SECTION ONE: THE SOCIOLOGICAL PERSPECTIVE

Week One: Introduction to the Field of Sociology

Themes:
- Historical contexts responsible for the birth of sociology
- Important theorists: Durkheim, Weber, Marx, Mead, Berger
- Dominant sociological perspectives: Functionalism, Symbolic Interaction, Conflict

Week One Readings:
- J. Charon, Chapter One, “How Do Sociologists Study Sociology?” p. 1-6

Charon Themes:
- The Five Thinkers – Durkheim, Weber, Marx, Mead, and Berger

Supplemental Readings:
- C. Wright Mills, “The Sociological Imagination.” (excerpt from The Promise)

Supplemental Reading Themes:
Mills:
- Sociological Imagination
- The Importance of Context
- Thinking, Values, and Cultural Meaning in the Social Sciences

Collins:
- The Sociological Eye
- Sociology in the World
- The Sociological Commitment

Week Two: How Do We Study Sociology?

Themes:
- Sociology as a scientific discipline
- Quantitative Methods
- Qualitative Methods
- Ethics

Week Two Readings:
- J. Charon, Chapter One, “How Do Sociologists Study Sociology?” p. 8-21

Charon Themes:
- Early Sociology – Positivism
- Empirical Proof and Scientific Observations
- Objectivity and Subjectivity
- Assumptions in Science
**Supplemental Readings:**
- M.I. Borer, “Making the Familiar Strange: Urban Sociology and the Ballpark.” (excerpt from *Faithful to Fenway*)

**Supplemental Reading Themes:**
*Borer:*
- Qualitative Methods and Theoretical Analysis
- “Thick” Description
- Visual Sociology

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**SECTION TWO: BEING HUMAN: SOCIAL AND CULTURAL BEINGS**

**Week Three: Introduction to Culture**

*Themes:*
- Elements of Culture
- Subcultures
- Countercultures

*Week Three Readings:*
- J. Charon, Chapter Three, “How is Society Possible?” p. 54-56
- J. Charon, Chapter Six, “Why Can’t Everyone be Just Like Us?” p. 148-166

*Charon Themes:*

*Chapter Three*
- Characteristics of Culture

*Chapter Six*
- Values and Judgments
- Ethnocentrism

*Supplemental Readings:*
- H. Miner, “Body Ritual Among the Nacirema.”
- L. Fazzino, “Freak the Mundane: An Examination of the Gothic and Vampire Subcultures.”
- R. Blazak, “Hate in the Suburbs.”

*Supplemental Reading Themes:*

*Miner*
- Cultural Beliefs and Rituals Among a Culturally “Exotic” Group of People (Americans)

*Fazzino*
- Studying Subcultures
- Explanations of Participation – Cognitive Dissonance, Acceptance, and Identity

*Blazak*
- Studying Countercultures
- Status Frustration and Downward Mobility
- Gendered Explanations
- Activism as Self-Help

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**Week Four: Socialization**

*Themes:*
- Socialization Process
- Agents of Socialization
- Statuses: Master, Ascribed, Achieved
- Resocialization and Total Institutions
Week Four Readings:
- J. Charon, Chapter Two, “What Does it Mean to be Human?”

Charon Themes:
- Individuals as Social and Cultural Beings
- Socialization
- Communication
- Generalized Other; The “I” and the “Me”

Supplemental Readings:
- G. Dyer, “Anybody’s Son Will Do.”

