FALL 2016: ON-CAMPUS OR ON-LINE!
INTRODUCTION TO SOCIOLOGY

On-Campus
SOC 1001.10 (10511)
MW 8:00-9:15am
Dr. Richard Zamoff
– or –
SOC 1001.11 (10512)
MW 2:20-3:35pm
Dr. Richard Zamoff

On-Line
SOC 1001.DE (14462)
M 7:00-9:00pm
Dr. Lynette Osborne

SOCIOLOGY is the scientific study of human society and social interaction. From a sociological perspective, we gain a deeper understanding of our own experiences, as well as those of others, and begin to see society and human behavior in a more comprehensive way. This survey course addresses how social factors greatly affect opportunities, goals, values, actions, thoughts, and emotions. Students will be challenged to understand world events in terms of social structure and historical content, and to more effectively envision one’s own impact on the world.

SOC 1001: Introduction to Sociology introduces the basic tools and techniques of the field; i.e., the questions, theories, concepts, and methods used to analyze the social world. Major topics of discussion include: the history of sociology, research methods, culture, socialization, social structure, stratification, race, ethnicity, gender, sexuality, family, and intimate relationships. The course syllabus and class activities are designed to encourage students to develop and use what sociologist C. Wright Mills calls the sociological imagination.

Note: Intro to Sociology (SOC 1001) and The Sociological Imagination (SOC 1002) are equivalent courses, you cannot earn credit for both. For Fall 2016, SOC 1002 (13832) is MW 9:35-10:50am.

The George Washington University, Department of Sociology, soc@gwu.edu
Sociology is the scientific study of institutions, human societies, and social interactions. In this introductory course, students will learn how to utilize a sociological imagination in thinking about institutional problems and social phenomena. This course requires that students be engaged in directing academic effort and personal curiosity towards a social problem of one’s choosing. Students will work with the instructor and the GW Center for Civic Engagement & Public Service to identify and secure a service-learning project that integrates course concepts while bridging the gap between social science theory and practice.

Notes: This course satisfies the Social Science – Analysis and the Local/Civic Engagement – Perspective components of GPAC. Also, SOC 1001 Intro to Sociology and SOC 1002 are equivalent courses. Students cannot earn credit for both. Students who have previously taken SOC 1001 are not eligible to take this course.

“The most fruitful distinction with which the sociological imagination works is between ‘the personal troubles of milieu’ and ‘the public issues of social structure.’ This distinction is an essential tool of the sociological imagination and a feature of all classic work in social science.”

– C. Wright Mills
Few people intend to become criminals. Nor do we intend to become victims of crime. While some of us want to enter law enforcement or become lawyers, the closest many of us want to come to dealing with the law is watching *CSI* or *Orange is the New Black*. But in reality, we all have to deal with matters of criminal justice. This class addresses key issues — from speeding tickets to imprisonment, from Ferguson to the FBI — that affect ordinary citizens and criminal justice professionals alike. We’ll consider questions such as: What is or isn’t working in law enforcement? Do courts coddle criminals or convict the innocent? You’ll learn about various models and methodologies for studying criminal justice, and its impact on society and the individual. Join us for a closer look at the “real world” workings of the US criminal justice system.

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The ways in which we understand our social world have been driven in large part by the ideas born out of classical sociological theory. Whether you are studying anthropology, economics, history, political science, psychology, or sociology, the foundations of social theory were built by some of the greatest thinkers in human history. This course explores the major contributions of Jane Addams, Anna Julia Cooper, Emile Durkheim, Karl Marx, George Herbert Mead, and Max Weber, among others. With a better understanding of the intellectual framework of classical social theory, you will be able to think more critically about your studies and the world around you. GPAC components: Social Science-Analysis; Local/Civic Engagement-Perspective.

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Contemporary sociological theory provides us with new ways of thinking about change and stasis in society. For example, how can an awareness of economic inequality in the US and across the globe give us insight into today’s "overspent" Americans – those who have purchased and borrowed their way into ever-deepening consumer debt? How might other identity variables, such as gender and race intersect with class, and thereby offer more critical perspectives on social inequality?

