put phones on SILENT (not vibrate) during class time and put them AWAY

**Don't** use laptops, phones, or other electronics (unless we use them for in-class assignments)

**Don't** record lectures without asking my permission first

**Do** complete readings, quizzes, and paper assignments on time (pay attention to Learn@UW)

**Don't** cheat on exams or plagiarize papers; **don't** sign the attendance sheet for a classmate

**Do** come to my office hours (or make appointment) or email me if you have questions about the substance of the course, logistics of the assignments (including Learn@UW technical problems), or any other issues

**Do** be respectful of yourself, your peers, and me. This means keeping an open mind, never chatting while someone else is speaking (including me), or packing up before class is over.

### **Special considerations**

Students who require special accommodations for in-class exams (or any other assignments) due to disabilities, religious observances, or sports-team events need to let me know about them as early as possible, preferably before the end of the second full week of the semester.

### **Departmental notice of grievance and appeal rights**

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the department chair, 8128 Social Science ([jraymo@ssc.wisc.edu](mailto:jraymo@ssc.wisc.edu)).

### **Departmental learning objectives**

Beyond the specific substantive content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically think about society and social processes.* Students taking sociology courses can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *Conduct research and analyze data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate students taking sociology courses will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Critically evaluate published research.* Students in sociology classes will be able to read and evaluate published research.
- *Communicate skillfully.* In sociology classes students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *See things from a global and historical perspective.* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences across space and time. They understand the ways events and processes in one place and time are linked to those happening in other places and times.

**I reserve the right to make any changes to the syllabus as deemed necessary over the course of the semester.**

## **Class Schedule**

### **September 6 – What is sociology and what is it good for?**

- Course syllabus
- Alexander et al., Chapter 1 (3–28)
- C. Wright Mills, “The Sociological Imagination,” pp. 8–12 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon

### **September 8 – Answering sociological questions with sociological methods**

- Alexander et al., Chapter 2 (31–63)

### **September 13 – Cultural structures**

- Alexander et al., Chapter 3 (65–92)
- Howard S. Becker, “Culture: A Sociological View,” pp. 238–243 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon

### **September 15 – Culture as a tool of presentation of the self and a marker of status**

- John A. Bargh, Katelyn Y. A. McKenna, and Grainne M. Fitzsimons, “Can You See the Real Me? Activation and Expression of the ‘True Self’ on the Internet,” *Journal of Social Issues* vol. 58, no. 1 (2002): 33–48
- Debra Gimlin, “Cosmetic Surgery: Beauty as Commodity,” *Qualitative Sociology* vol. 23, no. 1 (2000): 77–98

### **September 20 – Socialization**

- Alexander et al., Chapter 5 (129–176)
- Dennis H. Wrong, “The Oversocialized Conception of Man in Modern Sociology,” *American Sociological Review* vol. 26, no. 2 (1961): 183–193

### **September 22 – An individual without society (Film *Genie (Secret of the Wild Child)* (55 min.))**

- No readings

### **September 27 – Deviance and crime (Film *Crime & Deviance* (30 min.))**

#### **Paper 1 topic announced**

- Alexander et al., Chapter 11 (351–387)

### **September 29 – Marriage and the family (Film *Families & Households* (40 min.))**

- Alexander et al., Chapter 7 (219–249)

### **October 4 – The social construction of illness – Medicalization, guest lecture by Dr. Cameron Macdonald**

- Peter Conrad, “Medicalization and Social Control,” *Annual Review of Sociology* vol. 18 (1992): 209–232
- Film to watch at home (required!): *The Medicated Child*, PBS Frontline, Jan. 8, 2008 (<http://www.pbs.org/wgbh/pages/frontline/medicatedchild/view/main.html>)

### **October 6 – The social construction of illness – Big PHARMA, guest lecture by Dr. Cameron Macdonald**

- Joan Busfield, “Pills, Power, People,” pp. 411–425 in *Perspectives in Medical Sociology*, edited by Phi Brown, 4<sup>th</sup> edition
- Paula J. Caplan, “‘Premenstrual Mental Illness’: The Truth About Sarafem,” *The Network News*, National Women’s Health Network, May/June 2001, pp. 1, 5, 7

### **October 11 – Religion and secularization: Is God dead?**

#### **PAPER 1 DUE**

- Alexander et al., Chapter 15 (481–507)

**October 13 – Religion: belief and practice** (Film *What Do You Believe? The Religious and Spiritual Lives of American Teenagers* (50 min.))

