Course Information
Meeting Time: Wednesdays 6:30 – 9:30 p.m.
Room: PPHAC 117
Prerequisites: none

Required Reading

ISBN: 0-8050-6389-7

Course Objectives
- Define or explain the basic concepts, theories, major perspectives (paradigms), and research methods of sociology.
- Apply concepts, theories, and major perspectives (paradigms) to particular cases and to student’s own experiences using the thinking skills of analysis, synthesis, and evaluation. Students should be able to engage in all aspects of critical thinking.
- Acquire knowledge about some of the primary sub-fields within sociology including culture, socialization, social interaction, deviance and social stratification systems based on class, race, ethnicity, and gender.
- Compare the basic functions of society of the United States to those in other cultures.
- Increase student’s own cultural awareness and knowledge of ethnic, racial, gender, social class, and religious diversity in the United States and around the world.

Instructor Information
Miss Misty Curreli
Telephone number: 610-625-7600, Press 2
Email: mcurreli@moravian.edu
Office Location: Priscilla Payne Hurd Academic Complex, Room 318
Office Hours: Wednesdays 5:30 – 6:30 p.m., Tuesdays 10:00 – 11:00 a.m.

Course Rules & Procedures
Class Attendance
Attendance is expected at ALL classes and exams. Repetitive absences WILL affect your grade. **If you are unable to come to class on an exam day, you must contact the instructor via email or telephone as soon as possible. At this point, we will determine IF and when the exam can be rescheduled.** For an absence to be excused, documentation (medical excuses, mortuary record, court documentation, towing/car repair invoices) must be provided to instructor as soon as possible. Lateness will not be tolerated without a valid excuse and will therefore count as half of an absence.

Class cancellations will be posted on the door of the classroom. Announcements about school closings due to hazardous conditions can be reached at the inclement weather hotline, ext 7995.
Classroom Etiquette
You are expected to be respectful, tolerant, open-minded, and courteous to each person in the classroom. This includes behaving in a way that does not distract others’ learning. Remember to keep “sidetalk” to a minimum and turn cell phones OFF when entering the classroom.

Assignments
All reading materials (textbook, reader, and handouts) are integral parts of the course and are mandatory. You are expected to come to class fully prepared to discuss the readings due that week.

Writing assignments will be an important part of this course. They will be graded on content, writing ability, presentation, format, and timeliness of submission. Students are responsible for completing all assignments on time. Assignments are due at the beginning of class. **Assignments will be accepted up to ONE WEEK after the due date, however they will be downgraded 5 points for EACH DAY that they are late.**

If a student is absent from class, it is his or her responsibility to obtain the assignment, complete it, and turn it in by the due date. In case of illness, assignments may be emailed to mcurreli@moravian.edu (Word documents ONLY).

Academic Honesty
Academic honesty is expected regarding all exams and written assignments. Specifically, students should cite sources both within the body of the paper and in the bibliography for written assignments. Any and all forms of plagiarism (including failure to properly paraphrase your work) WILL result in a failing grade for the assignment or failing grade/dismissal from the course. Students must abide by the Academic Honesty Policy as set down by the Moravian College Student Handbook. Take time to review this policy at http://www.moravian.edu/studentLife/handbook/academic2.htm.

Students with Disabilities or Special Needs
Students with documented disabilities or special needs who believe that they may need accommodations for this course should contact the Dr. Florence Kimball, Dean of CGS as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

Grades
Final grades will be calculated as follows:
- **Exam 1** (Chapters 1, 2, 3 & 4) 15%
- **Exam 2** (Chapters 5, 6, 7 & 8) 15%
- **Exam 3** (Chapters 9, 10, 11, & 16) 15%
- Gender and Social Norms Assignment 20%
- Nickel and Dimed Assignment 20%
- Class Participation & Group work 15%

**Grading Scale:**
- A+: 94-100
- A  90-93
- B+: 87-89
- B  84-86
- C+: 77-79
- C  74-76
- D+: 67-69
- D  60-66
- F  <59
Introducing Sociology—Course Schedule
Subject to change. Additional readings and handouts will be added when necessary.

