

Department of Sociology · Johns Hopkins University  
Spring, 2022

## Introduction to Sociology (AS.130.101)

Lectures: Mondays and Wednesdays, 9:00-9:50 am, Mudd 26

### Sections:

- 01: Fridays, 9:00-9:50 am, Hackerman 320
- 02: Fridays, 9:00-9:50 am, Gilman 381
- 05: Fridays, 10:00-10:50 am, Krieger 302
- 06: Fridays, 10:00-10:50 am, Krieger 300
- 07: Fridays, 10:00-10:50 am, Bloomberg 276
- 08: Fridays, 10:00-10:50 am, Gilman 381
- 09: Fridays, 11:00-11:50 am, Krieger 304
- 10: Fridays, 11:00-11:50 am, Bloomberg 172
- 11: Fridays, 11:00-11:50 am, Bloomberg 276
- 12: Fridays, 12:00-12:50 pm, Bloomberg 172

Professor Andrew J. Perrin · [aperrin@jhu.edu](mailto:aperrin@jhu.edu)

Office: 556 Mergenthaler Hall Phone: 410-516-2370

Office Hours: Mondays, 10:30 am – 12:00 noon; Thursdays, 2:00-3:30 pm; or by appointment

### TAs:

- Sections 01 and 06: Sebastian Link Chaparro · [slink7@jhu.edu](mailto:slink7@jhu.edu)
- Sections 02 and 08: Zhicao Fang · [fangzhicaolouis@gmail.com](mailto:fangzhicaolouis@gmail.com)
- Sections 05 and 09: Yifeng Wan · [yifengwan@jhu.edu](mailto:yifengwan@jhu.edu)
- Sections 07 and 11: Nima Tootkaboni · [mtootka1@jhu.edu](mailto:mtootka1@jhu.edu)
- Sections 10 and 12: Jasmine Sausedo · [jsaused1@jhu.edu](mailto:jsaused1@jhu.edu)

### Course Overview

This course is designed to give you a dynamic introduction to the field of sociology, with special attention paid to issues, ideas, and facets of American culture and society. It focuses in part on sociological research and writing done at Johns Hopkins to highlight the new knowledge produced by JHU sociologists. If you and we do our jobs correctly, you'll walk away with an appreciation of the ideas and methods of sociological inquiry, an understanding of how sociological knowledge is developed, and a sense of where the field is today.

This course has four broad goals:

1. **To introduce sociology and its ideas.** You should have a sense of the kinds of issues with which sociology grapples, the tools it brings, and the ideas upon which it is built.
2. **To survey several fields of contemporary sociology.** Where is sociology going today? What do sociologists do?

3. **To encourage critical approaches to social claims.** Claims about the nature of society are made daily in the press, popular and business books, and elsewhere. After this class, you should be able to evaluate these claims critically and think about how they might be tested sociologically.
4. **To write well.** Social science is, fundamentally, a written art. Writing well is integral to good sociology. Your writing will be evaluated for clarity of thought, language, structure, and grammar.

## Readings and Resources

### *Required Book*

Erin A. Cech. *The Trouble With Passion: How Searching for Fulfillment at Work Fosters Inequality*. Oakland: University of California Press, 2021.

### *Supplementary Readings*

All additional readings are available either on the web or on the course website. The course website is available through <http://blackboard.jhu.edu>.

### *Other Resources*

We will use **Poll Everywhere** for learning measurement, feedback, and questions during lecture. You can use Poll Everywhere from a computer, phone, or tablet, as you wish. The address for our class is <https://PollEv.com/jhusoc> .

Have a **dictionary** close at hand to look up words you don't know. You can find an adequate one at <http://www.dictionary.com> if you prefer using an online version.

The **Writing Center** (<https://krieger.jhu.edu/writingcenter/> ) can help you with writing clearly and correctly.

There is an astonishing amount of information available on the World Wide Web. A significant proportion of that information—though by no means all—is true and relevant. By all means, use the Web to supplement your reading and knowledge, but use it critically and make sure you know the source of the information.

## Formal Requirements

**You must complete all the course readings.** You are responsible for understanding the readings— make use of your fellow students, your dictionary, the Internet, your TA, and your professor to make sure you understand the readings. Course discussion time is to be used for substantive discussion and further exploration of the implications of course readings, not for grasping the basic contents.

**You must attend, and participate in, all class discussions and small group exercises.** You are also responsible for the information contained in course lectures. While lecture notes will be posted to Blackboard, there is no substitute for attending the lectures.

## Assignments

All assignments should be submitted via Blackboard.

**Article Notes.** On a “Research Discussion” day of your choosing, submit short (less than one page single-spaced) notes on the article or item you read, including a brief description of the core point of the article and questions it raised for you. The notes must be submitted before the beginning of class.