1<sup>st</sup> exam study guide distributed

- Christian Smith, *Souls in Transition: The Religious and Spiritual Lives of Emerging Adults*, pp. 3–9, 279–299
- Elaine Howard Ecklund, “Religion and Spirituality among Scientists,” *Contexts* vol. 7, no. 1 (2007): 12–15

**October 18 – The power of social institutions** (Film *Obedience* (45 min.))

- Philip Zimbardo, “Pathology of Imprisonment,” pp. 108–110 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon
- A. Ayres Boswell and Joan Z. Spade, “Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?” *Gender and Society* vol. 10, no. 2 (1996): 133–147

**October 20 – 1<sup>st</sup> EXAM (no quiz due)**

**October 25 – Political power: the state and publics**

- Alexander et al., Chapter 17 (537–581)
- Thomas H. Sander and Robert D. Putnam, “Still Bowling Alone? The Post-9/11 Split,” *Journal of Democracy* vol. 21, no. 1 (2010): 9–16
- Andrew J. Perrin, “Why You Voted,” *Contexts* vol. 7, no. 4 (2008): 22–25

**October 27 – Social movements and social change**

Paper 2 topic announced

- Alexander et al., selection from Chapter 18 (600–609)
- David S. Meyer, “How Social Movements Matter,” *Contexts* vol. 2, no. 4 (2003): 30–35

**November 1 – Class theories and the social construction of class**

- Alexander et al., Chapter 8 (251–281)

**November 3 – Class and class boundaries in America** (Film *People like Us: Social Class in America* (selections))

- Jenny M. Stuber, “Talk of Class: Discursive Boundaries and Social Reproduction among Working- and Upper-Middle-Class College Students,” *Journal of Contemporary Ethnography* vol. 35, no. 3 (2006): 285–318

**November 8 – NO CLASS – RESEARCH PROJECT DAY**

**November 10 – Education: an instrument of social mobility or social reproduction?**

- Alexander et al., Chapter 13 (421–449)

**November 15 – The social construction of gender**, guest lecture by Katie Zaman

**PAPER 2 DUE**

- Alexander et al., Chapter 9 (283–312)

**November 17 – Gender inequality**

- Maria Charles, “What Gender Is Science?” *Contexts* vol. 10, no. 2 (2011): 22–28
- Paula England and Su Li, “Desegregation Stalled: The Changing Gender Composition of College Majors, 1971–2002,” *Gender and Society* vol. 20, no. 5 (2006): 657–677

**November 22 – Women between home and work** (Film *The Double Burden: Three Generations of Working Mothers* (56 min.))

- Arlie Russell Hochschild, “The Time Bind: When Work Becomes Home and Home Becomes Work—How Individuals Combine Their Work and Home Lives,” pp. 489–498 in *Mapping the Social Landscape: Readings in Sociology*, edited by Susan J. Ferguson

**November 24 – NO CLASS – THANKSGIVING (no quiz due)**

**November 29 – The social construction of race and ethnicity**

- Alexander et al., Chapter 10 (315–328)
- Anthony Marx, “Race-Making and the Nation-State,” *World Politics* vol. 48, no. 2 (1996): 180–208

**December 1 – Race and politics in the United States**

**Paper 3 topic announced**

- Alexander et al., Chapter 10 (328–348)

**December 6 – Urbanization and urbanism**

- Alexander et al., Chapter 16 (509–535)

**December 8 – Globalization**

**2<sup>nd</sup> exam study guide distributed**

- Alexander et al., selection from Chapter 18 (609–610)
- Uri Ram, “Glocommodification: How the Global Consumes the Local—McDonald’s in Israel,” *Current Sociology* vol. 52, no. 1 (2004): 11–31

**December 13 – Final wrap-up, review, discussion**

**December 15 – 2<sup>nd</sup> EXAM (no quiz due)**

**December 19 by 11:59 PM – PAPER 3 DUE**