

SOCIOLOGY 101.2: INTRODUCTION TO SOCIOLOGY

Class Meeting Place & Time: Carroll 111 9:30-10:45 am TR
Instructor: Mike Shanahan; Instructor's Office Hour: 212 Hamilton W 11 am
Teaching Assistant: Christian Vazquez, cvazquez@email.unc.edu
Teaching Assistant's Office: 2nd Floor Hamilton meeting area (next to elevators)

About this Course

Sociology is the science of social connections. These social connections include, for example, a person's attachments to family, community, and organizations, and her or his acceptance of societal values and norms. Other forms of social connections transcend the individual as one finds, for example, in the flowchart of an organization, the spatial properties of a city, and the diffusion of an idea or a disease. Because social connections are many and varied, sociology is appropriately concerned with a wide range of phenomena. Nevertheless, the premise that inspires all sociological inquiry is that social connections are worthy of study because they define, in great measure, the human condition. Moreover, what we learn about social connections can, in principle, be used to improve our lives.

This course is about the scientific study of social connections, with emphasis on three central topics. First, how does society "create" identities? Sommer's War Against Boys argues that political, scientific, and governmental groups effectively formed a coalition to define what it means to be a boy and girl in contemporary American society. Shanahan & Macmillan's Biography and the Sociological Imagination takes a different view, arguing that each person's biography is unique but patterned, reflecting how social forces come together. We also consider this question in the context of essays Arlie Hochschild, who explores how even things as "personal" as emotions are a product of one's social circumstance. She shows that social connections characterized by caring and love are increasingly problematic because of broad social forces.

Second, we consider inequality in society. Annette Lareau's Unequal Childhoods explores the meaning of social class and race for family and education. Why do some children do better in school than others? The answer has to much do with how parents, children, teachers, and principals are interconnected.

Third, and finally, what are the social connections that hold societies together? We answer this question by focusing on social capital, which refers to the bonds between people that create communities and foster a wide range of positive outcomes. In Bowling Alone, Robert Putnam considers whether social changes through the 20th century have destroyed social capital, threatening our ability to achieve great things.

While these four books and several essays do not cover the complete terrain of basic sociology, they do provide a rich context for thinking about fundamental theoretical and methodological issues that surround the study of social connections.

Required Books (all in paperback)

Arlie Hochschild. 2003. Commercialization of Intimate Life: Notes from Home and Work.

Berkeley: University of California Press.

Annette Lareau. 2003. Unequal Childhoods: Class, Race and Family Life. Berkeley: University of California Press.

Robert D. Putnam. 2001 [2000]. Bowling Alone: The Collapse and Revival of the American Community. (First Touchstone Edition). New York: Simon & Schuster.

Michael J. Shanahan & Ross Macmillan. 2007. Biography and the Sociological Imagination.
New York: Norton.
Christina Hoff Sommers. 2000. The War Against Boys. New York: Simon & Schuster.

Class Schedule (Readings should be completed by the dates listed.)

I. EMERGENCE OF SOCIOLOGY

Jan 10 TH Introduction to Course Syllabus (available on Blackboard^a only)
What is Sociology? Shanahan/Macmillan, pp. 5-21
Jan 15 T What is Sociology? (continued)
"Lessons of History: The Gilded Age and the Progressive Era," pp. 367-383 in
Putnam. Read to bottom of p. 383 and look at Figure 94 on the next page.
Jan 17 TH **Project 1.** Gemeinschaft & Gesellschaft. Due Jan 31st
Jan 22 T **Exam 1.** Covers Jan 10-Jan 22nd readings and lectures

II. SOCIETY AND IDENTITY: THREE APPROACHES

IIA. SOCIAL MOVEMENTS AND IDENTITY

Jan 24 TH Identity as a Social Movement 1, Sommers, 13-72
Jan 29 T Identity as a Social Movement 2, Sommers, 73-157
Jan 31 TH Identity as a Social Movement 3, Sommers, 158-213; **Project 1 Due**

