

MW	7:00 am - 8:25 am	V 200	(section 31291)
TR	7:00 am - 8:25 am	Annex 03	(section 35810)
MW	2:00 pm - 3:25 pm	Annex 03	(section 34341)

Tony S. Jugé, Ph.D.
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Student hours: MW 10:30 am - 12:00 pm
TR 10:45 am - 12:00 pm

This course is an exploration of the discipline of Sociology. Basic concepts of sociology such as social interaction, social processes, social class, social inequality, social problems, social institutions and social change will be presented and discussed based on sociological theories. The major goal of the course is to introduce students to the discipline of Sociology. Students will be introduced to sociological jargon, research models, and issues of sociological significance. Each student should be able to sociologically explain some of the major problems in our society and should be able to demonstrate evidence of his/her concern for sociological problems by constantly examining and challenging his/her own thinking and that of others. Evidence for achievement of this goal will be presented in class discussions. This class will therefore test the student's ability to critically analyze issues and to develop one's sociological imagination.

REQUIREMENTS/POLICIES

Lectures will include materials from the assigned readings in addition to outside sources. Lectures are designed to complement the subject matter and facilitate class discussions. Keynote presentations are made available on Canvas. While those Keynote presentations are for students to use, **they do not replace class attendance** nor are they developed enough to make sense of all the intricacies of the subject matter; therefore not sufficient to comprehend sociological jargon and pass the class.

You are strongly encouraged to take notes along your Keynote presentations.

Please be aware of the following statement:

Students may be dropped from a semester length class for continuous or cumulative absences which total the number of hours the class is scheduled to meet in a two-week period. For short-term courses students may be dropped after missing 11% of the total class hours. Under extenuating circumstances, a student may be reinstated by the instructor. I will take attendance at every class meeting for administrative purposes. However, I will treat you like adults and expect you to be in class. You will not be rewarded for being in class. It is your responsibility to come and participate.

Points will be deducted every time you miss a class meeting!

Cheating and plagiarism will NOT be tolerated in this class. If you are caught cheating or plagiarizing, you will receive a 0 in the assignment for which you are caught cheating.

STUDENT AND BASIC NEEDS

Any student who has difficulty affording groceries or assessing sufficient food to eat everyday, and believes this may affect his/her livelihood as well as performance in the course is urged to contact the Lancer Pantry in CC-211, at 626-585-7264 or at lancerpantry@pasadena.edu. In addition, if some of you would like to donate, please email the Lancer Pantry staff.

STUDENT WITH DISABILITIES

If you have a disability and believe you may need an accommodation such as materials in an alternate format, preferential seating, sign language interpreting/real-timecaptioning, access to assistive technology and/or test accommodations, per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act please contact Disabled Students Programs and Services in room D209 or at 626-585-7127 as soon as possible and feel free to discuss your needs with me in private.

REQUIRED/RECOMMENDED TEXTBOOKS

*(You might be able to find cheaper prices online than in the bookstore; however, whatever place you decide to purchase your books, the writing assignments are **DUE** on time)*

- Giddens, Anthony, et al. 2016. Introduction to Sociology. W.W. Norton & Company Inc. (Seagull Tenth edition). ISBN: 978-0393265163
- Rios, V. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York & London: NYU Press. ISBN: 978-0814776384

Important Due Dates (quick remainder)

Grading Scale

Perspective Memo 1	Week 4	
Exam 1	Week 7	A: 90 - 100
American Dream paper	Week 9	B: 80 - 89.99
Exam 2	Week 11	C: 70 - 79.99
Perspective Memo 2	Week 13	D: 60 - 69.99
Punished Paper	Week 15	F: < 59.99
Exam 3	Week 16	

Details of every assignment and due dates are also available on Canvas

EXAMINATIONS/ WRITING ASSIGNMENTS/GRADING POLICY

There will be three (3) exams in this course. All students are expected to take exams on the scheduled dates. Exams will include short-answer questions as well as one essay prompt to prepare at home. There will also be two (2) writing assignments, and two (2) perspective memos.

