

SOCI 001-910: Introduction to Sociology

**Penn Summer Session I
May 24, 2021 – June 30, 2021**

(TENTATIVE- version 2/9/21)

Instructor: [Shaquilla Harrigan \(she/her\)](#), PhD Student in Sociology

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Office Hours: Tuesdays by appointment

Office Hour Zoom ID: TBD

Course Canvas Page: TBD

Course Zoom Meetings: TBD

Course Description:

SOCI 001-910 (Cross-listed as AFRC002-910): Introduction to Sociology is a survey course designed to orient students to the discipline of sociology. The sociological enterprise is concerned with human behavior and social interaction. Sociologists study the way people interact with each and the world around them. In this course, students will be exposed to several sub-topics within the discipline and be introduced to sociological research methods. Because sociology is concerned with the world in which we live, each student is more than welcome to bring their own experiences into the classroom. As a class, we will explore the social world, expand our sociological imaginations, and hopefully broaden our world views.

Students will learn through a variety of modalities including lectures, group discussions, writing, readings, videos/movies, podcasts, and other forms of media.

Course Goals:

Some of the topics we cover in class will be familiar to students and others less so. In that regard, the instructor expects students (and herself) to not make assumptions about anyone's exposure to course content through lived experience or prior academic work. In addition, the heart of sociological research is inequality; therefore, we will have difficult and honest conversations about the inequalities that exist across class, race, ethnicity, gender, nationality, sexuality, family background, etc. That being said, the major goals of this course are for students to gain experience in showing compassion and understanding, navigate difference, and to collaborate with peers.

Other course objectives include:

- Students should be exposed to the breadth of sociological research
- Students should understand the central theories and history of sociology
- Students should be able to connect theory to empirical research
- Students should gain experience in project management and learning across varying modalities
- Students should gain research and writing experience

Course Policies:

These course policies are meant to be a compact between the instructor and the entire class. Given the compressed schedule of this summer session, adherence to these policies will lead to an enriching learning experience for everyone.

- **Timeliness:** We are all busy people and therefore we must respect each other's time.
 - Late assignments without proper documentation (doctor's note/pre-approval from instructor) will not be expected.
 - Absences without proper documentation (doctor's note/pre-approval from instructor) will result in a 20% decrease in participation points. However, each student is allowed ONE excused absence during the summer term without a grade penalty.
 - Students should log into the course Zoom on time.
- **Academic Integrity**
 - While this course encourages collaborating with peers, all written work must be original work with researched work properly attributed with citations (ASA or APA formatting preferred).
 - Plagiarism will not be tolerated under any circumstances. If you have questions about attributions or citations, do not hesitate to ask to the instructor.
 - Please review Penn's plagiarism policy here:
<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>
- **Class Preparedness and Participation**
 - Students are expected to have read each class's assigned readings before class.
 - The instructor recognizes that speaking out loud (especially over Zoom) can be daunting, but the participation of each student is necessary for everyone's learning. The instructor will also provide multiple opportunities for students to participate including but not limited to polls, pop quizzes, use of the breakout rooms, and the comment box.
 - Students are expected to engage respectfully and to be mindful of the amount of space they are taking up.
- **Accommodations**
 - The University of Pennsylvania provides accommodations for students with disabilities. If you need accommodations, please request them through [Student Disabilities Services](#). In addition, students can make appointments with [Weingarten Learning Resources Center](#) staff members for other forms of academic support including time-management, tutoring, and college reading tips.
 - If you are learning from a time zone more than 8 hours behind or ahead of EST, please contact instructor to reach an arrangement.

Course Materials:

As we've heard time and again, we are in unprecedented circumstances without access to our usual course support systems. Therefore, the instructor has tried to make sure that all course materials are located online at no cost to the student. If you have trouble accessing any course content, the instructor will help source the material.

In addition, to the assigned readings, the instructor will use a course [YouTube playlist](#) and a series of podcasts.

Assignments and Grading:Participation & Attendance (30%):

See “Timeliness” section of Course Policies

Sociology in the News (10%):

Students will select a theme from the course schedule and find a reputable news article about the topic. Students will prepare a brief summary (1 paragraph) of how the week’s course materials help us understand the news article and/or how the news article provides an example of the course material. For the week you prepare a ‘Sociology in the News’, you do not have to respond to the week’s discussion question.

