

**Department of Sociology • Johns Hopkins University
Spring, 2023**

Introduction to Sociology (AS.130.101)

Lectures: Mondays and Wednesdays, 10:00-10:50 am, Remsen 101

Sections:

- 01: Fridays, 9:00-9:50 am, Gilman 400**
- 02: Fridays, 9:00-9:50 am, Gilman 75**
- 03: Fridays, 10:00-10:50 am, Gilman 119**
- 04: Fridays, 10:00-10:50 am, Hodson 315**
- 05: Fridays, 10:00-10:50 am, Hodson 303**
- 06: Fridays, 10:00-10:50 am, Gilman 75**
- 07: Fridays, 11:00-11:50 am, Hodson 313**
- 08: Fridays, 11:00-11:50 am, Shriver 104**
- 09: Fridays, 11:00-11:50 am, Hodson 303**
- 10: Fridays, 12:00-12:50 pm, Gilman 413**
- 11: Fridays, 10:00-10:50 am, Maryland 114**

Professor Andrew J. Perrin · aperrin@jhu.edu

Please direct course-related questions to lead TA Alexi Williams, awill308@jhu.edu .

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

Office Hours: Mondays, 11:00-12:30; Tuesdays, 2:00-3:30; or by appointment

TAs:

- Sections 01 and 03: Mingtang Liu (mliu69@jhu.edu)**
- Sections 02 and 06: Jingting Liang (jliang47@jhu.edu)**
- Sections 04 and 07: Gorana Ilic (gilic1@jhu.edu)**
- Sections 05 and 09: Aabid Firdausi (amoham53@jhu.edu)**
- Sections 08 and 11: Ahmed Mori (amori4@jhu.edu)**
- Section 10: Alexi Williams (awill308@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 and communicate well.** Social science is, fundamentally, a communicative art. Writing well is integral to good sociology. Your writing will be evaluated for clarity of thought, language, structure, and grammar. Your presentation will also be evaluated for its ability to convince readers and accurately represent claims.

Readings and Resources

Required Book

Best, Rachel Kahn. *Common Enemies: Disease Campaigns in America*. Oxford University Press, 2019.

Supplementary Readings

All additional readings are available either on the web or on the course website. The course website is available through <http://canvas.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 Canvas, there is no substitute for attending the lectures.

Assignments

All assignments should be submitted via Canvas.

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 15, in class. The final examination will be on May 10, 9:00 am – 12:00 noon.

Sociological Investigation Paper. The assignment will be distributed in sections on Friday, March 31. Due Sunday, April 23, at midnight. There is no firm length requirement, but about 1,000-1,500 words is a good guideline.

Grading

Your course grade will be calculated as follows:

Item	Points
Midterm Exam	20
Final Exam	25
Sociological Investigation Paper	25
Section Research Presentations (2 x 10)	20
Section Discussion Participation	10

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. This policy is consistent with Johns Hopkins / KSAS grading policy: <https://e-catalogue.jhu.edu/arts-sciences/full-time-residential-programs/undergraduate-policies/academic-policies/grading/> .

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.

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 Canvas at least one week in advance. Lectures will not be recorded or provided via remote modalities such as Zoom.

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 23 – Lecture

Welcome to Sociology; Introduction to “Introduction to Sociology”

Wednesday, January 25 – Lecture/Tutorial

Reading, Writing, and Presenting Sociologically

Reading: This syllabus

Friday, January 27 – Section Meetings

Monday, January 30 – Reports back from Friday’s sections

Asking Good Sociological Questions

Wednesday, February 1 – Lecture: Thinking Causally

Readings:

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

Friday, February 3 – Section meetings – Research Discussion

Readings:

Sections 1, 2, 3: 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 4, 6, 7: 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, 8, 9: Tamkinat Rauf. “How College Makes Liberals (or Conservatives).” *Socius* 7 (2021). <https://doi.org/10.1177%2F2378023120982435>

Sections 10, 11: 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 6 – Section Presentations – Sections 1, 3, 4, 5, 10

Wednesday, February 8 – Lecture: Group, Culture, Society

Friday, February 10 – Sections – Reproduction of Inequality

Monday, February 13 – Lecture

Durable and Reproducing Inequalities – Class in America

Wednesday, February 15 – Lecture

Sociology of Race and Ethnicity

Friday, February 17 – 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 3, 4, 7: 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 5, 8, 11: Mize, Manago. Precarious Sexuality: How Men and Women Are Differentially Categorized for Similar Sexual Behavior. ASR 2018.