To calculate your final grade

Exam 1	15%	(100 pts)	your score: _____	* 0.15 = _____	(15 max pts)
Exam 2	19%	(100 pts)	your score: _____	* 0.19 = _____	(19 max pts)
Exam 3	19%	(100 pts)	your score: _____	* 0.19 = _____	(19 max pts)
Punished Paper	20%	(100 pts)	your score: _____	* 0.20 = _____	(20 max pts)
Perspective Memo 1	6%	(100 pts)	your score: _____	* 0.06 = _____	(6 max pts)
American Dream paper	15%	(100 pts)	your score: _____	* 0.15 = _____	(15 max pts)
Perspective Memo 2	6%	(100 pts)	your score: _____	* 0.06 = _____	(6 max pts)
<hr/>					
100%					

Attendance will taken everyday so I expect everybody in class every day. Every 2 unexcused absences (*anything but illness, jury duty and death*), I will deduct 0.25% from your final grade.

Please take note:

I do **NOT** round grades up on either individual assignments or final grades, so an 89.9 is still a B. I will **NOT** curve any exams. You will be given extra-credit assignments so take advantage of them; you also need to monitor your attendance as I will deduct points for absences. You get what you earn.

If you submit a late assignment, you will receive partial credit for this assignment (*I will not accept anything past 4 days after the due date unless you have real extenuating circumstances*). I will **NOT** accept any late extra-credit assignments (*even by one minute*).

WEEKLY SCHEDULE (*subject to change*)

WEEKS 1-17: OVERVIEW

WEEK 1

Reading assignment: Giddens et al. (pp. 3-27)

Feb. 19: **PRESIDENT'S DAY - CAMPUS CLOSED**

Feb. 20-21: Introduction to the class & Chapter 1: **What is Sociology?**

WEEK 2

Reading assignment: Giddens et al. (pp. 3-27)

Feb. 26-Mar. 1: Chapter 1: **What is Sociology?** (*continued*)

Mar. 4: Last day to drop without a "W"

WEEK 3

Reading assignment: Giddens et al. (pp. 3-27)

Mar. 5-8: Chapter 1: **What is Sociology?** (*continued*)

WEEK 4

Reading assignment: Giddens et al. (pp. 3-27)

Mar. 12-14: Chapter 1: **What is Sociology?** (*continued*)

Mar. 15: **PROFESSIONAL DEVELOPMENT DAY - NO CLASS**

Mar. 16: **** PERSPECTIVE MEMO 1 ****
(use Canvas for submission; check **page 8** of the syllabus for details)

WEEK 5

Reading assignment: Giddens et al. (pp. 3-27)

Mar. 19-22: Chapter 1: **What is Sociology?** (*continued*)

"O my body, make of me always a man who questions" - Frantz Fanon (1967)

WEEK 6

Reading assignment: Giddens et al. (pp. 29-49)

Mar. 26-29: Chapter 2: **Asking and Answering Sociological Questions**

WEEK 7

Reading assignment: Giddens et al. (pp. 29-49)

Apr. 2-3: **** EXAM 1 **** (*review chapter 1*)

Apr. 4-5: Chapter 2: **Asking and Answering Sociological Questions** (*continued*)

WEEK 8

Reading assignment: Giddens et al. (pp. 53-83)

Apr. 9-12: Chapter 3: **Culture & Society**

WEEK 9

Apr. 16-19: **SPRING BREAK - CLASSES NOT IN SESSION**

WEEK 10

Reading assignment: Giddens et al. (pp. 53-83)

Apr. 23-26: Chapter 3: **Culture & Society** (*continued*)

Apr. 27: **** AMERICAN DREAM PAPER ****
(use Canvas for submission; *check page 10 of the syllabus for details*)

WEEK 11

Reading assignment: Giddens et al. (pp. 137-166)

Apr. 30- May 3: Chapter 3: **Culture & Society** (*continued*)

