

SOC-1005-PMWA: Introductory Sociology

Mondays & Wednesdays, 5:50 PM – 7:05 PM, Classroom B-Vert 9-180
Instructor Yinan Yao, yyaol@gradcenter.cuny.edu (any time), (646)-255-7236 (emergency only)

Office Hours: 7:15 PM – 8:15 PM M/W. NO walk-in is accepted
Office Location: 4-260-D (contact 646-312-4466), Sociology & Anthropology Department

Course Description and Objectives

Sociology is the rigorous and systematic study of society/societies. It attempts to accurately describe societies and explain how they came to be the way they are and why they persist or change as such. At the most fundamental level, sociology seeks to understand what human beings do and explain why they do it. This course introduces and examines some core sociological concepts and methods developed in this pursuit. It will also show how sociology can critically puncture common sense assumptions, enhance one's capabilities as a democratic citizen, and even facilitate greater self-understanding and actualization. The course covers central sociological topics such as crime, economic and social inequality, community, power, race, gender, immigration, urbanization, etc. Pedagogically, it emphasizes the components of critical reading, critical thinking, and active engagement with the social world around us.

By the end of this course, students will be able to:

- Develop a clear understanding of what sociology is and how it is used, and apply the sociological imagination to interpret social phenomena.
- Demonstrate sensitivity to the sociological dimensions of everyday life and examine how an individual's place in society shapes experiences, values, and choices.
- Critically analyze social structures, inequality, and power relations by gathering, interpreting, and assessing information from a variety of sources and perspectives.
- Evaluate evidence and arguments analytically and produce well-reasoned written or oral arguments supported by evidence.
- Identify and apply the fundamental concepts and methods of sociology as a discipline, exploring the relationship between the individual and society.
- Engage with local, national, and global social trends and analyze their impact on individual and collective decision-making.
- Strengthen both quantitative and qualitative reasoning and improve communication skills through writing and discussion.

Required Materials and Class Requirements

Textbook: Introduction to Sociology 3e by OpenStax. See [here](#) for free online access. If you have any problems accessing this book, let me know. **Additional readings/Slides/other materials** will be distributed via Brightspace. Slides and class activity materials will be ready before class.

Additional Readings:

1. In *Readings for Sociology (Eight Edition)* by Garth Massey (Editor). Available in Brightspace. I will use, for example, Massey Article #, as a reference to a specific article.
2. Listed in each section and uploaded to Brightspace.

This class meets in person. During most class meetings, I will deliver a lecture on the material for that week. I will regularly ask the class for comments and examples. You are expected to attend these course meetings and participate in class discussions.

I do not record our class meetings. Nor do I allow anyone else to record our classes. I will post the slides and other materials on Brightspace. If you need to review the material we covered in a particular lecture, please make an appointment to speak with me.

You will need to have a device and internet connection that will allow you to regularly and reliably access Brightspace and any other program you may need. If you do not have access to the proper technology, please let me know as soon as possible. You will also need a reliable email account that is linked to your Brightspace account, as well as an account with which to access the Baruch College library.

You will need to have access to MS Word or another compatible word-processing program. The MS Office Suite, which includes MS Word, is free to CUNY students. For any technical questions or issues, please reach out to the Baruch Computing and Technology Center at <https://bctc.baruch.cuny.edu/need-technology-help/>

Course Requirements and Grading

Attendance: We build on concepts week by week. If you attend and participate in our class meetings, you will learn and gain a lot from the course. If you do not attend, some of the material will be particularly hard to grasp. We do class activities for several weeks in groups. It is essential to actively collaborate with your teammates and maintain a respectful attitude towards each other.

You are allowed up to **2 absences** during the semester without penalty. Additional absences may affect your participation grade unless excused for documented reasons (such as illness, family emergency, or religious observance). If you must miss class, please notify me in advance whenever possible and arrange to catch up on missed material.

Atmosphere: As a general rule, please be respectful and constructive in all of your contributions to this course, whether spoken or written.

Class attendance and participation (20%). This class is lecture-heavy but with additional class activities and class discussions. I would say I have an interactive teaching style. I expect you to ask questions, attempt to answer my questions, make comments, offer examples from your own life experiences, or challenge the perspective of a particular theorist when I am lecturing. This makes the class more interesting for all of us.

Two exams (50%=25%*2). Students will complete two in-class exams over the course of the semester. Each exam will cover material discussed in class and assigned readings. More details, including format and dates, will be announced in advance.

Craft Project (20%). This semester-long group project is designed to deepen students' understanding of key sociological concepts through hands-on expression. Working in groups of 2-3, students will create a craft that reflects at least three sociological concepts discussed in class. The project encourages critical thinking, creativity, and collaboration, and culminates in a group presentation at the end of the semester. To ensure fairness, each group will submit a short reflection describing individual contributions and lessons learned from the collaboration.