Supplemental Reading Themes:
Dyer
- Socialization in the Military
- Resocialization as Thought of as Conversion
- Explaining Why

SECTION THREE: THE SOCIAL CONSTRUCTION OF REALITY

Week Five: Macro and Micro Sociology
Themes:
- Social Structures
- Social Institutions
- Roles
- Social Interaction

Week Five Readings:
- J. Charon, Chapter Three, “How is Society Possible?” p. 56 - 66

Charon Themes:
Chapter Three (Monday)
- Gemeinschaft and Gesellschaft
- Social Structure and Social Institution
- The Role of Conflict
Chapter Three (Wednesday)
- Social Interaction and Society
- Communication and Meaning

Supplemental Readings:
- E. Goffman, “Presentation of Self in Everyday - Introduction.” (excerpt from Presentation of Self)

Supplemental Reading Themes:
Goffman
- Defining and Interpreting Situations
- Dramaturgical “Acting” Based on Definitions and Interpretations
- Impressions and Impression Management

Week Six: Social Groups, Social Control, and Deviance
Themes:
- Social Groups
- Group Dynamics
- Social Control
• Deviance
• Stigmatization

*Week Six Readings:*
• J. Charon, Chapter Five, “Are Human Beings Free?”

**Charon Themes:**
• Social Freedom or Social Control
• Power

**Supplemental Readings:**
• P. Meyer, “If Hitler Asked You to Electrocute a Stranger, Would You?”
• E. Durkheim, “The Normal and the Pathological.” (excerpt from *The Rules of Sociological Method*)

**Supplemental Reading Themes:**

*Meyer*
• Overview of Milgram Experiment

*Durkheim*
• Understanding Deviance Through Crime
• Explanations for the Necessary Existence of Crime in Society

*Goffman*
• Stigma and Identity
• Discreditable and Discredited
• Responses to Stigma

*Barb*
• The Socio-historical Context of Atheist Stigmatization in America
• Sanctioning Irreligion
• Atheists’ Experiential Changes and Responses to Stigma

**Supplemental Materials:**
• Video: Milgram Obedience Experiment

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**SECTION FOUR: SOCIAL INSTITUTIONS AND SOCIAL INEQUALITIES**

*Week Seven: Social Stratification, Class, and Inequalities*

**Themes:**
• An Overview of Social Inequalities
• Stratification
• Division of Labor
• Class Inequality

*Week Seven Readings:*
• J. Charon, Chapter Four, “Why are People Unequal in Society?”
• J. Charon, Chapter Seven, “Why is There Misery in the World?”

**Charon Themes:**

*Chapter Four*
• Structural Explanations for Social Inequality: Economic and Organizational
• Agency Explanations for Social Inequality: Intentional Creation and Perpetuation – Power, Property, Prestige
• The Role of Conflict
Chapter Seven
  • Social Inequality and Misery

Supplemental Readings:
  • H. Gans, “The Uses of Poverty: The Poor Pay All.”

Supplemental Reading Themes:
  Gans
  • The Functions of Poverty

Supplemental Materials:
  • Video Resource: The Communist Manifesto
  • Internet Resource: SPENT

In-Class Activity:
  • SPENT – Trying to Make it Through the Month on a Limited Budget.
  • The Penny Game (Coin Toss Simulation)

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Week Eight: Race, Ethnicity, and Racial Inequalities

Themes:
  • Discrediting Race as a Biological Category
  • The Social Construction of Race
  • Division of Labor
  • Class Inequality

Week Eight Readings:
  • No Charon Reading

Supplemental Readings:
  • M. Omi and H. Winant, “Racial Formations.”
  • S. Venkatesh, “Preface.” and “How Does It Feel To Be Black and Poor?” p. 1-26 (excerpt from Gang Leader for a Day)
  • B. Tatum, “Defining Racism: Can We Talk?”
  • P. McIntosh, “White Privilege: Unpacking the Invisible Knapsack.”

