Introduction to Sociology  (last updated Jan. 16)
Soci 001, Spring, 2018

Instructor: Dr. Tracy Perkins
tracy.perkins@howard.edu

Office hours: Tu/Th 11-12:30
Sociology and Criminology Office, Downing Hall suite 1123

“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.
• 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. It is also available through Howard library as an e-book – contact the librarian if you need help accessing it online. All other texts will be available on the course Blackboard site.

• Algorithms of Oppression: How Search Engines Reinforce Racism by Safiya Umoja Noble

Note: Please consider the syllabus on Blackboard as the master syllabus, as it will be regularly updated.

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 often need them for small-group work.
How to Annotate a Reading

Annotation is more than highlighting and underlining. It means making written notes as you read to identify key terms and concepts, to flag questions that you have, and to assist you in following the arguments of the authors. This is usually done on the page of the text using underlining and circling of text and making notes in the margins. One advantage of working with printouts is that if you only print them on one side you can make more extensive notes on the blank side. Annotation helps you focus on the reading, improves comprehension, and helps you to better remember the content of the reading.

Annotation is kind of like having a conversation with a text while you read it. Some basic annotation techniques are:
- Identifying and underlining key terms, concepts and passages.
- Circling definitions.
- Writing definitions in the margins.
- Writing questions that you have in response to the text.
- Writing opinions you have about particular passages.
- Summarizing the main points of sections as you finish them.

An especially useful technique is to make an outline of the whole reading on back of the last page, dividing it up into sections and sub-sections in order to see the overall structure of the argument being made. Annotation is crucial to making a close reading of any difficult text.

Names and Gender Pronouns in the Classroom

I will provide an opportunity in class for every student to share their preferred name and gender pronoun (he, she, they, etc.). For example, I will ask you to call me Dr. Perkins, and to reference my gender with the words “she” or “her.” Share whatever pronoun you feel most comfortable with in a classroom setting. Please make every effort to call your peers by their preferred gender pronouns for the duration of the semester.

Keep in mind the following campus statement on federal Title IX law:

“Howard University reaffirms its commitment to provide students with educational opportunities free from sexual harassment and discrimination based upon gender, gender expression, gender identity, sexual orientation, or marital status. In furtherance of this commitment, the University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of ability, experience, effort, and performance; and (b) provided conditions for educational pursuits that are free from gender-based coercion, intimidation, or exploitation.”

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 blurting out their thoughts, interrupting one another, etc.</td>
</tr>
</tbody>
</table>
People actively listening to whomever is speaking.  

<table>
<thead>
<tr>
<th>People actively listening to whomever is speaking.</th>
<th>People disrespecting the speaker by ignoring them or having side conversations</th>
</tr>
</thead>
<tbody>
<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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</table>

**Grading**

<table>
<thead>
<tr>
<th></th>
<th>Due date</th>
<th>% of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>March 7</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>April 25</td>
<td>30%</td>
</tr>
<tr>
<td>Sociological Biography</td>
<td>May 4th (due via Blackboard by 11:59 pm)</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>n/a</td>
<td>10%</td>
</tr>
</tbody>
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**Attendance**

All students are expected to attend classes regularly and promptly. Class announcements related to schedule changes and grading will be made at the beginning of each class session.

- Attendance will 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.

**Communications**

- The less time I 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 me 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. Conceptual questions typically require lengthy responses and discussion, and are therefore best asked in class or office hours.
- I 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.
• Please turn your cell phone off and leave it in your bag for the duration of class.

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 at Howard: https://ous.howard.edu/tlss-tutoring-schedule
• How to get tested for a learning disability: https://www.howard.edu/specialstudentservices/DisabledStudents.htm
• Howard University Counseling Service https://counselingservice.howard.edu/
• For your questions about using Blackboard
  o http://www.howard.edu/technology/services/applications.html
  o https://help.blackboard.com/Filter/Student/College_or_University
• For help finding information, ask a librarian! https://library.howard.edu/friendly.php?s=library/contactus#s-lib-ctab-8716879-2
• Tips on how to study effectively http://www.howtostudy.org/index.php
Class Schedule

THE SOCIOLOGICAL IMAGINATION

January 15: Introduction

January 17: The Sociological Imagination


THE CHALLENGE OF CRITICAL THINKING

January 22: Is Objectivity Possible?


January 24: Lies and Other Forms of Deliberate Misinformation


SOCIAL STRUCTURES: CLASS

January 29: Class and Health


January 31: Class and Work

*Class meets in Founders Library room 116*


February 5: Class and Power

February 7: Race, Gender and Social Mobility

SOCIAL STRUCTURES: GENDER & SEXUALITY

February 12: Social Construction of Gender

February 14: Gender and Intersectionality

February 19: Gender and Sexuality

SOCIAL STRUCTURES: RACE

February 21: Racial Formation

February 26: Color Blind Racism

February 28: No class
Dr. Perkins at American Association for the Advancement of Science

March 5: Progress and Backlash
  o Prologue: Kindling
  o Ch. 4: Rolling Back Civil Rights
March 7: Exam 1

March 12 and 14: No classes (Spring Break)

COLONIALISM, GLOBALIZATION & IMMIGRATION

March 19: Colonialism

March 21: Immigration and Globalization

CRIME AND CRIMINALIZATION

March 26: Class and Criminalization

March 28: Race and Criminalization

ENVIRONMENT AND SOCIETY

April 2: Pollution

April 4: No Class
Dr. Perkins at American Association of Geographers Annual Meeting

April 9: Climate

CASE STUDY

April 11:
  o Introduction and chapter 1

April 16:
  o Chapters 2 and 3

April 18:
  o Chapters 4 and 5

April 23:
  o Chapters 6 and conclusion

April 25: Exam 2

May 2: Sociological Biography due on Blackboard, 11:59pm