<https://journals.sagepub.com/doi/10.1177/0003122418759544>

Sections 9, 10: 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>

Monday, February 20 – Section Presentations – Sections 2, 3, 4, 8, 9

Wednesday, February 22 – Lecture

Sociology as Science: Asking Good Questions

Friday, February 24 – Sections – Research Discussion

Readings:

Sections 1, 2, 3: 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 4, 6, 7: 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, 8, 9: Jayanti Owens. “Double Jeopardy: Teacher Biases, Racialized Organizations, and the Production of Racial/Ethnic Disparities in School Discipline.” *American Sociological Review* 86:6 (December, 2022).

<https://doi.org/10.1177/00031224221135810>

Section 10, 11: Ferguson, Sherelle, and Annette Lareau. “Hostile Ignorance, Class, and Same-Race Friendships: Perspectives of Working-Class College Students.” *Socius* 7 (2021). <https://doi.org/10.1177/237802312111048305>

Monday, February 27 – Section Presentations – Sections 1, 6, 7, 9, 11

Wednesday, March 1 – Lecture

Sociology of Gender and Sexuality

Friday, March 3 – 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/10.1177/0735275120973248>

Sections 3, 4, 7: Lagos, Dayna. Has there Been a Transgender Tipping Point? Gender Identification Differences in US Cohorts Born between 1935 and 2001. *American Journal of Sociology* 128:1 (July 22).

<https://doi.org/10.1086/719714>

Sections 5, 8, 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 9, 10: Musto, Michela. Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence. *American Sociological Review* 84:3 (June 2019).

<https://doi.org/10.1177/0003122419837567>

Monday, March 6 – Section Presentations – Sections 2, 3, 5, 7, 10

Wednesday, March 8 – Lecture: The Sociology of Health and Illness

Friday, March 10 – Sections – Research Discussion

Readings:

Sections 1, 2, 3: Greve, Rao, Vicinanza, Zhou. Online Conspiracy Groups: Micro-Bloggers, Bots, and Coronavirus Conspiracy Talk on Twitter. *AJS* 87:6 (Dec22). <https://doi.org/10.1177/00031224221125937>

Sections 4, 6, 7: 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, 8, 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: 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/10.1177/0022146520924810>

Monday, March 13 – Section Presentations – Sections 1, 4, 6, 8, 11

Wednesday, March 15 – Midterm examination

Friday, March 17 – No class

March 18-26 – Spring Break

Monday, March 27 – Lecture
Culture and Health

Wednesday, March 29 – Lecture
Sociology of Politics and Democracy

Reading:

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

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

Friday, March 31 – 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 3, 4, 7: 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 5, 8, 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 9, 10: Frye, M. (2017). Cultural Meanings and the Aggregation of Actions: The Case of Sex and Schooling in Malawi. *American Sociological Review*, 82(5), 945–976. <https://doi.org/10.1177/0003122417720466>

Monday, April 3 – Section Presentations – Sections 2, 6, 7, 5, 9

Wednesday, April 5 – Lecture
The Sociology of Economic Activity

Friday, April 7 – Sections – Research Discussion

Reading:

Sections 1, 2, 3: Best, Introduction and Chapter 1

Sections 4, 6, 10: Best, Introduction and Chapter 2

Sections 5, 8, 9: Best, Introduction and Chapter 3

Sections 7, 11: Best, Introduction and Chapter 4

Monday, April 10 – Section Presentations – Sections 8, 10, 11

Wednesday, April 12 – Lecture

Higher Education in the United States

Friday, April 14 – Sections – Research Discussion

Reading:

Best, Chapters 5, 6, and Conclusion

Monday, April 17 – Lecture

Work, precarity, and emotion labor in the US

Wednesday, April 19 – Zoom Q&A with author Rachel Kahn Best

Friday, April 21 – Section Discussions

Monday, April 24 – Lecture

Wednesday, April 26 – Final Exam review

Friday, April 28, 10:00 am – 10:50 am – Lecture (all sections together in Remsen 101)
Thinking, Asking, Doing, and Using Sociology

Wednesday, May 10, 9:00 am – 12:00 pm – Final Exam – Remsen 101