**Exams.** There will be two examinations: a midterm and a final. You must take the examinations at the date, time, and place assigned. The midterm examination is Wednesday, March 16, 9:00-9:50 am, in 26 Mudd. The final examination will probably be on May 12, 9:00 am – 12:00 noon, but is subject to final scheduling by the Registrar’s office.

**Topic Development Paper.** In this short (approximately 1,000 words) paper, you should decide what topic or question you plan to explore sociologically. The paper should explain the importance of the topic or question and why it makes for a good sociological exploration. You will address this topic or question in your final paper. Due March 3 at midnight.

**Final Paper.** The final paper is your opportunity to synthesize what you have learned during the class with outside interests and experiences. Your final paper must develop a sociological argument using appropriate sources. It is an academic paper and, as such, must be written in an appropriate style. Your goal is to make progress in answering the question you developed in your Topic Development Paper. There is no specific, set length; however, about 1,500-2,000 words is a good guideline. Due Thursday, April 21, at midnight.

## Grading

Your course grade will be calculated as follows:

Item	Points
Article Notes	5
Midterm Exam	15
Final Exam	20
Topic Development Paper	15
Final Paper	20
Section Research Presentations (2 x 10)	20
Section Discussion Participation	5

**Adequate completion of the requirements of an assignment will earn you a B-**. Work whose quality clearly exceeds these requirements will earn a B, B+, A-, or A. Work whose quality is in one or more ways less than adequate will earn you a grade of C+ or below.

## Course Policies

**COVID-19.** You must follow all Johns Hopkins guidelines and requirements regarding the COVID-19 pandemic. This includes consistent use of an appropriate mask, routine testing, and isolating upon a positive test. Check <https://covidinfo.jhu.edu/> for up-to-date policy requirements and information. Zoom links will be provided for the first two weeks of class for students who are unable to attend lecture safely.

**You are an adult.** As a student in this class, you are provided with a set of resources for learning the class's contents, and you are expected to fulfill a series of requirements designed to evaluate the depth and breadth of your knowledge of those contents. Your grade, therefore, is a reflection of your success in utilizing the resources you have at your disposal. There will be no extra credit or make-up assignments. You are responsible for the information in the readings and given during lectures. If you do not understand something I say in a lecture, ask me during the lecture, during a later class, or privately via e-mail or office hours.

**Participation in discussions and class activities is mandatory.** Some discussions will be full-class; others will be in small groups. Your participation will be useless—and graded as such—if you have not done the reading.

**Assignments are due on the dates listed.** In exceptional cases, I may grant an extension; you must discuss this with me in advance. Make sure you give yourself sufficient time to finish assignments by their due dates. You will lose roughly one letter grade per day between the due date and the date the paper is received. You may make the calculation yourself as to whether your work will improve sufficiently in the extra time to make up for the grade reduction.

**Lecture topics and readings may change** in response to changing current events or new research. Any changes will be announced via email and Blackboard at least one week in advance.

Your participation in this course is covered by the **Homewood Undergraduate Academics Policy** (<https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>). I take academic dishonesty—including, but not limited to, plagiarism—very seriously. There will be no excuses or second chances; if you have plagiarized the ideas or words of someone else without giving credit, you will be referred to the Office of Student Conduct. If you have questions as to what constitutes academic dishonesty, check <https://guides.library.jhu.edu/avoidingplagiarism/home> or consult a TA or me.

## Course Schedule

**Monday, January 24** – Lecture

Welcome to Sociology; Introduction to “Introduction to Sociology”

**Wednesday, January 26** – Lecture/Tutorial  
Reading and Writing Sociologically  
**Reading:** This syllabus

**Friday, January 28** – Section Meetings

**Monday, January 31** – Reports back from Friday’s sections  
Asking Good Sociological Questions

**Wednesday, February 2** – Lecture: Thinking Causally

**Readings:**

Conley, Chapter 2 of *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*, 2<sup>nd</sup>ed. (New York: Norton).

Horace Miner, “Body Ritual Among the Nacirema.” *The American Anthropologist* 58:3 (June 1956).