Group leading discussion or class activity participation (10%). Sign up for the week and topic you would like to lead the discussion or engage closely with the class activity. Details to be announced.

Grading rubric (overview)

Each major assignment will be evaluated according to clear rubrics shared with students at the time the assignment is introduced. In general, grading will be based on the following criteria:

Attendance (20%)	<ul style="list-style-type: none"> Based directly on the number of class meetings attended. Full attendance = full 20 points; absences reduce the score proportionally.
Exams (50% = 25% each)	Graded on: <ul style="list-style-type: none"> Demonstrated understanding of course material. Accuracy in applying sociological concepts. Clarity and organization of responses. Evidence-based argumentation using examples or references.
Social Craft Project (20%)	Group project graded on: <ul style="list-style-type: none"> Creativity and originality of the craft. Accurate and meaningful application of at least three sociological concepts. Clarity and depth of group presentation. Collaboration and equal contribution among group members.
Group Leading Discussion/Class Activity Participation (10%)	Points awarded based on: <ul style="list-style-type: none"> Preparedness (having read/understood the material). Active engagement in leading or facilitating discussion. Respectful interaction with peers. Contribution to class learning (e.g., raising questions, connecting ideas, guiding activity).

Final evaluation		
Grade	Point equiv.	Percentage equiv.
A	4	93.0-100.0
A-	3.7	90.0-92.9
B+	3.3	87.1-89.9
B	3	83.0-87.0
B-	2.7	80.0-82.9
C+	2.3	77.1-79.9
C	2	73.0-77.0
C-	1.7	70.0-72.9
D+	1.3	67.1-69.9
D	1	60.0-67.0
F	0	below 60.0

Additional Course and College Policies & Resources

Baruch Policies on Academic Integrity

“Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college’s educational mission and the student’s personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.” Baruch gives instructors wide discretion on how to respond to academic dishonesty. It is always better, to be

honest, to propose an alternative strategy where you take accountability, and/or accept the consequences of not completing an assignment than it is to commit or participate in any of the above forms of academic dishonesty. Reports of suspected academic dishonesty that cannot be resolved between the student and instructor will be sent to the Office of the Dean of Students.

For more information, visit Baruch's Academic Integrity website at <https://studentaffairs.baruch.cuny.edu/dean-of-students/academic-integrity/>

***I reserve the right to assign an F or a D- to any student who commits academic dishonesty.**

Other Resources for Students

- [The Writing Center](#)
- [Student Disabilities Services](#)
- [CUNY Students' Bill of Rights](#)
- [Sexual Harassment Policies](#)
- [Counseling Center](#)
- [Health Services](#)
- [The International Student Service Center](#)
- [Public Safety](#)

Other Things You Will Want to Know

1. Proofread your work. Grammar is a tool for effective communication; use it. Baruch has an amazing Writing Center; visit them (writing.center@baruch.cuny.edu).
2. All your assignments should be in 12pt, Times New Roman font, double-spaced, and clearly cited.
3. I am available by appointment for virtual meetings to assist you with assignments and course material outside of regular office hours. Still, I am usually not available at the very last minute.
4. In email correspondence with me, it will help if you indicate SOC1005 in the subject line. Thanks! Also, please sign your emails with your full name. Many of you are not easily identifiable by your email address alone. When emailing me multiple times about a single topic, please always respond to the thread, rather than start a new one. I will make every effort to respond to emails within 24 hours. If I do not respond, assume there was a problem and send the email again.
5. Cell phones and other handheld electronic devices for texting and surfing the web are not allowed during class. However, you may use laptops or tablets to take notes.
6. Students may not record class without the instructor's permission.
7. The instructor strongly discourages taking this course with an INC.
8. I may adjust our schedule and/or readings to compensate. I may also make other changes to the syllabus as needed. If and when I do, I will inform you via email through Brightspace.

INTRODUCTORY SOCIOLOGY
COURSE SCHEDULE

Week & Date	Main Concepts for Each Unit	Readings/class descriptions
<u>Week 1</u>		
01/26 M	Introduction of this course and syllabus review	<ul style="list-style-type: none"> ● After class, please spend some time thinking about the SocioCraft project and signing up for the class activities
01/28 W	Lecture 1 - Introduction to Sociology	<ul style="list-style-type: none"> ● C. Wright Mills, excerpt from “The Promise,” in <i>The Sociological Imagination</i> ● Textbook Chapter 1
<u>Week 2</u>		
02/02 M	Lecture 2 - Research Methods and Ethics	<ul style="list-style-type: none"> ● Textbook Chapter 2 ● Get to know the Stanford Prison Experiment; think about why it is not ethical. Bring questions to the class
02/04 W	Research Ethics (continued) and Craft Project Kickoff Students will work in teams, with the help of their peers and the instructor, to finish a SocioCraft on their own	<ul style="list-style-type: none"> ● Research Ethics: review SocioCraft: Handouts to be distributed
02/08 Sun.	Sign up for class-leading discussions and class activities, due at midnight	

