

**University of Hawai'i at Manoa**  
**Sociology 100A**  
**Introduction to Sociology-Honors**  
**-Fall 2015-**  
**TR 10:30-11:45a, BUSAD D301**

**Instructor:** Angel Camacho – M.A., Sociology; M.A., Criminal Justice

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**Office:** Saunders Hall 213

**Office hours:** MW 1:30 – 2:30p

**Course Description:**

Sociology is the study of the social world – everything from daily interactions on the street to the transformation of power relations on a global scale. Sociology is a science of human behavior and interaction, where patterns and trends can be observed, measured and hopefully predicted. Sociologists apply the sociological imagination—a way of looking at the world that focuses on how the individual and social world interact—in order to better understand the world we live in. The topics that we discuss will be familiar: race, class, gender, sexuality, education, immigration, etc. But we will look at them from unfamiliar angles.

The course is divided into two parts. We will begin by considering a few of the basic concepts in sociology: race and ethnicity, gender and sexuality, and social class. This part of the course will also introduce you to several important tools of social analysis: sociological imagination, social construction, structure and agency, social change, standpoint, and others.

The second half of the course will then take a closer look at a range of pressing issues in our society today: education, health care, policing and prisons, immigration, and social movements. This section of the course will ask you to consider connections between the local and global dimensions of these issues. On a practical level, the second half of the course will concentrate on developing your ability to use the tools of sociological analysis in order to deepen your understanding of the contemporary world.

**Student Learning Outcomes (SLOs):**

- Understand basic sociological concepts including race, class, gender, and sexuality.
- Apply the sociological imagination to contemporary social problems.
- Describe the concepts of structure and agency.
- Understand the link between larger social forces and individual lives.

### **Course Objective:**

All of us come into this class with some knowledge about many of these issues. We will draw on that wealth of knowledge to learn about the world by engaging with one another. But 'Introduction to Sociology' will require every one of us to reconsider the things that we already know about the world. It will have you asking questions about things that you've taken for granted. And it will encourage you to think about how you came to understand the world from a particular point of view. More than anything, the goal of this class is to help you develop tools for thinking about, analyzing, and engaging with the world around you in new ways.

The readings are meant to initiate a discussion and a re-evaluation of your assumptions about the world. I will not ask you to regurgitate definitions and I will not expect you to agree with everything that you read. But I do want you to spend time thinking about the material. Lectures will be interactive and attendance is mandatory. You should be prepared for questions that ask you to apply what you have read and to engage with other students.

### **Textbook:**

*No textbooks: All of the readings will be available on Laulima or handed out in class.*

### **Requirements:**

#### **1. Attendance: 30%**

Attendance is mandatory and will be taken each class period. We will meet a total of 31 times throughout the semester. Thus, attendance grades will be calculated by taking the number of times you have attended class and dividing it by 31. *Excused absences will be at the discretion of the instructor. Be sure to keep and show the instructor any proof of doctor's visits, car troubles, flight itineraries, etc.*

#### **2. Weekly Reflections: 30%**

Throughout the semester you will complete 10 reflections on the *both* the readings **and** concepts covered in class for the week. Reflections should show me that you have read and critically thought about the material. Reflections will be graded on a 3-point scale (low satisfactory, medium satisfactory, high satisfactory). All reflections must be turned in at the beginning of class on the due date (see class schedule).

#### **3. Exercises: 20%**

Throughout the semester you will complete 5 short exercises that require you to apply what you are learning. Exercises will be graded on a 3-point scale (low satisfactory, medium satisfactory, high satisfactory). In general, the details of each assignment will be posted one week prior to its due date. All exercises must be turned in at the beginning of class on the due date (see class schedule).

#### **4. Mid-Term Assessment: 10%**

Details TBA

#### **5. Final Reaction: 10%**

Details TBA

**\*NOTE:** Late assignments will **NOT** be accepted, therefore, if you cannot make it to class for any reason, be sure to email me your assignment by the start time of class on the due date reflected on the class schedule.

**Grading Scale:**

100—90% = A+ — A-  
89—80% = B+ — B-  
79—70% = C+ — C-  
69—60% = D+ — D-  
59—0% = F

**\*A Note on Grading:**

In this course I am looking for evidence that you are learning to *do* sociology. The best way to receive a good grade in this class is to demonstrate 1) that you have read and thought about the material and 2) that you are able to make use of the concepts and tools of sociology in order to analyze the social world.