<https://doi.org/10.1525/aa.1956.58.3.02a00080>

**Friday, February 4** – Section meetings – Research Discussion

**Readings:**

Sections 1, 6: Peter S. Bearman and Hannah Brückner. “Promising the Future: Virginity Pledges and First Intercourse.” *American Journal of Sociology* 106:4 (2001). <http://www.jstor.org/stable/10.1086/320295>

Sections 2, 8: Diego Gambetta and Steffen Hertog. “Why are there so many Engineers among Islamic Radicals?” *European Journal of Sociology* 50:2 (2009), 201–230. <https://doi.org/10.1017/S0003975609990129>

Sections 5, 7, 9: Tamkinat Rauf. “How College Makes Liberals (or Conservatives).” *Socius* 7 (2021). <https://doi.org/10.1177%2F2378023120982435>

Sections 10, 11, 12: Burdick-Will, Julia, Marc L. Stein, and Jeffrey Grigg. “Danger on the Way to School: Exposure to Violent Crime, Public Transportation, and Absenteeism.” *Sociological Science* February 13, 2019. <https://sociologicalscience.com/articles-v6-5-118/>

**Monday, February 7** – Section Presentations – Sections 1, 2, 5, 10, 11

**Wednesday, February 9** – Lecture: Group, Culture, Society, Sociology

**Friday, February 11** – Sections – Reproduction of Inequality

**Monday, February 14** – Lecture  
Durable and Reproducing Inequalities

**Wednesday, February 16** – Lecture

## Race, Class, and Gender: Durable and Consequential Categories

### Friday, February 18 – Sections – Research Discussion

#### Readings:

Sections 1, 2, 6: Weaver, Vesla, Gwen Prowse, and Spencer Piston. “Too Much Knowledge, Too Little Power: An Assessment of Political Knowledge in Highly Policed Communities.” *Journal of Politics* 81:3 (July, 2019).

<https://doi.org/10.1086/703538>

Sections 5,8, 9: Hepburn, Peter, Renee Lewis, and Matthew Desmond. “Racial and Gender Disparities among Evicted Americans.” *Sociological Science* December 16, 2020. <https://sociologicalscience.com/articles-v7-27-649/>

Sections 7, 11: Brady, David, Ryan Finnigan, Ulrich Kohler, and Joscha Legewie. “The Inheritance of Race Revisited: Childhood Wealth and Income and Black-White Disadvantages in Adult Life Chances.” *Sociological Science* December 1, 2020. <https://sociologicalscience.com/articles-v7-25-599/>

Sections 10, 12: Ray, Victor. “A Theory of Racialized Organizations.” *American Sociological Review* 84:1 (2019), 26-53.

<https://doi.org/10.1177%2F0003122418822335>

### Monday, February 21 – Section Presentations – Sections 6, 7, 8, 9, 12

### Wednesday, February 23 – Lecture

Sociology as Science: Asking Good Questions

### Friday, February 25 – Sections – Research Discussion

#### Readings:

Sections 1, 6: Brown, Hana. 2013. “Racialized Conflicts and Policy Spillover Effects: The Role of Race in the Contemporary U.S. Welfare State.” *American Journal of Sociology* 119(2): 394-443.

<https://doi.org/10.1086/674005>

Sections 2, 8: Douds, Kiara Wyndham, and Michael Hout. “Microaggressions in the United States.” *Sociological Science* November 2, 2020.

<https://sociologicalscience.com/articles-v7-22-528/>

Section 5, 7, 9: Perry, Samuel L., Kenneth E. Frantz, and Joshua B. Grubbs. “Who Identifies as Anti-Racist? Racial Identity, Color-Blindness, and Generic Liberalism.” *Socius* November 2, 2021.

<https://doi.org/10.1177%2F23780231211052945>

Section 10, 11, 12: Ferguson, Sherelle, and Annette Lareau. “Hostile Ignorance, Class, and Same-Race Friendships: Perspectives of Working-Class College Students.” *Socius* 7 (2021).

<https://doi.org/10.1177%2F23780231211048305>

### Monday, February 28 – Section Presentations – Sections 1, 2, 5, 11, 12

### Wednesday, March 2 – Lecture

## Race and Inequality in the US and Globally

**Thursday, March 3** – Topic Development Paper due by midnight via Blackboard

**Friday, March 4** – Sections – Research Discussion

### Readings:

Sections 1, 2, 6: Ryan Calder. “Halalization: Religious Product Certification in Secular Markets.” *Sociological Theory* 38:4 (2020), 334-361.

<https://doi.org/10.1177%2F0735275120973248>

Sections 5, 8, 9: Rina Agarwala. “From Work to Welfare: A New Class Movement in India.” *Critical Asian Studies* 38 (2006), 419-444.

<https://doi.org/10.1080/14672710601072996>

Sections 7, 11: Gorman, Brandon, and Charles Seguin. “World citizens on the Periphery: Threat and Identification with Global Society.” *American Journal of Sociology* 124:3 (2018). <https://doi.org/10.1086/699652>

Sections 10, 12: Brewer, Alexandra, Melissa Osborne, Anna S. Mueller, Daniel M. O’Connor, Arjun Dayal, and Vineet M. Arora. “Who Gets the Benefit of the Doubt? Performance Evaluations, Medical Errors, and the Production of Gender Inequality in Emergency Medical Education.” *American Sociological Review* 85:2 (2020), 247-270.