WEEK 12

Reading assignment: Giddens et al. (pp. 137-166)

May 7-8: **** EXAM 2 **** (*review chapters 2-3*)

May 9-10: Chapter 6: **Groups, Networks, & Organizations**

WEEK 13

Reading assignment: Giddens et al. (pp. 167-201)

May 14-17: Chapter 7: **Conformity, Deviance & Crime**

May 18: Last day to drop with a "W"

WEEK 14

Reading assignment: Giddens et al. (pp. 167-201)

May 21-24: Chapter 7: **Conformity, Deviance & Crime** (*continued*)

May 25: **** PERSPECTIVE MEMO 2 ****
(use Canvas for submission; *check page 8 of the syllabus for details*)

WEEK 15

Reading assignment: Giddens et al. (pp. 241-268)

May 28 **MEMORIAL DAY - CAMPUS CLOSED**

May 29- 31: Chapter 9: **Global inequality**

WEEK 16

Reading assignment: Giddens et al. (pp. 241-268)

Jun. 4-7: Chapter 9: **Global inequality** (*continued*)

Jun. 8: **** PUNISHED PAPER DUE ****
(use Canvas for submission; *check page 11 of the syllabus for details*)

WEEK 17

**** EXAM 3 **** (*review chapters 7 & 9*)

MW Class 7:00 am - 8:25 am (section 31291)
(Wednesday, June 13 from 8:00 am to 10:00 am)

TR Class 7:00 am - 8:25 am (section 35810)
(Tuesday, June 12 from 8:00 am to 10:00 am)

MW Class 2:00 pm - 3:25 pm (section 34341)
(Monday, June 18 from 1:00 pm to 3:00 pm)

PERSPECTIVE MEMOS

Each perspective memo should be about 3-4 pages-long, double-spaced, Century Schoolbook, 12 pt-font, 1 inch all around, APA format (*check APA Style Guide on my website for details*).

PERSPECTIVE MEMO 1

This week you will be reflecting on sociological theories, or in other words, how sociologists come up with explanations about our social world, and the differences with common-sense everyday theories.

For your first perspective memo, you will first read Ritzer's "Introduction to Sociological Theory" (*available on Canvas*) which provides you with an overview of what makes a true sociological theory. Second, you will also read the article entitled "Migration to the United States, Under-age and on the move" from *The Economist* (*available on Canvas*) as an example of how journalists explain certain social phenomena.

First, identify the explanations presented in *The Economist's* article for migration; then based on Ritzer's article, address whether or not the explanations in *The Economist's* article meet the criteria of true sociological theories as spelled out in Ritzer's article. What conclusions can you draw between common-sense theories and sociological theories? Discuss the differences that exist between journalists and sociologists. Why is that important? Please be detailed and critical.

PERSPECTIVE MEMO 2

Eliot Liebow was a sociologist interested in understanding the experiences of black men living in poverty. He wrote the book *Tally's Corner* based on his ethnographic interactions with those men in Washington DC. This research took place at a time when our government was investing a lot of money in attempting to reduce poverty. Over 40 years ago, the language of race has changed (for instance he uses the word 'Negro' instead of 'black' or 'African American' but this reflects the norms of that time). Let's now evaluate parts of his book and the meaning of his research/findings.

Please read an excerpt of *Tally's Corner* (*available on Canvas*) and answer the following questions using your **SOCIOLOGICAL IMAGINATION** (*refer to lecture and to your textbook for clarifications*)

In your perspective memo this week, explain why Liebow might have chosen to study black men in that period of time. What are the factors known and unknown to the reader but nevertheless important to the analysis of those men? How do you think his research might be useful in any way today? Why or why not? Please be detailed and critical.