**SECTION 1: Power and Authority
& Culture, Norms, Socialization, and Social Interaction**

Week & Date	Main Concepts for Each Unit	Readings
<u>Week 3</u>		
02/09 M	Lecture 3 - Introduction to Power	<ul style="list-style-type: none"> ● Textbook Chapter 17.1 ● Massey, Articles 24 and 32 ● Foucault, Michel. Panopticism, from <i>Discipline and Punish: The Birth of the Prison</i>.
02/11 W	Lecture 4 - Power in Action: Shaping Culture and Social Interaction	<ul style="list-style-type: none"> ● Textbook Chapters 3.1 & 3.2 ● Massey, Article 10

		<ul style="list-style-type: none"> ● Erving Goffman, <i>The Presentation of Self in Everyday Life</i>, Introduction (pp. 1–9) ● Pierre Bourdieu, <i>The Forms of Capital</i>.
Week 4		
02/16 M	NO CLASS	NO CLASS COLLEGE CLOSED
02/18 W	Class activity 1 – student leading discussion of Section 1	<p>Materials to be distributed</p> <p>*Students who signed up for this activity must take responsibility for the role play and prepare questions for their classmates. Students who are part of the audience must engage in this activity (for example, praise or criticize their roles played and decisions made based on our lectures and discussions)</p>
02/22 Sun.	SocioCraft Progress Submission (instructions to be distributed), due at midnight	

SECTION 2: Social Structures and Inequality:

Race, Gender, Relationships, Family

Week & Date	Main Concepts for Each Unit	Readings
Week 5		
02/23 M	Lecture 5 - Race, Ethnicity, Current Situation of Different Racial Groups, I	<ul style="list-style-type: none"> ● Textbook Chapters 11.1, 11.3 ● A short video about W.E.B. Du Bois: The Power of Double Consciousness DigiDocs, see here ● Massey, Articles 22 & 25
02/25 W	Lecture 6 - Race, Ethnicity, Current Situation of Different Racial Groups, II	<ul style="list-style-type: none"> ● Tran, V. C. (2024). Asian American Diversity and Growth. <i>Annual Review of Sociology</i>, 50. ● Erik Love, “Second-Generation Muslim American Advocates and Strategic Racial Identity” in Mehdi Bozorgmehr and Philip Kasnitz (editors) <i>Growing up Muslim in Europe and the United States</i>. Routledge, 2018 ● Chapter 2, Intergenerational Bequeathal of Dis/Advantage and the Immigrant Bargain: The Impact of Legal Status on the Intrafamily Mechanisms Promoting Upward Mobility, from Robert Smith’s book <i>Dreams Achieved and Denied: Mexican Intergenerational Mobility</i>

<u>Week 6</u>		
03/02 M	Lecture 7 - Gender, Sex, Sexuality, Intersectionality	<ul style="list-style-type: none"> ● Textbook Chapters 12.1, 12.2 ● Introduction: Woman as Other in <i>The Second Sex</i> by Simone de Beauvoir ● Crenshaw, K. W. (2013). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In <i>The public nature of private violence</i> (pp. 93-118). Routledge.
03/04 W	Lecture 8 - Relationships and Family	<ul style="list-style-type: none"> ● Textbook Chapter 14 ● Massey, Articles 40, 42 ● Vidales, Guadalupe T. “Arrested justice: The multifaceted plight of immigrant Latinas who faced domestic violence.” <i>Journal of Family Violence</i> 25 (2010): 533-544.
<u>Week 7</u>		
03/09 M	Class activity 2 – student leading discussion of Section 2	<p>Materials to be distributed</p> <p>*Students who signed up for this activity must take responsibility for reading the additional materials for class discussion. Students who are part of the audience must engage in this activity (for example, praise or criticize the paper, answer the questions from student presenters)</p>

SECTION 3: Social Control and Resistance:

Deviance, Social Control, and Social Movements

Week & Date	Main Concepts for Each Unit	Readings
<u>Week 7</u>		
03/11 W	Lecture 9 - Deviance, Social Control, and Power Elites	<ul style="list-style-type: none"> ● Textbook Chapters 7.1, 7.2 ● Chapter 3, Rules for the Distinction of the Normal from the Pathological, from <i>The Rules of Sociological Method</i> by Emile Durkheim ● <i>The Power Elite</i>, by C. Wright Mills, 1956
<u>Week 8</u>		
03/16 M	MIDTERM EXAM	

