“The challenge of modernity is to live without illusions and without becoming disillusioned.”

- Antonio Gramsci

The aims of this course are to:

- Learn about the field of sociology. What do sociologists study? How is sociology useful?
- Learn how to apply the sociological imagination to your personal life and to contemporary events.
- Learn how to analyze the world through the lens of inequalities resulting from social structures of race, class, gender and sexuality.
- Learn about the core areas of expertise in Howard’s Department of Sociology and Criminology: Social Inequality, Health, Criminology, Urban Society, and the Environment.
- Improve reading comprehension of scholarly and popular texts.
- Create a productive, respectful and creative learning environment and intellectual community in class.

Required Readings
The following text will be available for purchase at the Howard Barnes and Noble and available for two-hour checkout from the reserves collection available at the lending desk at Founder’s Library. All other texts will be available on the course Blackboard site.
- Between the World and Me, by Ta-Nehisi Coates

Class Time
Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, film, class activities, and time for individual written reflection. I encourage you to ask questions during lectures. A few guidelines:

- Come to class prepared by having done all the assigned reading and taking notes on it.
- Bring your readings (hard-copies are preferable) and notes to class every day, you will sometimes need them for small-group work.
Names and Gender Pronouns in the Classroom
As we will learn in this course, many people’s gender identity does not match what society would otherwise impose upon them. On the first day of class every student will fill out an index card that includes, among other things, your preferred name and gender pronoun (he, she, they, etc). For example, my name is Dr. Perkins, and my preferred gender pronouns are “she” or “her.” Share whatever pronoun you feel most comfortable being used in a classroom setting, and feel free to inform me if you would like to change it partway through the course.

What You Should Expect During the Discussion (from Nathan Palmer)

<table>
<thead>
<tr>
<th>You should expect</th>
<th>You should not expect</th>
</tr>
</thead>
<tbody>
<tr>
<td>People waiting to be called on before speaking.</td>
<td>People blurtig out their thoughts, interrupting one another, etc.</td>
</tr>
<tr>
<td>People actively listening to whomever is speaking.</td>
<td>People disrespecting the speaker by ignoring them or having side conversations</td>
</tr>
<tr>
<td>Honesty, but honesty that is also respectful of others.</td>
<td>Honesty that is said in a way to hurt others or attack another’s truth.</td>
</tr>
<tr>
<td>People sharing their experiences.</td>
<td>People trying to invalidate, disprove, or dismiss the experience others have had.</td>
</tr>
<tr>
<td>People using “I statements” to share their experiences.</td>
<td>People starting statements with “they,” “we,” “you,” or otherwise trying to speak on behalf of or stereotype others.</td>
</tr>
<tr>
<td>People showing respect to speakers with their body language &amp; non-verbal responses.</td>
<td>People rolling their eyes, making faces, or otherwise disrespecting the speaker.</td>
</tr>
<tr>
<td>People talking about their experiences with frank, honest, and powerful words.</td>
<td>Anyone using curse words, racial slurs, or any other kind of epithet to talk about themselves or others.</td>
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</tbody>
</table>
## Grading

<table>
<thead>
<tr>
<th></th>
<th>Due date</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop Quizzes</td>
<td>Announced at random in class</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>March 2 (in class exam)</td>
<td>20%</td>
</tr>
<tr>
<td>Field Trip to NMAAHc</td>
<td>March 4, 9:45 am - 1 pm</td>
<td>5%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>April 27 (in class exam, cumulative)</td>
<td>25%</td>
</tr>
<tr>
<td>Sociological Biography</td>
<td>May 4th (due via Blackboard by 11:59 pm)</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Attendance and Missed Exams

- All students are expected to attend classes regularly and promptly. It is especially important to attend the FIRST meeting of each class. It is there that you will receive much of the information critical to your success in the class – syllabi, handouts, names of textbooks, instructor contact information, class format, etc.
- Attendance will not be taken in this class. I expect you to attend class regularly, but do not need to know your reasons for any missed days. If you are absent from classes, you are still responsible for the work missed and the announcements made.
- You may not make up missed quizzes for any reason. However, as I understand students sometimes miss classes for reasons outside of their control (i.e. illness, death in the family), I will drop your lowest score from the class quizzes.