Supplemental Reading Themes:
  Omi and Winant
  • Defining and Socially Constructing Race
  • Racial Ideology and Racial Identity
  • Racialization

Venkatesh
  • Racial Identity: African American verse “nigga”
  • The Intersection of Race and Class

Tatum
  • Beginning Socialization to Racism
  • Stereotyping and Prejudice
  • Cultural Racism
  • Internalized Oppression
  • Racism and Advantage
  • Racism and Emotions
  • Racism and the Dominant Group

McIntosh
  • White Privilege
  • Skin Color Advantages
- Whiteness and Power

**Supplemental Materials:**
- Video Resource: Race: The Power of Illusion (Episode One)

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**Week Nine: Gender and Sexuality**

**Themes:**
- The Social Construction of Gender and Sexual Orientation Categories
- The Performative “Doing” of Gender and Sexuality in Everyday Life
- Gender Inequalities in the Family and Workplace
- The Stereotyping and Discriminating of Sexual Orientation Categories

**Week Nine Readings:**
- No Charon Readings

**Supplemental Readings:**
- C. West and D. Zimmerman, “Doing Gender.”
- M. Kimmel, “Masculinity as Homophobia.”
- S. Pharr, “Homophobia as a Weapon of Sexism.”

**Supplemental Reading Themes:**

**Lorber**
- The Social Construction of Gender
- Gender as a Process, Structure, and Strata
- Gender and Social Power

**West and Zimmerman**
- Performing Gender in Everyday Contexts
- Gender Roles and Gender Display
- Gender, Sex, and Sex Categories
- Gender and Labor
- Gender, Power, and Social Change

**Kimmel**
- Masculinity and Homophobia
- The Performance of Masculinity
- Masculinity and Power

**Ehrenreich**
- The Intersection of Gender and Class: Division of Labor and Occupational Choices

**Pharr**
- Patriarchy and Sexism
- Discrimination and Danger Towards Women
- Homophobia and Labeling

**hooks**
- Intersection of Race, Gender, and Sex
- Black Sexuality and Negative Stereotypes
- Objectification as Inequality

**Supplemental Materials:**
Week Ten: Religion Pt. One

Themes:
- Religion as a Social Institution
- Religion in Sociology – Concepts and Theories
- The Social Construction of Religion

Week Ten Readings:

Charon Themes:
- Defining Religion
- Berger: The Social Construction of Religion
- Durkheim: The Sacred and Profane
- Religion and Values/Behaviors
- The Social Functions of Religion

Supplemental Readings:
- No Supplemental Readings

Supplemental Materials:
- Video Resource: Zeitgeist – Part One

In-Class Activities:
- Organize into Breakout Groups and work on questions regarding video

Week Eleven: Religion Pt. Two

Themes:
- Religious Mobility
- Secularization and Pluralism
- The Spiritual Marketplace
- Deconversion, Irreligion, and Non-belief in the Spiritual Marketplace

Week Eleven Readings:

Charon Themes:
- Secularization
- Fundamentalism

Supplemental Readings:
- L. Fazzino, “From Evangelical to Devangelical: Deconversion Narratives of Post-Boomer Atheists.”
- J. Smith, “Becoming an Atheist in America.”

Supplemental Reading Themes:
Roof
- Socio-Historical Context of the Spiritual Marketplace
- Religious Culture in America
- Religion verse Spirituality
- The Business of Religion
- The Social Construction of Religious Competitors
- The Spiritual Products Provided by a Spiritual Marketplace
Fazzino
• Religious Identities Prior to Deconversion
• Logical and Behavioral Inconsistencies and Emotional Experiences
• Dismantling the Sacred Canopy and Constructing a Pragmatic Canopy
• Paradigmatic “Work”
• The New Atheist Experience

Smith
• Atheist Identity Formation through the Rejection of Theism

Cimino and Smith
• The New Atheist Movement
• The Role of Media and Technology in the Formation of the Secular Community

SECTION FIVE: POPULAR CULTURE AND SOCIETY

Week Twelve: Adolescent Culture
Themes:
• Power and Status in Schools

Week Twelve Readings:
• No Charon Reading

Supplemental Readings:
• M. Milner, “Part Two: Explaining Teens’ Behavior.” Chapter Three, “Fitting In, Standing Out, and Keeping Up.” p. 39-60 (excerpt from *Freaks, Geeks, and Cool Kids*)
• Fox et al., “The Stranglehold of Adolescent Culture.” (excerpt from *Rampage: The Social Roots of School Shootings*)