**Academic Dishonesty:**

Cheating or plagiarism will not be tolerated. Any student caught cheating or plagiarizing will receive an automatic zero (0) for the assignment in question. Not understanding plagiarism will not be an acceptable excuse. Please familiarize yourself with the UHM guidelines and penalties for academic dishonesty, including cheating and plagiarism. A useful resource can be found here:

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/table\\_of\\_contents.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/table_of_contents.php)

**Expectations:**

As with any learning experience, your level of engagement will determine what you get out of this course. I encourage you to make the most of this opportunity by actively participating in class, keeping up with the assigned readings, and reflecting on your own experiences. And, ask questions! If there is anything that you do not understand or that you are having trouble with, please ask for help. I want to make sure that you are learning the material and learning how to think about the material in a sociological manner.

Throughout the course, some of the topics will be sensitive, so I expect that we approach these classes with respect. While each person is entitled to an opinion, it is crucial that our discussions remain respectful. In other words, ***always engage in debates about ideas, never engage in personal attacks***. I reserve the right to ask a student to leave the class if their comments are disrespectful or inappropriate in any way.

Cell phones need to be off or on silent AND ***put away*** during class. When you are in class be “in-class” and not somewhere else. Please do not work on assignments from other classes while in my class. Lastly, **BE ON TIME!** Again, I reserve the right to ask students who are being disrespectful to leave the class.

**Communications:**

E-mail is a good way to reach me. Monday through Friday I generally respond within 24 hours. If you e-mail me after 5pm on Friday, I may not respond until Monday morning. Sometimes questions and concerns come up that are best discussed in person. If it turns out you have such questions or concerns, we'll find a time to meet—either during office hours or at another mutually convenient time. Lastly, I would like to avoid receiving e-mails with questions that can be answered with a close reading of the syllabus.

**Facing Challenges?**

If you have things going on in your life which will affect your ability to do your best, then let me know as soon as possible—don't wait! You may not be responsible for your circumstances, but you are responsible for letting me know you need help or support.

**Disabilities**

Please notify me if you have any particular needs. UHM strives to maintain a barrier-free environment so that students with disabilities can fully access classes, programs, services and other campus activities. If you need any assistance please contact the KOKUA Program at 808.956.7511 or you can visit their website at:

<http://www.hawaii.edu/kokua/>

**Syllabus:**

The instructor reserves the right to make changes to the syllabus at any time. If I make changes, I will send out an email informing you of the amendment. ***It is your responsibility to check your email for announcements, updates, and general class correspondence.***

# SOC 100A Tentative Class Schedule

My goal is to keep pace with the class schedule, but throughout the semester there may be times when we explore topics that require more or less time than I have scheduled for them. We should feel free to explore these issues fully without the anxiety of having to keep strictly to the schedule.

\*Note: All readings should be completed **prior** to the date reflected on the class schedule.

## Week 1: Introductions

8/25/15: *Introductions & What is Sociology?*

8/27/15: *The Sociological Imagination*

C. Wright Mills—"The Sociological Imagination" in *Understanding Society* (2012), pp. 2-6.

Kenneth Westhues – "Mobbing and the Virginia Tech Massacre"

<http://www.arts.uwaterloo.ca/~kwesthue/vtmassacre.htm>

## Week 2: Race and Ethnicity 1

9/1/15: *Social Construction of Race*

Tomas Almaguer and Moon-Kie Jung – "The Enduring Ambiguities of Race in the United States" from Abu-Lughod (Ed.), *Sociology for the Twenty-First Century*, pp. 213-239.

Michael Omi & Howard Winant—"Racial Formations" in *Race, Class, and Gender in the United States* (2014), pp. 13-19.

9/3/15: *Race Relations*

Beverly Daniel Tatum—"Defining Racism: Can We Talk?" in *Race, Class, and Gender in the United States* (2014), pp. 125-132.

John Metta—"I, Racist" *Huffington Post*: [http://www.huffingtonpost.com/john-metta/i-racist\\_b\\_7770652.html](http://www.huffingtonpost.com/john-metta/i-racist_b_7770652.html)

**\*Reflection 1 Due\***

## Week 3: Race and Ethnicity 2

9/8/15: Film: "Race: The Power of an Illusion" (PBS 2003)

9/10/15: Film: "Race: The Power of an Illusion" (cont.)

**\*Exercise #1 Due\***

### **Week 4: Race and Ethnicity 3**

9/15/15: *Whiteness*

Karen Brodtkin – “How Did Jews Become White Folks?” in *How Jews Became White Folks*, pp. 25-52.

George Lipsitz – “The Possessive Investment in Whiteness.” *American Quarterly* v. 47, n. 3, pp. 369-387.

9/17/15: *Whiteness*

Pem Davidson Buck—“Constructing Race, Creating White Privilege” in *Race, Class, and Gender in the United States (2014)*, pp. 33-37.

Peggy McIntosh – “White Privilege: Unpacking the Invisible Knapsack.”

