

**SOCI 1001(W) – 006: Introduction to Sociology**

Spring 2016

TuTh 12:30 PM – 1:45 PM; LH 307

Instructor: Angran Li

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Office: Room 8, Manchester Hall

Office Hours: TuTh 3:00 PM – 4:00 PM by appointment

**COURSE OVERVIEW:**

Sociology is the systematic and scientific study of human social life. This introductory class will focus on some basic sociological concepts such as social stratification, roles, norms, values, deviance, power, and social institutions, and processes such as socialization and stigmatization. We will examine some social facts about the United States and other societies, including major social changes and their implications. The main goal of this class is to develop a critical point of view toward the world, that is, think sociologically and being aware of complex social contexts and relationships. You should also learn to how to explore social puzzles about why things are the way they are in the social world and what the possible consequences of various social arrangements for individual life might be.

**COURSE REQUIREMENTS:**

**IMPORTANT NOTE:** According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components, which include the research proposal and the analytical autobiographical essay. Late papers will NOT be accepted and hence will automatically receive an F for that component. All your writing assignments should be sent to the E-mail: [introsociology1001@gmail.com](mailto:introsociology1001@gmail.com) with subject: “*Your Name\_SOCI1001W\_006\_Assignment Title*” before the deadline. All text must be double-spaced and typed in Times New Roman, 12-point font size. Margins should be at least 1 inch on all four sides.

**1. Participation (10%):**

Students are expected to read the course materials, review notes from the previous class, and be ready and willing to discuss the readings and contribute to class discussion. The class will be split into six groups of 3-4 people, and each group will focus on the peer review of the individual research project. Each group member is required to provide feedback on other’s research project.

**2. Autobiographical Sketch (5%):**

Tell me about yourself. Introduce me to your past, your present, and your future aspirations (2 pages). *Be thorough, specific, and succinct.* Some examples of what you can talk about are: Where are you from? What schools did you go to? How did you come to UConn? How did you decide on your major? How do you understand/identify your

race, ethnicity, gender, sexuality, and socioeconomic class? What about your parents and family as well as close friends? Who had a great impact on your life?

**3. Analytical Autobiographical Essay (15%):**

Re-write the autobiographical essay in an analytical manner (5 pages minimum). The goal of this assignment is for you to critically reflect on your own life based on your understanding about sociological concepts. Describe and analyze how social contexts and relationships (e.g., race/ethnicity, class, and gender/sexuality) have shaped your own life. Has belonging to any of status groups given you any opportunities or restricted others? How has your experience been different from others that share your same status group? Use proper citations of course readings, lectures, or other sources.

**4. Midterm Exam (20%):**

This will be the only exam for the course. More details on the exam will be given a week before the exam date.

**5. Research Proposal (40%):**

You are required to write a minimum 10 pages research proposal on a topic of your choice. A research proposal has several important components including a statement of the research question, a review of previous studies regarding the topic, and a fully formed plan for research design. To help make sure that you are moving forward on the right track with your research proposals, there are three written assignments during the semester related to specific aspects of the research proposal: a statement of your research question and rationale (2 pages minimum), a literature review (5 pages minimum), and a research protocol (3 pages minimum). Your final paper is the completed research proposal. This is simply a combination of your three previous assignments. In most cases, the final paper will require the least amount of work. This is because all you need to do is combine the three previous papers, making them flow together, and correcting any problems with the previous assignments.

**6. Project Presentation (10%):**

The last two classes will be devoted to students' research project presentation. Each student will have 7 minutes to present the research project. You may use Power Point, Prezi, or some other formal presentation format.

**GRADING SCALE:**

A	93-100	B-	80-82	D+	66-68
A-	90-92	C+	76-79	D	62-65
B+	86-89	C	73-75	D-	59-61
B	83-85	C-	69-72	F	0-59

## **ACADEMIC INTEGRITY:**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>.

## **UNIVERSITY WRITING CENTER:**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to <http://writingcenter.uconn.edu>.

## **STUDENTS WITH ADDITIONAL NEEDS:**

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu>.

If you are on an athletic team and will miss class because of team travel dates, you are required to bring me a list of such dates from your coach so the absence is excused and not counted against you. Please provide this documentation at the beginning of the semester. You are responsible for making up any work that you miss, and you must obtain material/notes you missed from other students in the class.