Supplemental Reading Themes:
*Milner Chapter One*
• Social Power and Consumption in Schools
• Peer Interaction
• Status Groups and Status Differences

*Milner Chapter Two*
• Types of Statuses
• Theory of Status Relations
• Hierarchy and Pluralism

*Milner Chapter Three*
• Status Groups, Status Symbols, Peer Norms, and School Setting
• Individualism and Rejection
• Alienation

*Fox et al.*
• Social Failures in School Settings and Adolescent Culture
• Finding an In-Group
• Reinforcing Adolescent Social Hierarchies through Parents’ SES
• Cultural Scripts
• Gender Performances and Social Power
• The Future of Marginalized Youths

Week Thirteen: Sexualization, Consumption, and the Media
Themes:
• The Intersection of Pop Culture, the Media, and Sexualization
• The Impact of this Intersection on Consumption Practices
**Week Thirteen Readings:**
- No Charon Reading

**Supplemental Readings:**
- J. Ringrose, “Are you Sexy, Flirty, and a Slut?: Exploring Sexualization and How Teen Girls Perform/Negotiate Digital Sexual Identity on Social Networking Sites.”

**Supplemental Reading Themes:**
- Ringrose
  - Sexualization in the Digital Age
  - Teen Girls’ Responses to and Production of Sexuality in Digital Mediums
  - Visual Culture
  - Performing Sexual Labels
  - Peer Interaction
  - Status Groups and Status Differences
- Fazzino
  - Body Technologies
  - Aesthetic Expectations
  - Hegemonic Beauty Representations in the Media
  - Aesthetic Labor
  - Commodification of the Body
  - Commodification of Pleasure
  - Embodied Sexuality
- Frith and Gleeson
  - Cultural Shifts in Male Body Representations
  - The Use of Clothing to Manage Appearance

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**SECTION SIX: NEXT STEPS – ENACTING SOCIAL CHANGE**

**Week Fourteen: Applied Sociology, Social Movements, and Social Activism**

**Themes:**
- Making Sociology Relevant and Useful in an Everyday Context
- The Mobilization and Effects of Social Movements
- The “How”, “When”, and “Why” of Getting Involved in Social Activism

**Week Fourteen Readings:**
- J. Charon, Chapter Eleven, “Why Study Sociology?”
- J. Charon, Chapter Eight, “Does the Individual Really Make a Difference?”

**Charon Themes:**

**Chapter Eleven**
- Democracy and Society
- Understanding Democratic Society
- Participating in a Democratic Society
- Using Sociology to Understand, Explain, and Change Democratic Society

**Chapter Eight**
- Individual Influence
- Social Forces, Patterns, Contexts
- Social Change
- The Role of Power and Conflict
Supplemental Readings:
- Levine and Hirsh, “Undergraduates in Transition: A New Wave of Activism on College Campuses.”
- Polletta and Jasper, “Collective Identity and Social Movements.”

Supplemental Reading Themes:

Levine and Hirsh
- New Forms of Student Activism
- The Role of Community Service in Promoting Social Engagement
- The Role of Volunteerism in Promoting Social Engagement

Polletta and Jasper
- Collective Identity and Making Social Changes
- Mobilizing Social Movements: Identity and Need (Interest)
- Strengthening Social Movements: Recruitment and Allegiance
- Effectiveness and Strategy
- Movement Success

Week Fifteen: Where Do We Go From Here?
Themes:
- Recapping What We’ve Learned and What, if Anything, Has Changed
- Final Thoughts

Week Fifteen Readings:
- No Charon Reading

Supplemental Readings:
- C. Wright Mills, “The Sociological Imagination.” (excerpt “The Promise”)

Assigning the Same Readings from Week One for a final journal reflection attempting to see how far students have come from the first day to the last day by comparing the first and last journal entries.