IIB. THE LIFE COURSE

Feb 5 T Shanahan/Macmillan, Paradigm, 44-66
Feb 7 TH Shanahan/Macmillan, Paradigm, 66-101
Feb 12 T Shanahan/Macmillan, Macro, 118-144
Feb 14 TH Shanahan/Macmillan, Macro, 144-174
Feb 19 T Shanahan/Macmillan, Micro, 181-202
Feb 21 TH Shanahan/Macmillan, Micro, 202-233
Feb 26 T Shanahan/Macmillan, Pulling it together, 235-277
Feb 28 TH Pulling it together, 278-284; **Project 2, due Mar 20th**
Mar 4 T Review
Mar 6 TH **Exam 2**

Spring Break Begins March 7th at 5 pm; Classes Resume March 17th at 8 am.

IIC. INSTITUTIONS AND CULTURE

Mar 18 T Love as a Consumer Product
"The Commodity Frontier," pp. 30-44 in Hochschild
Mar 20 TH The Workplace Invades Family Life

^a <https://blackboard.unc.edu/index.html>

“From the Frying Pan into the Fire,” pp. 141-148 in Hochschild
“Emotional Geography and Capitalism,” pp. 198-212 in Hochschild
Project 2 Due

III. INEQUALITY

- Mar 25 T Race, Social Class, and Family Life, pp. 1-11; 14-32 in Lareau
Mar 27 TH Organizing Children’s Lives
EVERYONE: The Case of Garrett Tallinger, pp. 35-37, 38-65 in Lareau
AND The Case of Tyrec Taylor, pp. 35-37, 66-81 in Lareau OR
The Case of Katie Brindle, 35-37, 82-103 in Lareau
- Apr 1 T Language and Interaction
The Case of Alexander Williams, pp. 107, 108-133 in Lareau
The Case of Harold McAllister, pp. 107, 134-160 in Lareau
- Apr 3 TH Families and Social Institutions
The Case of Stacey Marshall, pp. 163-164, 165-181
The Case of Wendy Driver, pp. 163-164, 198-220
The Case of Billy Yanelli, pp. 163-164, 221-232
Project 3, due Apr 24th
- Apr 8 T Social Capital, Networks, The Nature of Social Change.
"Thinking About Social Change in America," pp. 15-28, Putnam
"Religious Participation," pp. 65-79, Putnam
- Apr 10 TH 20th Century Trends in Social Capital II.
“Political Participation,” pp. 31-47
“Civic Participation,” pp. 48-64
- Apr 15 T Century Trends in Social Capital I.
"Reciprocity, Honesty and Trust," pp. 134-147, Putnam
"Against the Tide? [T]he Net," pp. 167-180, Putnam
- Apr 17 TH Causes of the Destruction of Social Capital I.
"Technology and Mass Media," pp. 216-246, Putnam
- Apr 22 T Causes of the Destruction of Social Capital II.
"Generation to Generation," pp. 247-276, Putnam
- Apr 24 TH Consequences of Social Capital.
"Introduction," pp. 287-295, Putnam
"Education and Children's Welfare," pp. 296-306, Putnam
"The Dark Side of Social Capital," pp. 350-363, Putnam
Project 3 Due

Tue. April 29 8:00 A.M. **FINAL EXAM.** Covers whole class, with emphasis on Putnam.

Grading:

3 Exams: ~21% each, 64% total
3 Projects: 12% each, 36% total

Regular participation (at least once per week) will be rewarded with additional points at the discretion of the instructor.

Policies:

1. All exams and assignments will be completed as scheduled. Exceptions will be made only if the TA is notified before the scheduled exam or assignment's due date, and all exceptions will require documentation. Valid exceptions include only: death of immediate family member or grandparent; hospitalization.
2. No cellphones, internet, ipods/mp3s, headphones during class. Persons not observing this rule will be asked to leave class immediately.
3. The professor has discretion to raise a student's final letter grade for meritorious participation in the class, including participation during lectures and written essays.
4. Any student entering class after the lecture has started must sit in the back row.
5. Students may not leave class before the end of the lecture.
6. The TA provides lectures notes only in the exceptional cases identified in #1 above.