

1.11.17

**SOC 101-005 Sociological Perspectives  
UNC-CH Spring 2017**

**Classroom:** Bingham 103

**Days and times:** Monday, Wednesday, Friday 10:10 am – 11:00 am

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**Instructor:** Michael Schultz

**Office:** Hamilton Hall 210

**Office Hours:** Mon. & Wed. 1:00 pm – 2:30 pm and by appointment. To arrange an appointment, email me or talk with me before or after class.

**Email:** [schultzm@live.unc.edu](mailto:schultzm@live.unc.edu)

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### **Course Description**

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Sociology is the study of human societies and its groups, institutions, and transformations. This course will introduce you to the way sociologists think about the social world, develop research questions, and seek to answer these questions using empirical analyses. The core of the course will be reading and analyzing together five books by U.S. sociologists spanning a number of subfields and research methods in the discipline.

### **Course Goals**

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My goals for this course are that you will:

- 1) Learn to recognize sociological arguments and theories
- 2) Develop your ability to interpret findings from empirical studies and compare findings with theories and hypotheses about the social world
- 3) Become familiar with a number of contemporary issues in sociology

### **Texts**

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W.E.B. DuBois. 1996 [1899]. *The Philadelphia Negro: A Social Study*. (University of Pennsylvania Press; ISBN: 978-0812215731)

Claude S. Fischer and Michael Hout. 2008. *Century of Difference: How America Changed in the Last One Hundred Years*. (Russell Sage Foundation; ISBN: 978-0871543684)

Natasha K. Warikoo. 2016. *The Diversity Bargain: And Other Dilemmas of Race, Admissions, and Meritocracy at Elite Universities*. (University of Chicago Press; ISBN: 978-0226400143)

Arlie Russell Hochschild. 2012 [1983] *The Managed Heart: Commercialization of Human Feeling*. (University of California Press; ISBN: 978-0520272941)

Mathew Desmond. 2016. *Evicted*. (Crown; 978-0553447439)

## Office Hours

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My office hours are from 1:00 pm to 2:30 pm on Monday and Wednesdays. I am also available to meet with you at another time by appointment. This means you will need to contact me in advance by email, or let me know after class when you would like to meet. I will typically be available before and after class.

I am happy to discuss questions about a reading you don't understand, concepts we've covered in class, or connections between the course and other ideas or experiences you've had. Office hours are a great time to receive help and feedback on class assignments.

## My Contact Information

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You can reach me by email at [schultzm@live.unc.edu](mailto:schultzm@live.unc.edu). I will be available before and after class to answer questions. I welcome your questions and through related to course topics.

## Class Format

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This is a discussion-based course. I expect you to come to class everyday prepared to talk about your thoughts, impressions, and questions about the assigned readings. I have high expectations for your participation and performance in the course. I seek to create a classroom environment that is both intellectually stimulating and fun.

Together, we will review and evaluate the strengths and weaknesses of the arguments made in the readings, consider alternatives, and make connections between the readings and our own experiences and ideas.

To facilitate this kind of class environment, I have prepared a short list of important terms and two guiding questions for each day's readings. These are the reading notes. I expect you to take your own notes on the readings and come prepared with definitions for the terms and answers to these questions. The reading notes will often provide structure to the day's class. I encourage you to take notes on the class discussion. Most of the material for the exams will come from what we talked about in class in addition to the material in the readings.

Each class will usually begin or include a group activity, group discussion, or short writing assignment before transitioning to class discussion. The purpose of these exercises will be for you to access your own understanding of the material from the readings. You will learn from your group and you will help your group understand the concepts better.

Class discussion is at its best when everyone has an opportunity to share their thoughts. To promote a friendly, open environment I have several ground rules for class discussion.

### ***Ground rules for class discussion:***

- 1) Raise your hand before talking.
- 2) If you have already spoken more than a couple times that day, I may not call on you to give others a chance to speak.