Discussion Posts (30%):

By 5pm the day before class (e.g. Sunday at 5pm for Monday class and Tuesday at 5pm for Wednesday Class), students are expected to respond to the discussion questions on Canvas. Each post should be 200 words (+/- 20 words) and engage the course materials.

Final Project (30%):

The final project is meant to be an opportunity for students to culminate their learning. Students can write an original research paper, prepare a literature review, create a series of op-eds, develop a podcast, etc. The format of the project is open-ended, but students should use research skills and course materials to ground their arguments. With pre-approval, students may work in groups of no more than three students. We will discuss the final project in-depth on June 16th.

Grade Rubric:

94%-100%=A	83%-86%=B	73%-76%=C	63%-66%=-D
90%-93%=A-	80%-82%=B-	70%-72%=C-	60%-62%=D-
87%-89%=B+	77%-79%=C+	67%-69%=D+	<60%=F

Resources for Students/Helpful Links:

The following resources are meant to help students succeed in this course and beyond.

[Weingarten Learning Resources Center](#)
[Marks Family Center for Excellence in Writing](#)
[Penn Counseling and Psychological Services](#)
[Penn Libraries Sociology Research Guide](#)
[Penn Libraries Skills Workshops](#)

Course Schedule**Class 1: Monday, May 24th – The Sociological Imagination**Required:

Mills, C.Wright. “Chapter 1: The Promise”. *The Sociological Imagination*, Oxford University Press USA - OSO, 2000. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?docID=497661>.

Persell, Caroline Hodges, et al. “What Should Students Understand after Taking Introduction to Sociology?” *Teaching Sociology*, vol. 35, no. 4, 2007, pp. 300–314. *JSTOR*, www.jstor.org/stable/20058594. Accessed 8 Feb. 2021.

Discussion Question:**Class 2: Wednesday, May 26th –Theoretical Perspectives**Required:

Weber, Max. *From Max Weber: Essays in Sociology*, Taylor & Francis Group, 2013. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?docID=1111791>.

- “Class, Status, and Party” pages 180-195
- “Bureaucracy” pages 204-208
- “The Sociology of Charismatic Authority” pages 245 – 252
- “The Protestant Sects and the Spirit of Capitalism” pages 302-322

Marx, Karl. *Communist Manifesto*, Electric Book Company, 2000. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?docID=3008638>.

W. E. Burghardt Du Bois. “The Study of the Negro Problems.” *The Annals of the American Academy of Political and Social Science*, vol. 568, 2000, pp. 13–27. *JSTOR*, www.jstor.org/stable/1049469. Accessed 7 Feb. 2021.

Recommended:

Weber, M. (1930). *The Protestant Ethic and the Spirit of Capitalism* (1st ed.). Routledge. <https://doi-org.proxy.library.upenn.edu/10.4324/9780203995808>

Discussion Question:

NO CLASS ON MEMORIAL DAY

Class 3: Wednesday, June 2nd – Race, Ethnicity, and Immigration IRequired:

NPR Code Switch, “[Race Underneath the Skin](#)”
NPR Code Switch, “[Location! Location! Location!](#)”

Crenshaw, Kimberle Williams. 1995. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color (pps. 357-383), in *Critical Race Theory: The Key Writings that Formed the Movement*, (editors) Kimberle Crenshaw, Neil Gotarda, Gary Peller, and Kendall Thomas. New York: New Press

Charles, Camille Zubrinsky. "The Dynamics of Racial Residential Segregation." *Annual Review of Sociology*, vol. 29, 2003, pp. 167–207. *JSTOR*, www.jstor.org/stable/30036965.

Recommended:

Professor Tukufu Zuberi, "[W.E.B. Du Bois: The Historic Man and the Founder of the NAACP](#)"

Discussion Question:

Class 4: Monday, June 7th – Race, Ethnicity, and Immigration II

Required:

NPR Code Switch, "[A House Divided by Immigration Status](#)"

Itzigsohn, Jose. 2004. "The Formation of Latino and Latina Panethnic Identities." in *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*, edited by N. Foner and G. M. Fredrickson. New York City: Russell Sage Foundation Publications.

Recommended:

Discussion Question:

Class 5: Wednesday, June 9th – Family and Gender

Required:

Patricia Hill Collins. (2000). "Chapter 8: Black Women and Motherhood". *Black Feminist Thought : Knowledge, Consciousness, and the Politics of Empowerment: Vol. Rev. 10th anniversary ed.* Routledge.