<https://doi.org/10.1177%2F0003122420907066>

**Monday, March 7** – Section Presentations – Sections 6, 7, 8, 9, 10

**Wednesday, March 9** – Lecture: The Sociology of Health and Illness

**Friday, March 11** – Sections – Research Discussion

### Readings:

Sections 1, 6: Taylor W. Hargrove, Lauren Gaydosh, Alexis C. Dennis.

“Contextualizing Educational Disparities in Health: Variations by Race/Ethnicity, Nativity, and County-Level Characteristics.” *Demography* 2021; 9664206. <https://doi.org/10.1215/00703370-9664206>

Sections 2, 8: Alexandre White, Lingxin Hao, Xiao Yu, and Roland J. Thorpe Jr. “Residential racial segregation and social distancing in the United States during COVID-19.” *eClinicalMedicine* 2021.

<https://doi.org/10.1016/j.eclinm.2021.100840>

Sections 5, 7, 9: Erin R. Hamilton, Paola D. Langer, Caitlin Patler. “DACA's Association With Birth Outcomes Among Mexican-Origin Mothers in the United States.” *Demography* 1 June 2021; 58 (3): 975–985.

<https://doi.org/10.1215/00703370-9099310>

Sections 10, 11, 12: Jayanti Owens. “Social Class, Diagnoses of Attention-Deficit/Hyperactivity Disorder, and Child Well-Being.” *Journal of Health and Social Behavior* 61:2 (2020).

<https://doi.org/10.1177%2F0022146520924810>

**Monday, March 14** – Section Presentations – Sections 1, 2, 5, 11, 12

**Wednesday, March 16** – Midterm examination

**Friday, March 18** – no class

**March 19-27** – Spring Break

**Monday, March 28** – Lecture

Where have we been? Where are we going: culture and health

**Wednesday, March 30** – Lecture

Sociology of Politics and Democracy

**Readings:**

Perrin, Andrew J. “Why You Voted.” *Contexts* November 1, 2008.

<https://doi.org/10.1525%2Fctx.2008.7.4.22>

Laurison, Daniel. “The Willingness to State an Opinion: Inequality, Don’t Know Responses, and Political Participation.” *Sociological Forum* 30:4 (December, 2015). <https://www.jstor.org/stable/24878707>

Stephen L. Morgan, Jiwon Lee. “Trump Voters and the White Working Class.” *Sociological Science*, April 16, 2018.

<https://sociologicalscience.com/articles-v5-10-234/>

**Friday, April 1** – Sections – Research Discussion

**Readings:**

Sections 1, 2, 6: Luca Carbone & Jonathan Mijs (2022) “Sounds like meritocracy to my ears: exploring the link between inequality in popular music and personal culture.” *Information, Communication & Society*.

<https://doi.org/10.1080/1369118X.2021.2020870>

Sections 5, 8, 9: Streib, Jessi, Miryea Ayala, and Colleen Wixted. “Benign Inequality: Frames of Poverty and Social Class Inequality in Children’s Movies.” *Journal of Poverty* 21:1 (2017): 1–19.

<http://dx.doi.org/10.1080/10875549.2015.1112870>

Sections 7, 11: Armstrong, Elizabeth M. “Diagnosing a Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome.” *Social Science & Medicine* 47:12 (December, 1998): 2025–2042.

<http://www.sciencedirect.com/science/article/pii/S0277953698003086>

Sections 10, 12: Best, Rachel Kahn. “Disease Politics and Medical Research Funding: Three Ways Advocacy Shapes Policy.” *American Sociological Review* 77:5 (October 2012).

<https://doi.org/10.1177%2F0003122412458509>

**Monday, April 4** – Section Presentations – Sections 6, 7, 8, 9, 10

**Wednesday, April 6** – Lecture



## The Sociology of Economic Activity

**Friday, April 8** – Sections – Research Discussion

**Reading:**

Cech, Introduction and Chapters 1, 2, 3

**Monday, April 11** – Lecture

Family, Marriage, Sexuality, Population

**Wednesday, April 13** – Lecture

Higher Education in the United States

**Friday, April 15** – Sections – Research Discussion

**Reading:**

Cech, Chapters 4, 5, Conclusion, and Epilogue

**Monday, April 18** – Lecture

Work, precarity, and emotion labor in the US

**Wednesday, April 20** – Lecture:

Mixing methods and triangulation

**Thursday, April 21**

Final paper due by midnight via Blackboard

**Friday, April 22** – Section Discussions

**Monday, April 25** – Zoom Q&A with author Erin Cech

**Wednesday, April 27** – Lecture

Thinking, Asking, Doing, and Using Sociology

**Friday, April 29** – Section reviews for final exam

**May 9, 6:00-9:00 pm** – final exam