- 3) Try to keep your responses focused. I may cut you off if you begin to ramble in order to keep the discussion on track.
- 4) Show respect for those you disagree with. At the same time, taking the opposite point of view with a credible argument is encouraged.
- 5) Be present for the class discussion. Use your cellphones outside of class and use computers only to take notes during class.

## **Attendance**

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Achieving success in this class requires consistent daily attendance. Please don't schedule any other activities that would require you to miss class. If a family emergency comes up, please let me know as soon as you can.

## **Honor Code**

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The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read carefully the provisions of the Honor Code ([instrument.unc.edu](http://instrument.unc.edu)). Make certain that you understand and adhere to them, and ask me to clarify any questions you have regarding the Code.

## **Evaluation and Grading**

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### *Monday Quizzes (15%):*

Regular quizzes on Mondays will provide you with an opportunity to test your understanding of course material and receive feedback. The quizzes will be on Sakai and are to be **completed 1 hour before the start of class (9:10 am)**. This will give me time to look over your answers before class. We will start each Monday class by reviewing the answers to the quiz. The quiz format is modeled after the exam format and based on the reading notes from the past week. There will be 1 multiple choice question (2 points), 2 term definition questions (2 points each), and 1 short answer question (6 points). The quizzes will become available after class on Friday.

I encourage you to use your notes for the quizzes. However, the quizzes will be timed, so you won't be able to look up every answer in your notes. You will have 15 minutes to complete the quiz. This is good practice for the exams. It is to your advantage to study and compare notes with your classmates. At the same time, the honor code will be in effect for the quizzes and you must complete the quiz without help from others.

### *In-Class Exercises (10%):*

There will be regular in-class exercises or activities that will require a mixture of group and individual work. Activities include: group discussion, role-playing scenarios, group tasks, structured debates, writing assignments, and reflections. In-class exercises are graded on a check-plus (10: high quality work), check (8.5: completion), or check-minus (7: incomplete) basis.

*Exams (45%):*

There will be three exams evenly spaced through the semester. The first 2 exams will be 12.5% of your grade and will be completed in a normal 50-minute class period. The final exam will be 20% of your grade and will be double the length of the other two exams. The exams will each be partially cumulative. Exam 1 will cover the material from the first third of the course. Exam 2 will cover 25% from the first third and 75% from the second third. The final exam will cover 10% from the first third, 20% from the second third, and 70% from the final third of the course.

The exams are a mixture of multiple choice, definitions, and short-answer questions. The exams will be on Sakai. Students will bring their laptop to class and take the exams in the classroom. The exams will be timed, and will last for the length of the class or exam period. Students will complete one question at a time and will not be able to go back to check their answers. The bi-weekly quizzes follow a similar format and students will quickly become familiar with the format.

The course is designed to build on the previous material covered in the course. So, a common cumulative short-answer exam question is to compare and contrast or synthesize concepts, theories, or facts discussed in different parts of the course. Exam questions will be drawn from the course readings, class discussion, and class activities. The reading notes and the quizzes are intended to serve as an exam study guide.

*Methods and Research Papers (30%):*

Writing is an essential part of this course. There are two papers required for the course. The first is a 2-paged double-spaced methods paper where you will compare the research questions and methods from two of the books we will read this semester. The second paper is a 4-paged research paper. You will choose a topic studied in one of the books we read in the course and learn more about the topic. In the research paper, you will review and evaluate recent sociological research on the topic. The paper requires a minimum of 3 scholarly sources (e.g. journal article, book, or research institute report) in addition to the book used in the course. Use Times New Roman 11-point font that is double spaced. I will grade both papers using a similar rubric that I will provide early in the course. Students will be evaluated on their argument, use of evidence, organization, and style.