West, Candace, and Don H. Zimmerman. "Doing Gender." *Gender and Society*, vol. 1, no. 2, 1987, pp. 125–151. *JSTOR*, www.jstor.org/stable/189945. Accessed 8 Feb. 2021.

Darwin, Helana. "Doing Gender Beyond the Binary: A Virtual Ethnography." *Symbolic Interaction*, vol. 40, no. 3, 2017, pp. 317–334. *JSTOR*, www.jstor.org/stable/90011687

Recommended:

Discussion Question:

Class 6: Monday, June 14th – Methods and Introducing the Final ProjectRequired:

Give Methods a Chance, “[Amy Schalet on In-Depth Interviews](#)”

Give Methods a Chance, “[C.J. Pascoe on Ethnographic Research](#)”

Give Methods a Chance, “[Christopher Wildeman on Quantitative Data Analysis](#)”

Give Methods a Chance, “[Deborah Carr on Longitudinal Studies](#)”

Recommended:

Give Methods a Chance, “[Dale C. Spencer on Observant Participation and Becoming a Mixed Martial Artist](#)”

Give Methods a Chance, “[Melissa Wilde on Conducting Comparative Historical Research](#)”

Give Methods a Chance, “[Daniel Sui on the Methodological Advantages and Limitations of Big Data](#)”

Discussion Question:

- 1) Why are some methods more or less appropriate for certain research questions?
- 2) What method(s) do you think you’ll use for the final project?

Class 7: Wednesday, June 16th – Sociology of EducationRequired:

Cottom, Tressie McMillan. “Introduction: The Education Gospel”. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*, The New Press, 2018. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.upenn.edu/lib/upenn-ebooks/detail.action?docID=5355729>

Lareau, Annette. “Social Class Differences in Family-School Relationships: The Importance of Cultural Capital”. *Sociology of Education*. American Sociological Association, 1987 p. 73-85
<http://www.jstor.org/stable/2112583>

Recommended:Discussion Question:**Class 8: Monday, June 21st – Medical Sociology**Required:

Professor Dorothy Roberts, “[The Problem with Race-Based Medicine](#)”

NPR Code Switch, “[Finding A Perfect Match](#)”

Recommended:

NPR Code Switch, “[Why the Coronavirus is Hitting Black Communities Hardest](#)”

Discussion Question:**Class 9: Wednesday, June 23rd – Sociology of Work and Organizations**Required:

Ray, Victor. 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1):26–53. doi: [10.1177/0003122418822335](https://doi.org/10.1177/0003122418822335).

Boots Riley's "Sorry to Bother You" (available via Hulu, YouTube, and Amazon Prime)

Recommended:Discussion Question:**Class 10: Monday, June 28th – Global Sociology and Sociology of Development**Required:

Portes, Alejandro. 2015. "The Sociology of Development: From Modernization to the 'Institutional Turn.'" *Sociology of Development* 1(1):20–42. doi: [10.1525/sod.2015.1.1.20](https://doi.org/10.1525/sod.2015.1.1.20).

Recommended:

Swidler, Ann, and Susan Cotts Watkins. 2017. "Conclusions: Doing Good Better." Pp. 198–214 in *A Fraught Embrace, The Romance and Reality of AIDS Altruism in Africa*. Princeton University Press.

Watkins, Susan Cotts, Ann Swidler, and Thomas Hannan. 2012. "Outsourcing Social Transformation: Development NGOs as Organizations." *Annual Review of Sociology* 38:285–315.

Keahey, Jennifer. 2020. "Ethics for Development Research." *Sociology of Development* 6(4):395–416. doi: [10.1525/sod.2020.6.4.395](https://doi.org/10.1525/sod.2020.6.4.395).

Discussion Question:**Class 11: Wednesday, June 29th –Future of the Discipline + Final Project Presentations**Required

Shaquilla Harrigan, "[Sociology in the Time of COVID-19](#)"

Recommended:

Lupton, D. (editor) (2020) Doing fieldwork in a pandemic (crowd-sourced document). Available at: <https://docs.google.com/document/d/1clGjGABB2h2qbduTgfqribHmog9B6P0NvMgVuiHZC18/edit?ts=5e88ae0a#>

Discussion Question:

