

Sociology 2: The Study of Society Winter 2026

Asynchronous Lectures In-Person TA Discussion Sections

Instructor: Prof. Danielle Raudenbush

Office Hours: Tuesdays, 1:00-3:00 or by appointment

Office Hours Location: Zoom

Office Hours Sign-up Info and Link: Go to Canvas, then Zoom (in side menu), then “Appointments” at top of page

Email: draudenbush@ucsd.edu

Course Overview:

This course, like SOCI 1, is an introduction to the field of sociology. In the course, we will focus specifically on three topics of inquiry that are central to sociology: race, class and gender. We will examine key questions related to these topics, such as how sociologists believe race, class, and gender are socially constructed in U.S. society; how social inequalities involving these categories are produced and reproduced in institutions like the education system, the health care system, families, and the labor market; and how race, class and gender operate in everyday life. Students will read theoretical perspectives related to these topics as well as case studies and other empirical pieces. Readings will include both classic and contemporary texts.

Required Texts:

- All readings can be found on Canvas, unless otherwise indicated.

Evaluation:

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| • First mid-term exam: January 30 | 25% |
| • Second mid-term exam: February 27 | 25% |
| • Final exam: Date TBA | 25% |
| • Section participation | 20% |
| • Lecture Participation | 5% |

TA Information:

TA office hour and contact information will be posted to Canvas as soon as it becomes available.

TA section meetings will begin Week 2.

Academic Integrity:

All suspected violations of academic integrity will be reported to the university and could result in failing the course or other serious consequences such as suspension. While you may study together for exams, you are required to complete all exams and assignments independently unless otherwise stated. Students are required to know UCSD's academic integrity policies. Please refer to the website below.

<https://academicintegrity.ucsd.edu/process/policy.html>

Use of Generative AI in this Course:

Using generative AI tools (such as ChatGPT, Claude, Gemini, Grammarly, etc.) in academic settings can at times be useful to the learning process. The use of such tools in this course, however, is limited. Specifically, you are **not allowed** to use AI tools to generate, write, or revise any portion of your responses to exam questions or any other assignment. Submitting AI-generated work as your own in this course is considered a violation of academic integrity that will be reported to the university. As explained above, this can have serious consequences.

You may use generative AI tools to support your learning in other aspects of the course. This includes, for example:

- Asking for help interpreting difficult passages in assigned readings.
- Testing your own ideas by “talking through” them with the tool.

Exams and Academic Integrity:

Students are required to complete three exams for this course: two mid-term exams and a final. Each exam will have one short answer section and one short essay section. To access exams, you are required to log in to Canvas using your AD username and password. Additionally, you are required to install and use *Respondus LockDown Browser*, a UCSD-supported custom web browser that promotes academic integrity.

You can download the lockdown browser here:

<https://download.respondus.com/lockdown/download.php?id=953813920>

And find setup instructions here:

<https://web.respondus.com/wp-content/uploads/2019/08/RLDB-QuickStartGuide-Instructure-Student.pdf>

Additionally, to ensure that students complete exams based on course material and not outside sources such as generative AI tools, you will be required to cite specific course lectures, readings, and TA discussion sections in your exam responses.

Please note that, given exam length and content, it will be very difficult to successfully complete exams if you have not stayed on top of course readings and lectures and completed them according to the course schedule found below.

Email Policy:

I will make an effort to respond to your emails as soon as possible. Please note, however, that I only check my email twice a day and rarely in the evenings. If you contact me by email, please do so **at least** 24 hours in advance. Make sure to include “Sociology 2” in the subject line of your emails.

Class Lectures:

Lectures for this course will be delivered in an asynchronous fashion, meaning that they will not be delivered “live”. Instead, I will post recorded lectures to Canvas. As mentioned, to succeed in this course, it is important for you to follow the course schedule and to do readings and listen to lectures according to the timeline detailed in the syllabus. You should complete assigned readings before listening to that day’s lecture.

I will post lectures to Canvas by 3:00 on Mondays, Wednesdays and Fridays.

Lecture Participation:

Each week students are required to post a comment about that week’s readings or lectures. These should be an observation or insight made about the readings or lectures, or they can be a clarifying question in which you ask about some aspect of the readings or lectures that you did not understand.

You should post your comments and responses to the Discussion page on Canvas under the weekly discussion thread. Comments should be posted by Friday at 11:59pm from Week 2-10.

TA Section Guidelines:

- All students are required to attend a discussion section. To succeed in section, students need to complete course readings, contribute meaningfully to discussions, and complete all assignments given by the TA.
- You are allowed to miss two unexcused section sessions. If you miss more than two, your grade will be affected. If you miss four or more sessions, you will automatically fail section. If you arrive more than 15 minutes after the start of section, you will be considered absent.
- Your discussion sections will be held in-person. All students are required to attend the section to which they have been assigned by the registrar.
- TA discussion sections will begin Week 2.

Course Schedule

*MAKE SURE TO CHECK THE SYLLABUS ON CANVAS REGULARLY FOR ANY CHANGES TO THE COURSE SCHEDULE AND READING LIST.

Week 1: Introduction

Monday January 5: Introduction

No readings due

Wednesday January 7: The Sociological Perspective

Mills, C. Wright. "From *The Sociological Imagination*". Pp.13-18 in *Readings for Sociology*, 6th edition, edited by Garth Massey.