Grades	Rubric for Perspective Memos
A	The student demonstrates excellent sociological understanding of the issues presented. The student is very critical and the information is delivered in a succinct yet comprehensive manner. The student is able to make clear links between sociology and the social world being analyzed. There are no spelling and grammatical mistakes.
B	The student demonstrates good sociological understanding of the issues presented. The student is critical and the information is delivered in a clear manner but could have more comprehensive. The student is able to make links between sociology and the social world being analyzed but more analysis is still needed. There might be possible spelling and grammatical mistakes.
C	The student demonstrates average sociological understanding of the issues presented. The student is not very critical and the information is delivered in a somewhat superficial manner. The student is able to make links between sociology and the social world being analyzed but the analysis remains quite superficial. The paper lacks organization. There are some spelling and grammatical mistakes.
D	The student demonstrates below average sociological understanding of the issues presented. The student is not critical and the information is delivered in a superficial manner. The student is not really able to make links between sociology and the social world being analyzed but the analysis remains very superficial. The analysis is confused for summaries. It is difficult to follow the overall train of thought. The paper lacks organization. There are some spelling and grammatical mistakes.
F	The student fails to demonstrate any understanding of sociological concepts. S/he has not provided any clear explanations. The prompt is not addressed or not acceptable to college-level expectations. The student is not at all critical and the information is delivered in a very superficial manner. The student is not able to make links between sociology and the social world being analyzed. The analysis is nonexistent. The analysis is confused for summaries. There is not clear train of thought. There are many spelling and grammatical mistakes. The paper might also be short, vague, and remains very unclear. The student(s) can also receive an F in this assignment for failing to turn the assignment at the due date, for failing to meet the page requirements and for plagiarizing.

WRITING ASSIGNMENT

(American Dream: the Myth of Meritocracy paper)

This paper should be about 4-5 pages-long, double-spaced, Century Schoolbook, 12 pt-font, 1 inch all around, APA format (*check APA Style Guide on my website for details*). **DO NOT PLAGIARIZE.**

You will be graded according to the organization, spelling, grammar and articulation of your analysis. (Check rubric)

This paper is a sociological analysis of the American cultural concept of the American Dream and should **NOT** be opinion-based.

You are **REQUIRED** to read the following articles (*all available on Canvas*):

- *The Meritocracy Myth* by McNamee and Miller
- *Social Immobility in the Land of Opportunity* by McLeod
- *The Mobility Myth* by Surowiecki
- “*Horacio Alger*” by Harlton Dalton
- OHCHR Report on the American Dream by United Nations Special Rapporteur

and watch the following videos (*all available on Canvas*):

- Fareed Zakaria on Social Mobility
- Land of the Free, Home of the Brave on PBS
- Economic Mobility: the American Dream by Pew Research
- The American Dream by George Carlin

and listen the following podcast (*available on Canvas*):

- <http://www.npr.org/templates/story/story.php?storyId=4662456>

First, ask two of your close friends, parents, colleagues or others what the American Dream means to them (capture honest and raw comments, *do not interject*).

Second, in light of what you have read, watched and listened to, examine the **sociological** meaning of the American Dream, which means to critically assess its origins, how it is reproduced, who it might benefit, and eventually the reality of social mobility in the U.S.

In other words, what is this ideology about? Why is it that people believe in the American Dream while empirical data tells us that social mobility in this country is much more difficult today than in the past? How do people make sense of the ideology while they are struggling in their lives? What are both the positive and negative elements connected to the American Dream. **Be sociological and critical...**

Your paper should be organized and should integrate all the sources provided as well as some of the comments gathered from your interactions.

WRITING ASSIGNMENT

(Punished: Policing the Lives of Black and Latino Boys)

This paper should be about 5-6 pages-long, double-spaced, Century Schoolbook, 12 pt-font, 1 inch all around, APA format (*check APA Style Guide on my website for details*). **DO NOT PLAGIARIZE!!**

This paper is an analysis of Victor Rios' *Punished*. You are **REQUIRED** to read the entire book for your analysis. *You will be graded according to the organization, spelling, grammar and articulation of your analysis. (Check rubric)*

- Introduction (should **NOT** be longer than 1 page)
 - Introduce the book
 - What is it about? What is the **goal** of the researcher? Why is that important? Who is his audience? Be specific
 - What methods does he use to gather his data? Explain briefly
- Body of the paper (this is **NOT** a summary of the book)
 - How does he explain the life of people living in the inner cities?
 - What are the concepts and theories presented to describe and/or analyze young people's lives? (*this is the most important part of the paper*) (**DO NOT SUMMARIZE THE STORIES**)
 - **Explain those concepts in context**
 - **Bring in concepts and theories from Rios' research, from class and from your textbook.** Provide short examples to illustrate your points
 - Provide some SHORT quotes, *if needed*
 - Quotes should be very scarce and short (include page numbers)
 - Is he using a micro or macro sociological approach, or both?
 - How does that help bring issues forward and/or how does that help make those stories real?
 - Provide examples to illustrate
 - Why is it important?
 - Does his description and analysis of Oakland's neighborhoods resemble any neighborhoods that you usually frequent, and/or might have frequented? (*I do not expect you to have lived in or visited a similar neighborhood so you need to compare it to your neighborhood*)
 - How so? What are the similarities or differences?
- Conclusion (should **NOT** be longer than 1 page)
 - Did the author present an objective view of Oakland's population?
 - Explain (use concepts/theories presented in class or in your textbook)
 - Are you convinced by his description and analysis?
 - If yes, why? If not, why not?
 - What is your personal take on what you just read?
 - Be as honest as you can with your overall assessment of this book.

Grades	Rubric for WRITING ASSIGNMENTS (<i>American Dream paper & Punished book</i>)
A	The student exhibits excellent understanding of the issues presented in this sociological research. S/he is able to explain in an excellent fashion the main findings of the researcher. The train of thought is easy to follow. S/he provides excellent contextual explanations and is able to integrate concepts and theories presented in lectures or in the textbook. The analysis is thorough and clear. The paper is very well organized around the structure presented in the syllabus and in class. Sources are properly referenced according to the APA style guide. There are no spelling and grammatical mistakes.
B	The student exhibits good understanding of the issues presented in this sociological research. S/he is able to explain in a clear manner the main findings of the researcher. The train of thought is for the most part coherent. S/he provides some contextual explanations and is able to integrate some concepts and theories presented in lectures or in the textbook but the explanations lack substance. The analysis could have been developed further. The paper is well organized around the structure presented in the syllabus and in class but this is not consistent throughout the paper. Sources are properly referenced according to the APA style guide. There might be possible spelling and grammatical mistakes.
C	The student exhibits average understanding of the issues presented in this sociological research. S/he is not able to explain in a clear manner the main findings of the researcher. The train of thought is not very coherent and/or consistent. There is a lack of contextual explanations and very few (if any) concepts and theories presented in lectures or in the textbook can be found in the paper. The explanations remain vague and superficial. The analysis is confused for summaries. S/he is struggling to present a clear overall picture of the problems presented in this research. Some examples might also be lacking. The paper lacks organization and/or follows the structure presented in the syllabus and in class in a limited fashion. There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
D	The student exhibits below average understanding of the issues presented in this sociological research. S/he is not able to explain the main findings of the researcher. There is an obvious lack of contextual explanations and no concepts and/or theories presented in lectures or in the textbook can be found in the paper. The explanations are either nonexistent or vague and superficial. Most of the paper is a summary. The analysis is confused for summaries. It is difficult to follow the overall train of thought. The paper lacks organization and/or does not follow the structure presented in the syllabus and in class. There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
F	The student fails to demonstrate any understanding of the issues presented in this sociological research. S/he is not able to explain the main findings of the researcher. There is no train of thought. The explanations are either nonexistent or remain extremely vague and superficial. Most of the paper is a summary. The analysis is confused for summaries. The paper is not organized and/or does not follow the structure presented in the syllabus and in class. There are many spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide. The paper might also be short, vague, and remains very unclear. The student(s) can also receive an F in this assignment for failing to turn the assignment at the due date, for failing to meet the page requirements and for plagiarizing.