***Grading Scale***

I do not grade on a curve. At the end of the term, you will receive a letter grade, based on the following scale:

|    |          |    |            |
|----|----------|----|------------|
| A  | = 93-100 | C+ | = 77-79    |
| A- | = 90-92  | C  | = 73-76    |
| B+ | = 87-89  | C- | = 73-72    |
| B  | = 83-86  | D+ | = 67-69    |
| B- | = 80-82  | D  | = 60-66    |
|    |          | F  | = BELOW 60 |

### ***Important Dates***

|                  |                     |
|------------------|---------------------|
| Mon. 2/13        | Exam 1              |
| Fri. 3/10        | Methods Paper DUE   |
| Mon. 3/27        | Exam 2              |
| Fri. 4/21        | Research Paper DUE  |
| Mon. 5/1 8:00 AM | Final Exam (Exam 3) |

### **Tentative Schedule of Readings and Assignments**

| <b>Day</b> | <b>Date</b>         | <b>Topic</b>                      | <b>Reading</b>                                                                                                                                                                                    | <b>Assignment Due</b> |
|------------|---------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1          | Wed<br>1/11         | What is<br>Sociology?             | Syllabus                                                                                                                                                                                          |                       |
| 2          | Fri<br>1/13         | Sociological<br>Imagination       | C. Wright Mills. 1959. Excerpt from <i>The Sociological Imagination</i> , Pp. 1-7.<br>Peter Berger. "Ch.2: Invitation to Sociology: A Humanistic Perspective," Pp. 9-18                           |                       |
|            | <i>Mon<br/>1/16</i> | <i>NO CLASS</i>                   | <i>MLK HOLIDAY</i>                                                                                                                                                                                |                       |
| 3          | Wed<br>1/18         | Sociological<br>Questions         | Pp. 29-37 in Giddens et al. Ch. 2 "Asking and Answering Sociological Questions"                                                                                                                   |                       |
| 4          | Fri<br>1/20         | Sociological<br>Methods           | Pp. 37-49 in Giddens et al. Ch. 2 "Asking and Answering Sociological Questions"                                                                                                                   |                       |
| 5          | Mon<br>1/23         | Intro to<br>Philadelphia<br>Negro | <b>Book 1: The Philadelphia Negro (DuBois 1899)</b><br><br>Introduction to 1996 Edition (Pp. ix- top of xix ONLY)<br>Ch. 1 "The Scope of this Study" (Pp. 1-4)<br>Ch. 2 "The Aim" (Pp. 5-10)      | Quiz 1                |
| 6          | Wed<br>1/25         | History and Place                 | Ch. 4 "The Negro in Philadelphia 1820-1896" (Pp. 25-45)                                                                                                                                           |                       |
| 7          | Fri<br>1/27         | Demographic<br>Groups             | Ch. 5: "The Size, Age and Sex of the Negro Population" (Pp. 46-65)                                                                                                                                |                       |
| 8          | Mon<br>1/30         | Education and<br>Occupation       | Ch. 8 Education and Literacy (Pp. 83-96)<br>Ch. 9 "The Occupations of Negroes" (Pp. 97-146)                                                                                                       | Quiz 2                |
| 9          | Wed<br>2/1          | Community<br>Organizations        | Ch. 12 "The Organized Life of Negroes" (Pp. 197-234)                                                                                                                                              |                       |
| 10         | Fri<br>2/3          | Crime and<br>Poverty              | "28. Incomes" (Pp. 168-178) & "29. Property" (Pp. 179-186 ONLY) in Ch. 11 "The Negro Family"<br>Ch. 13 "The Negro Criminal" (Pp. 235-247 ONLY)<br>Ch. 14 "Pauperism and Alcoholism" (Pp. 269-286) |                       |