### Communications

- We will use Blackboard to send periodic class announcements via e-mail. You may set your Blackboard account to whatever e-mail account you use most frequently. Plan on checking this account daily.
- The less time we spend responding to individual e-mails, the more time I have to prepare for leading a high-quality class. To that end, before you send us a question via e-mail, first check my syllabus to see if the information you want is listed there. Also, I will not respond to questions about the concepts covered in class via e-mail. These are best asked in class or office hours.
- If you have questions that are not answered in class, on Blackboard, or on the syllabus, please e-mail the class TA Jesse Card. He is responsible for grading all of your work and responding to your questions.

### Plagiarism

- Any act of academic misconduct, such as cheating or plagiarizing on exams, is a serious violation of the University’s norms of conduct. Students who plagiarize or cheat on assignments or exams receive an F in the course and will be reported to the Dean of the College of Arts and Science for further sanctions, including possible suspension from the University. Read the Academic Code of Student Conduct for more information: https://www.howard.edu/policy/academic/student-conduct.htm
Disability
Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact the Dean for Special Student Services (202-238-2420) as soon as possible after admission to the University or at the beginning of each semester. Please document and discuss your disability with me during the first week of classes. Find more information about how to get academic accommodations here http://www.howard.edu/specialstudentservices/.

Resources
- Tutoring for General Education classes http://undergraduatestudies.howard.edu/cae/tutor-clearinghouse
- Writing tutoring for any class: http://www.coas.howard.edu/writingcenter/
- How to get tested for a learning disability: https://www.howard.edu/specialstudentservices/DisabledStudents.htm
- Howard University Counseling Service https://www.howard.edu/services/counseling/nav%20links/services.html
- Academic counseling and choosing a major http://undergraduatestudies.howard.edu/cae/
- For your questions about using Blackboard https://itsupport.howard.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=howard
- For help finding information, ask a librarian! http://library.howard.edu/content.php?pid=485081&sid=3987279#14737326
- Tips on how to study effectively http://www.howtostudy.org/index.php
Class Schedule

THE SOCIOLOGICAL IMAGINATION

January 10: Introduction

January 12: The Sociological Imagination

January 17: How to Think Sociologically

THE CHALLENGE OF CRITICAL THINKING

January 19: Authority and Thinking for Yourself

January 24: Is Objectivity Possible?

January 26: When Science Meets Money and Politics

SOCIAL STRUCTURES: CLASS

January 31: Class and Health

February 2: Class and Work
- Play the game “Spent” at http://playspent.org/html/
February 7: Class and Power

SOCIAL STRUCTURES: GENDER & SEXUALITY

February 9: Social Construction of Gender

February 14: Gender and Intersectionality

February 16: Gender and Sexuality
  Guest speaker: Jamelle Dooley, Howard University PhD Student, Department of Sociology and Criminology

SOCIAL STRUCTURES: RACE

February 21: Racial Formation

February 23: Color Blind Racism

February 28:
March 2: Classes cancelled for Charter Day

March 4: Field trip to the National Museum of African American History and Culture, 9:45am – 1pm

March 7: Exam 1

COLONIALSIM, GLOBALIZATION & IMMIGRATION

March 9: Colonialism

March 14 and 16: No classes (Spring Break)

March 21: Immigration and Globalization

CRIME AND CRIMINALIZATION

March 23: Class and Criminalization

March 28: Race and Criminalization

HEALTH, SOCIETY AND THE ENVIRONMENT

March 30: Environmental Inequality

April 4: Gender, Individualism and Healthy Behaviors

**April 6: History, culture, health**

**SOCIAL CHANGE**

**April 11: Progress**
  - Prologue: Kindling
  - Ch. 4: Rolling Back Civil Rights

**April 13: Black Lives Matter**

**April 18: Technology and Social Change**

**CASE STUDY**

**April 20:**
- Ta-Nehisi Coates, *Between the World and Me*, chapter 1 (pgs. 5-71)

**April 25:**
- Ta-Nehisi Coates, *Between the World and Me*, chapters 2-3 (pgs. 71-152)

**April 27:** Exam 2

**May 4:** Sociological Biography due on Blackboard, 11:59