03/18 W	Lecture 10 - Social Control and Policing, and Race	<ul style="list-style-type: none"> • Du Bois, W. E. B. (2013). The spawn of slavery: The convict-lease system in the South. In <i>Race, crime, and justice</i> (pp. 3-8). Routledge. • Wacquant, L. (2017). From slavery to mass incarceration: Rethinking the 'race question' in the US. In <i>Race, law and society</i> (pp. 277-296). Routledge.
<u>Week 9</u>		
03/23 M	Lecture 11 - Social Movements and Social Change	<ul style="list-style-type: none"> • Textbook Chapter 21 • Social Movements as Politics, from <i>Social Movements, 1768–2004</i> by Charles Tilly • Introduction: The Art of Presence, from <i>Life as Politics</i> by Asef Bayat
03/25 W	Class activity 3 - student leading discussion of Section 3	<p>Materials to be distributed</p> <p>*Students who signed up for this activity must take responsibility for reading the additional materials for class discussion. Students who are part of the audience must engage in this activity (for example, praise or criticize the paper, answer the questions from student presenters)</p>
<u>Week 10</u>		
03/30 M	Midterm Review and SocioCraft Project Workshop	Midterm Review and In-Class Creation/Presentation and Peer Feedback. No readings assigned.
04/01 W	SPRING RECESS	NO CLASS

SECTION 4: Social Inequality and Stratification

Social Stratification, Poverty, and Inequality

Week & Date	Main Concepts for Each Unit	Readings
<u>Week 11</u>		
04/06 M	SPRING RECESS	NO CLASS
04/08 W	SPRING RECESS	NO CLASS
<u>Week 12</u>		
04/13 M	Lecture 12 - Social Stratification	<ul style="list-style-type: none"> • Textbook Chapter 9 • Davis, K., & Moore, W. E. (2017). Some principles of stratification. In Kingsley Davis (pp. 221-231). Routledge.
04/15	Lecture 13 - Poverty,	<ul style="list-style-type: none"> • Textbook Chapter 10

W	Inequality in the U.S. and at the Global Level	<ul style="list-style-type: none"> ● Massey, Articles 15, 30
<u>Week 13</u>		
04/20 M	Lecture 14 - Poverty, Race, and Gender	<ul style="list-style-type: none"> ● Massey, Article 21 ● Work, Family, and Black Women's Oppression, from <i>Black Feminist Thought</i> by Patricia Hill Collins ● Chapters 2, 3, and 6, from <i>Evicted: poverty and profit in the American city</i> by Mathew Desmond
04/22 W	Class activity 4 – “Who Gets What? A Role Play on Wealth and Survival” & student leading discussion of Section 4	<p>Materials to be distributed</p> <p>*Students who signed up for this activity must take responsibility for the role play and prepare questions for their classmates. Students who are part of the audience must engage in this activity (for example, praise or criticize their roles played and decisions made based on our lectures and discussions)</p>

SECTION 5: Global and Environmental Sociology

Migration, Population, Urbanization, Aging, and the Environment

Week & Date	Main Concepts for Each Unit	Readings
<u>Week 14</u>		
04/27 M	Lecture 15 – Immigration	<ul style="list-style-type: none"> ● Massey, D. S. (1999). <i>Why does immigration occur?: a theoretical synthesis</i> (pp. 34-52). na. ● De Haas. Myths 7 and 8 ● Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. <i>American sociological review</i>, 76(4), 602-619.
04/29 W	Lecture 16 - Population and Aging	<ul style="list-style-type: none"> ● Textbook Chapters 13.1 & 20.1 ● Lam, D. (2011). How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history. <i>Demography</i>, 48, 1231-1262. ● Mason, A., Lee, R., & NTA Network. (2022). Six ways population change will affect the global economy. <i>Population and development review</i>, 48(1), 51-73.

<u>Week 15</u>		
05/04 M	SocioCraft Showcase I: First-round Presentations	
05/06 W	Lecture 17 - Urbanization and Environment (ONLINE CLASS)	<ul style="list-style-type: none"> ● Textbook Chapters 20.2, 20.3 ● Why Harlem is Not a Ghetto, from <i>Naked City</i> by Sharon Zukin ● The Right to the City, from <i>Rebel Cities</i> by David Harvey
<u>Week 16</u>		
05/11 M	Class activity 5 – student leading discussion of Section 5	*Students who signed up for this activity must take responsibility for reading the additional materials for class discussion. Students who are part of the audience must engage in this activity (for example, praise or criticize the paper, answer the questions from student presenters)
05/13 W	SocioCraft Showcase II: Second-round Presentations	
<u>Week 17</u>		
05/18 M	CLASS DOES NOT MEET FINAL EXAM DATE TBD	
<u>Week 18</u>		
05/25 M	FINAL GRADE RELEASED	