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|-----------|---------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 11        | Mon<br>2/6          | Housing and Social Class         | Ch. 15 “The Environment of the Negro” (Pp. 287-321)                                                                                                                                                           | Quiz 3 |
| 12        | Wed<br>2/8          | Prejudice and social interaction | Ch. 16 “The Contact of the Races” (Pp. 322-367)                                                                                                                                                               |        |
| 13        | Fri<br>2/10         | What can we learn?               | Ch. 17 “A Final Word” (Pp. 385-397)<br>Introduction to 1996 Edition (Pp. xix –xxxv ONLY)                                                                                                                      |        |
| <b>14</b> | <b>Mon<br/>2/13</b> | <b>Exam 1</b>                    |                                                                                                                                                                                                               |        |
| 15        | Wed<br>2/15         | Methods and Education Expansion  | <b>Book 2: Century of Difference (Fischer &amp; Hout 2006)</b><br>Ch. 1 “Introduction: The American Variations, 1900-2000” (Pp. 1-8)<br>Ch. 2 “How America Expanded Education and Why It Mattered” (Pp. 9-22) |        |
| 16        | Fri<br>2/17         | Race and Family Demography       | Pp. 23-39; 44-45 in Ch. 3 “Where Americans Came From: Race, Immigration, and Ancestry”<br>Pp. 63-75; 78-81(top) in Ch. 4 “How Americans Lived: Families and Life Courses in Flux”                             |        |
| 17        | Mon<br>2/20         | Labor Market                     | Pp. 96-104; 107-110; 112-132 in Ch. 5 “How Americans Worked: New Workers, New Jobs, and New Differences”                                                                                                      | Quiz 4 |
| 18        | Wed<br>2/22         | Income and Wealth                | Ch. 6 “What Americans Had: Differences in Living Standards” (Pp. 137-161)                                                                                                                                     |        |
| 19        | Fri<br>2/24         | Urbanization & Suburbanization   | Ch. 7 “Where American’s Lived: The Redrawing of America’s Social Geography” (Pp. 162-185)                                                                                                                     |        |
| 20        | Mon<br>2/27         | Religion and Culture             | Pp. 188-194; 196-202; 207-209 in Ch. 8 “How Americans Prayed: Religious Diversity and Change”<br>Pp. 215-230 in Ch. 9 “When Americans Disagreed: Cultural Fragmentation and Conflict”                         | Quiz 5 |
| 21        | Wed<br>3/1          | What can we learn?               | Conclusion: The Direction of American’s Differences (Pp. 240-252)                                                                                                                                             |        |
| 22        | Fri<br>3/3          | Research Questions               | <b>Book 3: The Diversity Bargain (Warikoo 2016)</b><br>Introduction (Pp. 1-10)<br>Pp. 11-22 in Ch. 1 “Beliefs about Meritocracy and Race”                                                                     |        |
| 23        | Mon<br>3/6          | Methods                          | Pp. 22-39 in Ch. 1 “Beliefs about Meritocracy and Race”<br>Appendix B “A Note on Methods” (Pp. 211-216)<br>Appendix C “Interview Questions” (Pp. 217-218)                                                     | Quiz 6 |