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<thead>
<tr>
<th>Class Meeting</th>
<th>Reading Assignment</th>
<th>Graded Assignment</th>
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<tbody>
<tr>
<td>Jan. 12th</td>
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<tr>
<td>Jan. 19th</td>
<td>*Chapter 1: Sociology</td>
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<td>**(N&amp;D Introduction)</td>
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<td>Jan. 26th</td>
<td>Chapter 2: Culture</td>
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<td><em>(Bring possible survey questions to class)</em></td>
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<td>Feb. 2nd</td>
<td>Chapter 3: Socialization</td>
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<td><em>(N&amp;D Chapter 1)</em></td>
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<td>Feb. 9th</td>
<td>Chapter 4: Social Interaction</td>
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<td>Feb. 16th</td>
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<td>Exam 1 (Ch.1-4)</td>
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<td>Feb. 23rd</td>
<td>Chapter 5: Groups &amp; Organizations</td>
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<td><em>(N&amp;D Chapter 2)</em></td>
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<td>March 2nd</td>
<td>Chapter 6: Deviance</td>
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<td>March 9th</td>
<td><em>No class held – Spring Break</em></td>
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<td><em>(N&amp;D Chapter 3)</em></td>
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<td>March 16th</td>
<td>Chapter 7: Sexuality</td>
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<td>March 23rd</td>
<td>Chapter 8: Social Stratification</td>
<td>Gender &amp; Social Norms Paper Due</td>
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<td>March 30th</td>
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<td>Exam 2 (Ch 5-8)</td>
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<td>April 6th</td>
<td>Chapter 10: Gender Stratification</td>
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<td>April 13th</td>
<td>Chapter 11: Race &amp; Ethnicity</td>
<td>Nickel &amp; Dimed Paper Due</td>
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<td>April 20th</td>
<td>Chapter 9: Global Stratification</td>
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<td>April 27th</td>
<td>Chapter 16: Social Change</td>
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<td><strong>Final Exam (Exam 3 (Ch. 9, 10, 11, &amp; 16)) – TBA</strong></td>
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*Unlabeled chapters refer to the Macionis text.
**“N&D” refers to our text, *Nickel and Dimed*
As we discussed in class, social norms are patterns or guidelines for behavior that make life routine and predictable. Most of the time, norms go unnoticed by many people, but like most of the issues we talk about, they are socially constructed and largely obeyed. We have also learned about socialization, the process by which we learn these norms and basically how to function in our culture and become human by society’s standards. Through interactions with others we learn the rules that govern how to think, behave, and feel. The purpose of this paper is to explore the concept of gender in two ways. First, you will begin by explaining how other people (your agents of socialization) have shaped your concept of gender, i.e. what they have taught you (explicitly or implicitly) about how to be male or female, or what it means to be male or female. Next, you will experiment with gender norms by challenging them and reporting on the outcome.

**Part One - Directions**
You will choose 2 of your major agents to investigate. For each of them, you will present a general explanation of how you were influenced by this person/thing AND a specific example of a defining event in your life concerning gender.

The most common agents of socialization are: Family, Peers, School, Total Institution, Mass Media, and Religion, however you are not limited to this list. You may want to contact the people that were influential in socializing you in order to “refresh” your memory (Be sure to cite them as sources if you do).

Next, ask yourself if you have ever attempted to do an activity generally associated with the opposite gender while growing up. What were the reactions of your agents? What did you learn?

**Part Two - Directions**
After reminiscing about your socialization, think about a social norm regarding gender that you can break…
- without causing any harm to yourself or surrounding people,
- without making surrounding people feel too uncomfortable,
- without invading anyone’s personal space,
- without doing anything vulgar, offensive or otherwise inappropriate for the situation,
- And can be done in a place that HAS witnesses.*
  *Please feel free to ask me if your idea is appropriate. A good rule is if you have to question it, don’t do it!!

Write about the norm by describing what the “normal” behavior is (and thus, how you broke it) and explain how you’ve learned what behavior is suitable.

Break the norm and observe the reactions (sanctions) of the people around you AND your own feelings before, during, and after the norm breaking incident.
(Optional: Inform the witnesses about the nature of your assignment (if this makes you feel more comfortable.)

**Conclusion**
What do you think about gender socialization? Apply one of the sociological paradigms to the topic of gender and social norms to explain your position.

BE SURE TO INCORPORATE TERMS FROM THE TEXTBOOK. Also, include citations within the body of the paper and a bibliography at the end of the paper (This does NOT count as one of the five pages).

Length: At least 5 pages (typed, double spaced, regular font & margins)
Due: March 16th
**Nickel and Dimed Assignment**

A sociological perspective of poverty in the United States

Frequently, I hear friends, relatives, students, or mass media images comment upon the poverty-stricken and welfare recipient of the United States, many times pointing with contempt to an individual’s lack of work ethic, bad luck, or even dishonesty. In her book *Nickel and Dimed*, Barbara Ehrenreich found that she could not survive on $7.00 per hour, not if she wanted to live indoors. This leads us to broaden our perspective of poverty to think about our system of work and welfare and particularly about the millions of individuals who hold the “unskilled” – but necessary – jobs in our society. How is the perception of poverty and welfare different when viewed from a micro or a macro perspective?

As a class, we will design a data collection tool, i.e. a survey-questionnaire that attempts to determine what people’s perceptions are about poverty and welfare in the United States. From this, each of you will distribute 10 questionnaires to various respondents and synthesize your data by looking for trends in way people have responded and by their demographic social characteristics. You will then be able to comment about the popular perspectives of poverty and welfare.

In your paper, you will write about the topic, its importance, your basic research question and hypothesis, your methodology (including your subjects and how you chose them), and your results. You should then compare your conclusions of why poverty exists to the conclusions of Barbara Ehrenreich. In your examination of the text, you must answer the following questions:

1. What are the major challenges faced by those who are employed and living on low incomes? Give examples from the text to illustrate your response.

2. Ehrenreich herself admits to the “safety nets” that she had provided herself (rental cars, starter funds, consulting with her pre-existing doctor about illnesses, staying at a friend’s house temporarily…). What do you think are the “safety nets” of those who live this life realistically?

3. What does Ehrenreich’s text say about the “American Dream”? Explain your response by using examples form the text. Relate this to her comments about the vicious cycle of severe inequality.

4. Were your perceptions of low wage Americans transformed or reinforced by Nickel and Dimed? Have your notions of poverty and prosperity changed since reading the book or doing your research? What about your own treatment of waiters, maids, and sales-people?

5. What should be done? Should government organizations become more involved than they already are? If yes, how so?

BE SURE TO INCORPORATE TERMS FROM THE TEXTBOOKS. Also, include citations within the body of the paper and a bibliography at the end of the paper (This does NOT count as one of the five pages).

Length: At least 5 pages (typed, double spaced, regular font & margins)
Due: April 20th