**\*Reflection 2 Due\***

### **Week 5: Gender 1**

9/22/15: *Social Construction of Gender*

Judith Lorber – “Night to His Day”: The Social Construction of Gender in *Paradoxes of Gender*, pp. 54-62.

Margaret L. Andersen—“The Social Construction of Gender” in *Understanding Society (2012)*, pp. 248-252.

9/24/15: *Gender Relations*

Aaron Devor – “Gender Role Behavior and Attitudes” in *Performing Gender*, pp. 672-677.

Betsy Lucal – “What It Means to be Gendered Me” from Ferguson (Ed.), *Mapping the Social Landscape*, pp. 315-330.

**\*Exercise #2 Due\***

### **Week 6: Gender 2**

9/29/15: *Gender Relations*

Raewyn Connell – “Gender Research” and “Gender Relations” in *Gender in World Perspective*, pp. 13-30 and 72-93.

Kristen Schilt – “Just One of the Guys? How Transmen Make Gender Visible at Work.” *Gender and Society*, v. 20, n. 4, pp. 465-490.

10/1/15: *Masculinity/Femininity*

R.W. Connell – “The History of Masculinity” in *Masculinities*, pp. 185-203.

Michael S. Kimmel—“Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” in *Race, Class, and Gender in the United States (2014)*, pp. 82-92.

**\*Reflection 3 Due\***

## **Week 7: Sexuality**

10/6/15: *The Social Construction of Sexuality*

Jonathan Ned Katz—"The Invention of Heterosexuality" in *Race, Class, and Gender in the United States (2014)*, pp. 70-80.

John D'Emilio – "Capitalism and Gay Identity" from Snitow, Stansell, and Thompson (Eds.), *Powers of Desire*, pp. 100-113.

10/8/15: *Compulsory Heterosexuality*

C. J. Pascoe – "Compulsive Heterosexuality" in *Dude, You're a Fag*, p. 84-114.

Chrys Ingraham – "Heterosexuality: It's Just Not Natural!" in Richardson and Seidman (Eds.), *Handbook of Lesbian and Gay Studies*, pp. 73-82.

**\*Exercise #3 Due\***

## **Week 8**

10/13/15: Film: TBA

10/15/15: Film: TBA

**\*Reflection 4 Due\***

## **Week 9: Socio-Economic Class 1**

10/20/15: *Capitalism*

Karl Marx and Fredrick Engels – "Bourgeoisie and Proletariat" in *Manifesto of the Communist Party*, **p. 1-12 only**.

C. Wright Mills – "The Structure of Power in American Society," *British Journal of Sociology*, v. 9, n. 1, pp. 29-41.

10/22/15: *Capitalism and the Working Class*

Gregory Mantsios—"Class in America—2012" in *Race, Class, and Gender in the United States (2014)*, pp. 189-204.

Kochhar, Fry, & Taylor—"Wealth Gaps Rise to Record Highs Between Whites, Blacks, Hispanics: Twenty-to-One" in *Race, Class, and Gender in the United States (2014)*, pp. 355-361.

**\*Exercise #4 Due\***

## **Week 10: Social-Economic Class 2**

10/27/15: *Education*

Gary Orfield & Chungmei Lee—"Historic Reversals, Accelerating Resegregation, and the Need for New Integration Strategies" in *Understanding Society (2012)*, pp. 405-409.

Jeffrey Gettleman—"The Segregated Classrooms of a Proudly Diverse School" in *Race, Class, and Gender in the United States (2014)*, pp. 304-306.

10/29/15: *Education*

Jonathan Kozol – "Still Separate, Still Unequal: America's Educational Apartheid." *Harper's Magazine*, v. 311, n. 1864 (September 1, 2005).

Bob Feldman—"Savage Inequalities' Revisited" in *Race, Class, and Gender in the United States (2014)*, pp. 385-388.

**\*Reflection 5 Due\***

### **Week 11: Socio-Economic Class 3**

11/3/15: *Education*

- Eric Hoover—"Race and Family Income of Students Influence Guidance Counselors' Advice, Study Finds" in *Race, Class, and Gender in the United States (2014)*, pp. 307.
- Stephen Burd—"College Choices Are Limited for Students from Needy Families, Report Says" in *Race, Class, and Gender in the United States (2014)*, pp. 308-309.
- Jay Mathews—"Wealthy Often Win the Race for Merit-Based College Aid" in *Race, Class, and Gender in the United States (2014)*, pp. 310-311.
- Roslyn Mickelson and Stephen Smith – "Can Education Eliminate Race, Class, and Gender Inequality?" from Shapiro (Ed.), *Great Divides*, pp. 411-418.