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| 24        | Wed<br>3/8          | Race Frames                               | Ch. 2 “Making Sense of Race” (Pp. 43-62)                                                                                                                                                                                                             |                   |
| 25        | Fri<br>3/10         | Institutional Effects                     | Ch. 3 “The University Influence” (Pp. 63-86)                                                                                                                                                                                                         | Methods Paper DUE |
|           | 3/13 -<br>3/17      | <i>NO CLASS</i>                           | <i>SPRING BREAK</i>                                                                                                                                                                                                                                  |                   |
| 26        | Mon<br>3/20         | Affirmative Action                        | Ch. 4 “Merit and the Diversity Bargain” (Pp. 87-112)                                                                                                                                                                                                 | Quiz 7            |
| 27        | Wed<br>3/22         | Racial Dialogue                           | Ch. 5 “The Moral Imperatives of Diversity” (Pp. 113-138)                                                                                                                                                                                             |                   |
| 28        | Fri<br>3/24         | What can we learn?                        | Conclusion (Pp. 181-202)                                                                                                                                                                                                                             |                   |
| <b>29</b> | <b>Mon<br/>3/27</b> | <b>EXAM 2</b>                             |                                                                                                                                                                                                                                                      |                   |
| 30        | Wed<br>3/29         | Research Questions & Methods              | <b>Book 4: The Managed Heart (Hochschild 1983)</b><br>“Preface to the First Edition” (Pp. xvii-xviii)<br>Ch. 1 “Exploring the Managed Heart” (Pp. 3-24)                                                                                              |                   |
| 31        | Fri<br>3/31         | Performing Emotions                       | Pp. 24-25; 31-34 in Ch. 2 “Feeling as a Clue”<br>Pp. 35-38; 43-56 in Ch. 3 “Managing Feeling”                                                                                                                                                        |                   |
| 32        | Mon<br>4/3          | Emotional Rules & Exchanges               | Pp. 56-70 in Ch. 4 “Feeling Rules”<br>Ch. 5 “Paying Respects with Feeling: The Gift Exchange” (Pp. 76-86)                                                                                                                                            | Quiz 8            |
| 33        | Wed<br>4/5          | The Airline Stewardess Case               | Pp. 89-106, 109, 114(bottom)-121 in Ch. 6 “Feeling Management: From Private to Commercial Uses”                                                                                                                                                      |                   |
| 34        | Fri<br>4/7          | Gender & Emotional Labor                  | Ch. 8 “Gender, Status, and Feeling” (Pp. 162-184)                                                                                                                                                                                                    |                   |
| 35        | Mon<br>4/10         | obs, Social Class, and the Redefined Self | “Jobs and Emotional Labor” & “Social Class and Emotional Labor” Pp. 147-161” in Ch. 7 “Between the Toe and Heel”<br>“Preface to the 2012 Edition” (Pp. ix-xiv)<br>“Emotional Labor and the Redefined Self” Pp. 132-136 in Ch. 6 “Feeling Management” | Quiz 9            |
| 36        | Wed<br>4/12         | Research Methods                          | <b>Book 5: Evicted (Desmond 2016)</b><br><br>Prologue (Pp. 1-8)<br>About this Project (Pp. 315-336)                                                                                                                                                  |                   |
|           | <i>Fri<br/>4/14</i> | <i>NO CLASS</i>                           | <i>UNIVERSITY HOLIDAY</i>                                                                                                                                                                                                                            |                   |
| 37        | Mon<br>4/17         | The Experience of Eviction                | Ch. 3 “Hot Water” (Pp. 32-43)<br>Ch. 9 “Order Some Carryout” (Pp. 111-133)                                                                                                                                                                           | Quiz 10           |

|    |                    |                               |                                                                                                                                                                                        |                       |
|----|--------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 38 | Wed<br>4/19        | The Landlord & Eviction Court | Ch. 1 “The Business of Owning the City” (Pp. 9-19)<br>Ch. 5 “Thirteenth Street” (Pp. 53-63)<br>Ch. 8 “Christmas in Room 400” (94-107)                                                  |                       |
| 39 | Fri<br>4/21        | The Trailer Park              | Ch. 4 “A Beautiful Collection” (Pp.44-52)<br>Ch. 7 “The Sick” (Pp. 80-93)<br>Ch. 13 “E-24” (Pp. 167-176)                                                                               | Research Paper DUE    |
| 40 | Mon<br>4/24        | Searching for Housing         | Pp. 144-154 in Ch. 11 “The ‘Hood is Good”<br>Pp. 186-192 in Ch. 15 “A Nuisance”<br>Pp. 227-231(mid); 236-339 in Ch. 19 “Little”<br>Pp. 245-252 in Ch. 20 “Nobody Wants the North Side” | Quiz 11               |
| 41 | Wed<br>4/26        | What can we learn?            | Pp. 216-222 in Ch. 19 “Lobster on Food Stamps”<br>Epilogue “Home and Hope” (Pp. 292-313)                                                                                               |                       |
| 42 | Fri<br>4/28        | Review and Reflection Day     |                                                                                                                                                                                        | Reflection Assignment |
| 43 | <b>Mon<br/>5/1</b> | <b>FINAL EXAM<br/>8:00 AM</b> |                                                                                                                                                                                        |                       |