If you anticipate being absent from class due to a religious observance, please notify the instructor at the beginning of the semester.

## REQUIRED READINGS:

Articles and chapters listed by week – will be posted on HuskyCT.

## COURSE OUTLINE

**NOTE:** The instructor reserves the right to change the syllabus as needed throughout the semester. If a change must occur, the instructor will inform the students in advance.

### Week 1

Tuesday, January 19: Sociological Imagination

Reading: C. Wright Mills. “The Promise” in *The Sociological Imagination*.

Thursday, January 21: History of Sociology

Reading: Chapter 1 (Pp. 12-29) in *You May Ask Yourself*

### Week 2

Tuesday, January 26: Sociological Theory

Reading: Chapter 1 (Pp. 29-39) in *You May Ask Yourself*

Thursday, January 28: Structure and Agency

Reading: Sewell, William H. 1992. “A Theory of Structure: Duality, Agency, and Transformation” *American Journal of Sociology* 98(1):1-29.

*Autobiographical Sketch (Hard Copy) Due on Thursday (January 28) in the Class*

### Week 3

Tuesday, February 2: Research Methods

Reading: Chapter 2 (Pp. 44-71) in *You May Ask Yourself*

Thursday, February 4: Writing Workshop I

Topic: How to write a statement of research question and rationale?

### Week 4

Tuesday, February 9: Culture

Reading: Chapter 3 (Pp. 76-94) in *You May Ask Yourself*

Thursday, February 11: Class Discussion

Topic: Group discussion on your choice of research question

### Week 5

Tuesday, February 16: Socialization

Reading: Chapter 4 (Pp. 118-136) in *You May Ask Yourself*

Thursday, February 18: Writing Workshop II

Topic: How to write a literature review?

### Week 6

Tuesday, February 23: Deviance and Social Control

Reading: Chapter 6 (Pp. 188-233) in *You May Ask Yourself*

Thursday, February 25: Groups and Networks

Reading: Chapter 5 (Pp. 154-183) in *You May Ask Yourself*

Statement of Your Research Question and Rationale Due on Friday (February 26) at 6:00 PM

Week 7

Tuesday, March 1: Documentary (*UP 56*)

Thursday, March 3: Class Discussion

Topic: What makes a good life?

Week 8

Tuesday, March 8: Review Session on Midterm Exam

Thursday, March 10: Midterm Exam

Week 9

Spring Break—No Class!

Week 10

Tuesday, March 22: Social Stratification

Reading: Parsons, Talcott. 1940. "An Analytical Approach to the Theory of Social Stratification." *American Journal of Sociology* 45(6):841-62.

Thursday, March 24: Writing Workshop III

Topic: How to write research method section?

Literature Review Due on Friday (March 25) at 6:00 PM

Week 11

Tuesday, March 29: Documentary (*Inequality for All*)

Thursday, March 31: Class Discussion

Topic: Implications of inequality for individual life

Reading: <http://www.nytimes.com/2015/05/03/opinion/sunday/nicholas-kristof-inequality-is-a-choice.html>

Week 12

Tuesday, April 5: Education

Reading: Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review* 36(6):1002-19.

Thursday, April 7: Class Discussion

Topic: Is college worth it?

Reading: [http://www.nytimes.com/2014/05/27/upshot/is-college-worth-it-clearly-new-data-say.html?\\_r=0](http://www.nytimes.com/2014/05/27/upshot/is-college-worth-it-clearly-new-data-say.html?_r=0)

Week 13

Tuesday, April 12: Individual Meeting on Research Project

Thursday, April 14: Peer Review

Research Design Due on Friday (April 15) at 6:00 PM

Week 14

Tuesday, April 19: Race

Reading: Lee, Jennifer, and Frank D. Bean. 2007. "Reinventing the Color Line  
Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86(2): 561-86.

Thursday, April 21: Gender

Reading: Davies-Netzley, Sally Ann. 1998. "Women Above the Glass Ceiling  
Perceptions on Corporate Mobility and Strategies for Success." *Gender & Society* 12(3):  
339-55.

Week 15

Tuesday, April 26: Research Project Presentation

Thursday, April 28: Research Project Presentation

*Analytical Autobiographical Essay Due on Friday (April 29) at 6:00 PM*

Week 16

Final Paper Due on Thursday (May 5) at 6:00 PM