11/5/15: *Health*

- John McKinlay – "A Case for Refocusing Upstream: The Political Economy of Illness" from Conrad (Ed.), *The Sociology of Health and Illness*, pp. 516-529.
- Lisa Berkman – "The Health Divide" from Goodwin and Jasper, *The Contexts Reader*, pp. 337-344.

**\*Reflection 6 Due\***

### **Week 12: Globalization & Neo-Liberal Economic Policies 1**

11/10/15: *Globalization*

- Michael Parenti—"The Plutocratic Culture: Institutions, Values, and Ideologies" in *Race, Class, and Gender in the United States (2014)*, pp. 611-616.
- Elizabeth Martinez and Arnoldo Garcia – "What is 'Neo-Liberalism'?"  
<http://www.corpwatch.org/article.php?id=376>

11/12/15: *Globalization*

- Naomi Klein – "The Discarded Factory" in *No Logo*, pp. 195-229.
- Miriam C.Y. Louie – "Resisting the Global Sweatshop" from Blackwell, Burnham, and Choi (Eds), *Time to Rise: US Women of Color*, pp. 17-29.

**\*Reflection 7 Due\***

### **Week 13: Globalization & Neo-Liberal Economic Policies 2**

11/17/15: *Globalization*

- Sut Jhally—"Advertising at the Edge of the Apocalypse" in *Race, Class, and Gender in the United States (2014)*, pp. 603-610.
- Turner & Alexander—"Limits to Growth Was Right: New Research Shows We're Nearing Collapse," *The Guardian*:  
[http://www.theguardian.com/commentisfree/2014/sep/02/limits-to-growth-was-right-new-research-shows-were-nearing-collapse?CMP=fb\\_gu](http://www.theguardian.com/commentisfree/2014/sep/02/limits-to-growth-was-right-new-research-shows-were-nearing-collapse?CMP=fb_gu)

11/19/15: *Globalization*

- Subcommandante Marcos – "The Fourth World War Has Begun," from Hayden, *The Zapatista Reader*, pp. 270-284.
- Michael Apple – "Consuming the Other: Whiteness, Education, and Cheap French Fries" in *Off White: Readings on Race, Power, and Society*, pp. 121-128.

**\*Exercise #5 Due\***

## **Week 14: Immigration**

11/24/15: *Immigration of Latino/as and Arabs/Muslims*

Huntington, Samuel. (2004). "The Hispanic Challenge." *Foreign Policy*, 141: 30-45.

Massey, Douglas. (2009). "Racial Formation in Theory and Practice: The Case of Mexicans in the United States." *Race Social Problems* 1:12-26.

Naber, Nadine. (2003). "Look, Muhammad the Terrorist is Coming." In Nadine, N. and Jamal, A. (Eds.), *Race and Arab Americans Before and After 9/11*, pp. 318-326.

Louise Cainkar, "The Impact of the September 11 Attacks and their Aftermath on Arab and Muslim Communities in the United States," *GSC Quarterly*, n. 13.

**\*Reflection 8 Due\***

11/26/15: **NO CLASS – Thanksgiving**

## **Week 15: Prisons & Policing**

12/1/15: *Prisons and Policing*

Loic Wacquant – "From Slavery to Mass Incarceration," *New Left Review*, n. 13, pp. 41-60.

Angela Davis – "Masked Racism: Reflections on the Prison Industrial Complex," *ColorLines*, Fall 1998.

Andrea Ritchie – "Law Enforcement Violence Against Women of Color" from *Color of Violence*, pp. 138-156.

12/3/15: *Prisons and Policing*

Meda Chesney-Lind and Kat Brady – "Ending Hawaii's Imprisonment Boom: Let's Be Smart on Crime, Not Simply Tough" in *The Value of Hawai'i: Knowing the Past, Shaping the Future*, pp. 109-115.

Eric Jensen, Jurg Gerber and Clayton Mosher – "Social Consequences of the War on Drugs" in *Correctional Contexts: Contemporary and Classical Readings*, pp. 384-395.

**\*Reflection 9 Due\***

## **Week 16: Social Movements & Social Change**

12/8/15: *Social Movements*

Matthew Rothschild—"Demand the Impossible" in *Race, Class, and Gender in the United States (2014)*, pp. 689-691.

Paul Rogat Loeb – "The Impossible Will Take a Little While" in *Solutions to Social Problems from the Bottom Up: Successful Social Movements*, pp. 147-153.

12/10/15: *Social Movements*

Mark Bittman—"Beyond Elections: People Power" in *Race, Class, and Gender in the United States (2014)*, pp. 686-688.

Andrea Ayvazian—"Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change" in *Race, Class, and Gender in the United States (2014)*, pp. 672-678.

**\*Reflection 10 Due\***