This course explores key topics in sociology such as consumer culture, class and inequality, the distribution of political power in society, feminism, and the presentation of self in social interactions. In particular, students will become familiar with the perspectives of modern social thinkers including Pierre Bourdieu, Patricia Hill Collins, Erving Goffman, Antonio Gramsci, and George Ritzer. Join us for an enlightening journey through sociology's most compelling new ideas and insights.

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This course provides a sociological perspective on juvenile delinquency including historical, economic, and social conditions affecting the socialization of youth and the evolution of the state's formal response to juvenile delinquency.

We will cover the social construction of juvenile delinquency—its measurement and social distribution, social structural and institutional influences on delinquency, prevention and criminal justice system responses to this social problem.

After completing this course, you will:

- be able to describe how delinquency has been defined in America (from colonial times to the present), and the ways society has responded to delinquency
- have an understanding of the major theories of delinquency and knowledge about its prevalence, trends and correlates
- apply theory and research findings to problems such as gun violence among youth and acculturation of immigrant youth in the US
- have applied and interpreted data drawn from the principal sources (UCR, NCVS, and self-report studies) used to measure delinquency
- have gained knowledge of methods used to assess promising prevention programs
This course presents an introduction to the sociological analysis of crime and criminal behavior in American society. We will investigate the processes by which behaviors are defined as crime and persons identified as criminals, the varied types and patterns of criminal behavior, explanations of the causes of crime, and societal reaction to criminal activity. As a result of completing this course, students will:

- be able to draw upon your own experiences to better understand the nature of crime
- be able to critique strengths and weaknesses of the principal sources of crime data necessary to accurately assess the crime problem
- have communicated knowledge and beliefs through in-class and on-line interaction with instructor and peers
- have an understanding of the major theories of crime, their policy implications, and strengths and weaknesses
- have gained knowledge about the extent of crime, crime trends, and the social distribution of crime and its enforcement

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Most criminologists focus on problems related to crime at the local, regional, or national level. Yet another type of serious criminality has become a major concern – global crime. International crimes are violations of international criminal law, while transnational crimes refer to violations of the laws of more than one country. This course focuses on transnational crime and addresses causation, victimization, and control in an era of increased globalization. Although we will cover various types of illicit markets throughout the semester, three specific areas will be explored: human trafficking and smuggling, insurgencies or terrorist organizations, and drug trafficking and drug violence. We will also examine the rise in transnational policing and increased securitization, and discuss some possible consequences of these phenomena.

*The George Washington University, Department of Sociology, soc@gwu.edu*
Famed African American baseball player Jackie Robinson transcended sports, and his ascent was a defining moment in the history of the United States. This course will examine how he transformed the American and political scene as an athlete, civil rights leader, and American hero. Jackie Robinson’s breaking of professional baseball’s color barrier needs to be understood within the context of America’s political, social, and cultural history, and its relationship to the “American Dream.” Students will analyze several dominant themes, including the historical perspective, the influence of the press, fans’ remembrances, and the economics of integration. Questions for consideration include:

- What is the historical and sociological significance of the relationship between race and sports in America? Why do many race and sports events transcend the playing field?

- What is the historical and sociological significance of minority athletes; e.g., Joe Louis, Hank Greenberg, Muhammad Ali, Arthur Ashe, Billie Jean King, Michael Jordan, Tiger Woods, Venus Williams, and Michael Vick? What are the differences between minority athletes who are “heroes” and those who are “celebrities”?

- Why is Jackie Robinson a civil rights hero? How does his impact on America compare to that of other racial, ethnic, and gender pioneers in sports and other fields? And how has his wife, Rachel Robinson, preserved and promoted her late husband’s legacy? What has been her role in the struggle for equality?

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This course explores the policies and practices in the U.S. that yield racially disparate outcomes. These policies and practices may or may not have a racist intent, but they nonetheless create barriers to success for Americans of color that do not exist for white Americans. After exploring their ramifications, we will examine potential changes to these policies and practices that can create a more equitable playing field for all Americans. We then consider how such changes can be achieved and what role each of us can play in achieving them.

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