

## **Introduction to Sociology**

Summer 2022

Jack Thornton

TR 12-3:50pm

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### **Description**

Sociology is the scientific study of social systems and their components: institutions, organizations, groups, individuals, interactions, places, and structures. This course will provide a broad introduction into the discipline of sociology. We will emphasize classical and contemporary content related to race, gender, and social class across various societal realms such as family, education, work, the economy, immigration, sexuality, disability, and the environment. We will read and discuss sociological research across these areas. We will also watch and discuss several films. Class sessions will be divided between lecture and group discussions. Students will be expected to complete the assigned readings prior to each session.

Students will complete three quizzes, primarily multiple choice and short answer questions, and one final exam. Each quiz will focus on the content in the two classes prior to the quiz. The final exam will be cumulative and require you to synthesize course material from all previous weeks.

### **Grading:**

Weekly quizzes: 15% each (Thursdays in Weeks 2-4)

Final exam: 35%

Active participation in class discussions: 20%

**Note:** The quizzes and final exam are open notes.

A: 93-100%

A-: 90-92.9%

B+: 87-89.9%

B: 83-86.9%

B-: 80-82.9%

C+: 77-79.9%

C: 73-76.9%

C-: 70-72.9%

D: 60-69.9%

F: Below 60%

## Reading Schedule (Tentative)

### **Week 1: Introduction to Sociology / Social Class**

Tuesday:

No assigned reading

Thursday:

Bourdieu, Pierre. 1986. "The Forms of Capital." Pp. 241-258 in *Handbook of Theory and Research for the Sociology of Education*, edited by J. Richardson. Westport, CT: Greenwood.

Film: *The Florida Project* (2017)

### **Week 2: Race, Gender, and Family**

Tuesday:

Hinton, Elizabeth and DeAnza Cook. 2021. "The Mass Criminalization of Black Americans: A Historical Overview." *Annual Review of Criminology* 4(2): 1-26.

Jones-Rogers, Stephanie E. 2019. *They Were Her Property: White Women as Slaveowners in the American South*. New Haven: Yale University Press. Introduction and Chapter 1 ("Mistresses in the Making").

Film: *The Help* (2011)

Thursday: Quiz #1

Bridges, Tristan and C. J. Pascoe. 2014. "Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities." *Sociology Compass* 8(3): 246-258.

Espiritu, Yen L. 2001. "'We Don't Sleep Around Like White Girls Do': Family, Culture, and Gender in Filipina American Lives." *Signs* 26(2): 415-440.

Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books. Introduction and Chapter 5 ("The Welfare Debate").

Films: *Monster* (2003)

### **Week 3: Education / Work**

Tuesday:

Calarco, Jessica. M. 2011. "I Need Help!' Social Class and Children's Help-Seeking in an Elementary School." *American Sociological Review* 76(6):

Golann, Joanne W. 2015. "The Paradox of Success at a No-Excuses School." *Sociology of Education* 88(2): 103-119.

Gonzales, Roberto G. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4): 602-619.

Thursday: Quiz #2

Besbris, Max. 2016. "Romancing the Home: Emotions and the Interactional Creation of Demand in the Housing Market." *Socio-Economic Review* 14(3): 361-482.

Hochschild, Arlie R. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press. Chapter 1 ("Exploring the Managed Heart"), Chapter 6 ("Feeling Management"), and Chapter 7 ("Between the Toe and the Heel").

Smith, Sandra S. 2005. "'Don't Put My Name on It': Job-Finding Assistance among the Black Urban Poor." *American Journal of Sociology* 111(1): 1-57.

### **Week 4: The U.S. / Global Transformations**

Tuesday:

Jerolmack, Colin. 2021. *Up to Heaven and Down to Hell: Fracking, Freedom, and Community in an American Town*. Princeton: Princeton University Press. Chapter 3 ("The Fracking Lottery"), Chapter 5 ("The Public/Private Paradox"), and Chapter 6 ("Indentured").

Zelizer, Viviana. 1997. *The Social Meaning of Money*. Princeton: Princeton University Press. Chapter 1 ("The Marking of Money") and Chapter 3 ("Gifted Money").

Film: *Thelma and Louise* (1993)

Thursday: Quiz #3

Lewis, Simon L. and Mark A. Maslin. 2018. *The Human Planet: How We Created the Anthropocene*. New York: Penguin. Introduction, Chapter 4 (“Farming, the First Energy Revolution”), Chapter 5, Globalization 1.0,

Klein, Naomi. *The Shock Doctrine*. New York: Picador. Introduction, Chapter 1 (“The Torture Lab”), and Chapter 2 (“The Other Doctor Shock”).

## **Week 5: Economic Sociology / Sociology of Elites**

Tuesday:

Farrell, Justin. 2020. *Billionaire Wilderness: The Ultra-Wealthy and the Remaking of the American West*. Princeton: Princeton University Press. Chapter 6 (“Moneyfest Destiny”), Chapter 7 (“Becoming Rural Poor, Naturally”), and Chapter 9 (“No Time for Judgment”).

Mears, Ashley. 2020. *Very Important People: Status and Beauty in the Global Party Circuit*. Princeton: Princeton University Press. Chapter 1 (“We Are the Cool People”) and Chapter 3 (“The Potlatch”).

Film: *The Big Short* (2015)

Thursday

FINAL EXAM -- No readings

### **Academic Integrity:**

As a member of a scholarly community at the University of Pennsylvania and beyond, you are expected to acknowledge and give credit to the intellectual contributions of other scholars as you join them in conversation. Please refer to the university’s Code of Academic Integrity, which can be found [here](#) and familiarize yourself with its main principles. If you are unsure whether your written work upholds the standards of academic integrity set forth in this guide, it is your responsibility to consult with me to clarify any ambiguities before submitting your work.

### **Accessibility:**

The University of Pennsylvania welcomes students with disabilities and provides reasonable accommodations to those who self-identify in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Academic accommodations, auxiliary services, and technology are made available to students who meet established documentation guidelines. If you have a physical, psychological, or learning disability that may

affect your work in the course, please contact Penn's Office of Student Disabilities Services at 215.573.9235. You may also visit their website: <http://www.vpul.upenn.edu/lrc/sds/>. All services are confidential.