SLO	<u>Communication</u> Students will demonstrate through original written and/or oral analysis their ability to identify sociological perspectives (conflict, structural functionalist, interactionist) and apply the sociological perspectives to social events and occurrences.
Inadequate	Student cannot successfully identify theoretical perspectives, and analyze cause and effects of events in the social world.
Developing	Student shows limited understanding of theoretical perspectives and demonstrates marginal capacity to link them to the social world
Adequate	Student can identify some of the theoretical perspectives and can connect them in an adequate manner to the social world.
Accomplished	Student has a good understanding of theoretical perspectives. A competent student can explain thoroughly the relationship between theoretical perspectives and the social world.
Mastery	Student clearly and elegantly demonstrates great understanding of different theoretical perspectives, and draws critical connection between these perspectives and the social world.

SLO	<u>Cognition</u> Students will identify, understand and analyze social institutions, issues and social problems utilizing the three major sociological perspectives
Inadequate	Student cannot identify social institutions, issues and social problems through theory.
Developing	Student demonstrates some awareness of social institutions, issues and social problems through a theoretical lens.
Adequate	Student can critique/argue theoretically the value of some social institutions, issues and social problems.
Accomplished	Student demonstrates finely tuned awareness of social institutions, issues and social problems using different theoretical perspectives.
Mastery	Student demonstrates a superior awareness and critique of social institutions, issues and social problems using advanced theoretical arguments.

SLO	<u>Information competency</u> Students will demonstrate the ability to locate, retrieve and evaluate sociological articles, journals, books and other sociologically related materials.
Inadequate	Student cannot identify and evaluate sociological articles and other sociologically related materials.
Developing	Student is able to locate some sociological materials without demonstrating providing extensive evaluation of the material.
Adequate	Student demonstrates an understanding of where to find some of the sociological relevant information and can present some general understanding of different points of view.
Accomplished	Student has been able to locate most of the relevant information and is able to demonstrate knowledge of the diversity of sociological opinions.
Mastery	Student can identify most of the important sociological information and demonstrates a superior understanding of different points of view.

SLO	<u>Social responsibility</u> Students will compare and contrast the experiences and issues impacting minority groups with that of mainstream groups in power, including issues of race, class, gender, sexual orientation, deviance, culture, poverty, and global inequality, and social stratification.
Inadequate	Student lacks understanding of marginalized groups in relation to the dominant power structure. Student cannot explain the relevant issues of race, class and gender and their importance in sociological analysis. Student shows lacks of interest and motivation for the course material.
Developing	Student exhibits minimal understanding of marginalized groups in relation to the dominant power structure. Student understands the relevance of race, class and gender in sociological analysis. Student shows some effort but is not always prepared for class.
Adequate	Student exhibits some understanding of the experiences of marginalized groups and can compare them through a race, class and gender sociological approach.
Accomplished	Student can compare and contrast most important issues relating to marginalized groups and can explain how the power structure contributes to these particular experiences.
Mastery	Student demonstrates superior sociological understanding of minority perspectives. Student can compare and contrast the experiences of marginalized groups using a comprehensive sociological approach to race, class, and gender.

SLO	<u>Personal development</u> Students will learn how to think critically (which questions to ask and which questions to omit) and how to view society through different lenses.
Inadequate	Student does not demonstrate any critical understanding of the importance of sociology to his/her own life. Student does not make any efforts to ask questions about the class material and does not show personal responsibility in attending class and turning assignments in.
Developing	Student demonstrates basic understanding of the importance of sociology to his/her own life. Student demonstrates some personal responsibility for his/her academic learning.
Adequate	Student demonstrates some understanding of how sociology applies to his/her own life, and demonstrates personal responsibility for his/her own academic learning.
Accomplished	Student shows growth and demonstrates extra effort in his/her critical assessment of sociology and how it might apply to his/her own life.
Mastery	Student demonstrates increased social understanding. Student can critically apply the lessons of sociology to his/her own life.