Friday January 9:

Durkheim, Emile. "What Makes Sociology Different? (from *The Rules of the Sociological Method*)". Pp. 19-26 in *Readings for Sociology*, 6th edition, edited by Garth Massey

Week 2 – The Social Construction of Difference

Monday January 12: Race

Omi and Winant. "Racial Formations". In *Race, Class and Gender in the United States: An Integrated Study*. Pgs. 11-20.

Buck, Pem Davidson. "Constructing Race, Creating White Privilege". In *Race, Class and Gender in the United States: An Integrated Study*. Pgs. 21-26

Wednesday January 14: Class

Sorokin, Pitirim. "Social and Cultural Mobility." In *Social Stratification in Sociological Perspective*. Pgs. 303-308.

Macleaod, Jay. "Ain't No Makin It: Leveled Aspirations in a Low-Income Neighborhood." In *Social Stratification in Sociological Perspective*. Pgs. 421-434.

Friday January 16: Class

Mantsios, Gregory. "Class in America". In *Race, Class and Gender in the United States: An Integrated Study*. Pgs. 144-162.

Week 3 – The Social Construction of Difference

Monday January 19:

MLK Day – NO CLASS

Wednesday January 21: Gender

Thorne, Barrie. "Creating a Sense of Opposite Sides". In *Gender Play: Girls and Boys in School*. Pgs.63-88

Friday January 23:

Lorber, Judith. "Night to His Day: The Social Construction of Gender." In *Race, Class and Gender in the United States: An Integrated Study*. Pgs. 38-46

Week 4 – The Social Construction of Difference

Monday January 26: Gender (Cont'd)

Kimmel, Michael S. "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity". In *Race, Class and Gender in the United States: An Integrated Study*. Pgs. 59-70.

Wednesday January 28: Gender (Cont'd)

Watch the "Two Spirit" Documentary

Found under "Course Reserves" on Canvas

Make sure to read "Video prompts" found on Canvas under today's module.

Friday January 30:

***FIRST MID-TERM EXAM**

Week 5 – Social Inequalities

Monday February 2: Health

Adler and Ostrove. 1999. "Socioeconomic Status and Health: What We know and What We Don't." *Annals of the New York Academy of Sciences*. 896: 3-15.

Wednesday February 5: Health

Williams, David R. 2012. "Miles to Go Before We Sleep: Racial Inequities in Health". *Journal of Health and Social Behavior*. 53(3)279-295.

Friday February 7: Health

Lorber, Judith and Lisa Jean More. 2008. "Women Get Sicker but Men Die Quicker: Social Epidemiology." Pp. 41-61 in *Perspectives in Medical Sociology*, 4th Edition. Long Grove, IL: Waveland Press

Week 6 – Social Inequalities

Monday February 9: Health

Watch the documentary: "The Healthcare Divide".

Wednesday February 11: Education

Kozol, Jonathan. "Still Separate, Still Unequal: America's Educational Apartheid." In *Race, Class and Gender in the United States: An Integrated Study*. Pp.570-583.

Friday February 13: Education

Raudenbush, Stephen. 2015. "Does Schooling Increase or Decrease Social Inequality?" *Annual Review of Sociology*. 43:441-473.

Week 7 – Social Inequalities

Monday February 16:

Presidents Day - NO CLASS

Wednesday February 18: Families

Laraeu, Annette. *Unequal Childhoods: Class, Race and Family Life*. Chapter 1: read pgs. 1-9; Chapter 3: read pgs. 38-47 and skim the rest of the chapter; Chapter 4: read pages 66-81.

Friday February 20: Families

Laraeu, Annette. *Unequal Childhoods: Class, Race and Family Life*. Chapter 6.

Week 8 – Social Inequalities

Monday February 23: Employment

Schilt, Kristen. 2006. “Just One of the Guys?: How Transmen Make Gender Visible at Work”. *Gender and Society*. 20(4)465-490.

Wednesday February 25: Employment

Pager, Devah and Hana Shepherd. 2008. “The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit and Consumer Markets.” *Annual Review of Sociology*. 34:181-209

Friday February 27:

***SECOND MID-TERM EXAM**

Week 9 - Social Inequalities/ Race, Class, and Gender in Everyday Life

Monday March 2: Mass Incarceration

Western, Bruce and Becky Pettit. 2010. “Incarceration and Inequality.” *Daedalus* 139(3):8-19

Alexander, Michelle. “Introduction.” In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Pgs.1-19

Wednesday March 4: Mass Incarceration

Watch the documentary: “13th”, from Ava DuVernay

Friday March 6: Mass Incarceration

No readings due

Week 10 Race, Class, and Gender in Everyday Life

Monday March 9: Daily Interactions

Blumer, Herbert. *Symbolic Interactionism: Perspectives and Method*. Pgs. 1-21

Wednesday March 11: Daily Interactions

Ridgeway and Smith-Lovin. 1999. "The Gender System and Interaction." *Annual Review of Sociology*. 25:191-216

Friday March 13: Media Representations

Schemer, Christian. 2012. "The Influence of News Media on Stereotypic Attitudes Toward Immigrants in a Political Campaign." *Journal of Communication*. 62(5)739-757.

****Final Exam TBA**