

# SOCIOLOGY 101: INTRODUCTION TO GENERAL SOCIOLOGY

Fall Semester 2021

White Hall

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## COURSE OVERVIEW

This course will provide students with an overview of the sociological approach. Major theoretical concepts and methodologies will be examined and illustrated with a wide variety of classic as well as recent empirical studies. Some of the topics we'll look at include: the influence of society on love and death; causes and consequences of social inequality (race and ethnic relations; gender relations); and social definitions of deviant behavior.

*Canvas site:* <https://classes.emory.edu>, Log in, then click on: **Soc101: Intro to General Sociology (Nalkur)**. This site will include essential course materials (the syllabus, instructions for written assignments, etc.), as well as outlines of the lectures. Any important announcements will also be posted on this site.

## COURSE REQUIREMENTS

**1. Attendance is strongly encouraged.** I will use lectures to give you additional information not found in the readings, and to provide frameworks for understanding and integrating the readings with the lecture material. We will also have discussion in class to help clarify all the material.

**2. Two assignments** (percentages vary – see below; 45% total)

These assignments will involve reflections about your own behavior or gathering some kind of information/data, and writing up an analysis of those data. I will hand out detailed instructions for these assignments during the semester.

**Assignment 1:** 20%

**Assignment 2:** 25%

**All assignments are due BY the due date & time. I do not accept assignments through email. Be sure to follow all instructions on the assignment sheet.**

### 3. Two exams (percentages vary – see below; 55% total)

Exam 1 (Midterm):	25%
Exam 2 (Final):	30%

- The Final will be given during the University scheduled Final Exam period for this class (and cannot be rescheduled).
- Exam format will be discussed in class at least one week prior. Exams will consist of a combination of short answer and essay questions.
- Details on each of the exams will also be posted on the course website (Canvas).

### 4. Readings

We do not have a typical “textbook” for this class. Instead, the readings are comprised of original articles from different authors (many are contained in the Henslin reader). Thus, much of what you will be reading is actual sociological research. Some of the readings are more difficult than others, and some weeks there is a heavier reading load than other weeks. I will give you guidance on “how” to read the articles, particularly the more difficult ones.

A complete schedule of the readings required for the course follows on the next few pages. **You are expected to complete the readings before class each week.** We will discuss some of the readings in class, so both the reading and your attendance are important. To be sure, class lecture and discussion will be more interesting if you have completed the readings! If you have trouble understanding any of the readings or the lecture material, please feel free to talk to me or to the teaching assistants for this class.

### REQUIRED TEXTS

1. James Henslin. *Down to Earth Sociology: Introductory Readings*. 14<sup>th</sup> edition. 2007. New York: The Free Press.

*Unless otherwise indicated, the selections listed below are located in the Henslin book*

2. Reserve Readings (Canvas)

There are also additional **required** readings, available as PDF files on our Canvas site.

*The Reserve Readings are marked with an asterisk (\*) below.*

## OTHER IMPORTANT INFORMATION

### General Communication

I provide very detailed information and instructions in all course documents. I will also send periodic Canvas announcements and emails about any changes in course information.

- **Please read all of the written course communications thoroughly!**
- If you have questions after you have read everything in a particular course document (syllabus, paper instructions, study guide), then feel free to ask me.
- **Please do NOT ask/email me questions that I have already answered** in a course document or via posted announcement/emails.

### Email Communication:

I generally try to respond to emails within 1 business day, but I do not guarantee a response within 24 hrs. I do not answer emails after 6pm at night.

### General Conduct:

Please be mindful of the general code of conduct that you would use in any classroom setting. I expect us all to be respectful of one another.

- Please do not arrive late to class.
- Once in class, please refrain from carrying on private conversations with your neighbor(s). This is distracting for everyone else in the room.
- Please refrain from texting, checking social media, or engaging in any other non-class activities during all class meetings. If you are found to be engaging in these activities, you will be asked to leave the classroom.
- The use of laptop computers in class is not permitted.

**Missed Classes:** You are responsible for missed material. Please get notes from one of your classmates. After you have read all of the missed material, if you still have questions, please come to my office hours. (**Please do not email me to ask about missed class material.**)

**Video/Audio:** You may not video or audiotape lectures without my express consent.

**Extra Credit:** There are no extra credit assignments available in this course.

### COVID Safety:

Everybody must keep their face mask on at all times when they are indoors on campus, and this includes in our classroom. Your face mask must cover your nose, mouth, and chin, and should fit snugly. Due to the necessity of keeping your PPE on, eating and drinking is forbidden in the classroom. Please read this [Emory advice about quality and fit of mask](#).

I ask that all students sit in every other seat in our classroom, as an added safety measure this semester. Because of limited seating in the room, I do ask that you only leave ONE seat between you and the person beside you. If you require any accommodations in addition to this, please let me know as soon as you can.

If you aren't complying with the masking and seating requirements, I will have to ask you to leave the classroom to ensure the safety of your classmates. Keep in mind that some of your classmates may not be able to be vaccinated and/or are immunocompromised, so Emory's policies help facilitate everyone's safety without requiring anybody to disclose their personal situation.

### **Health considerations:**

At the very first sign of not feeling well, please *stay at home* and reach out to Student Health for a health consultation. Please consult the [campus FAQ](#) for how to get the health consultation.

If you must miss class due to illness, please let me/your TA know, and we will provide ways to help you keep up with your schoolwork. Please also contact me via email if you are in quarantine, so I can help you with your navigate the semester.

### **Accommodating Disabilities:**

If you have or acquire any sort of condition that may require special accommodation(s), please inform me AS SOON AS POSSIBLE (e.g., not the day of an exam) so that we may make the appropriate arrangements. Proper documentation from the Office of Disabilities Services will be required. Please contact their office to get more information on available services and accommodations, as well as documentation requirements. They can be reached at 404-727-6016 or via the web at <http://www.ods.emory.edu>.

### **Academic Conduct:**

All students are expected to conduct themselves in accordance with the policies of Emory College with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be referred to the Honors Council. For more information on the Emory Honor Code, see [http://www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html).

### **Late Policy:**

Unless otherwise stated on the assignment sheet or in class, an assignment submitted after the deadline will be penalized **5 percentage points for each day it is late, from the moment it is past due**. If you require an extension due to illness, you must notify Dr. Nalkur *prior* to the deadline, and provide a note from your doctor.

### **Grade Dispute Policy:**

While we work very hard to be accurate and fair, in large classes, small errors can happen. We are certainly happy to correct any that do. If you suspect a grading error on any assignment or test, you must contact your Teaching Assistant within **ONE** week from the date the assignments/tests are returned to the class (even if you picked your up late). **You must put your concern in writing and offer detail** (for example, "Points were added incorrectly," or "Evidence provided in appendix, not in paper." etc.). If you can't understand why points were deducted, **please visit your TA during office hours**.

### **Make-Up Policy:**

My permission is needed to makeup exams and assignments. If you are going to miss an exam or assignment, please make every effort to notify me before the missed class and to gather appropriate material to justify your absence. If you are unable to notify me before the class/due date, please try

to have a friend, roommate, etc. contact me via e-mail and inform me of your absence. A mutually convenient time will be arranged for you to make up the assignment or exam. Makeup assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.). A note from the Dean will be required to make up the final exam.

*The use of cell phones is not permitted in this class.*

*You are not permitted to use laptops or other devices in class unless you have special permission from Dr. Nalkur.*

*Please turn OFF your phones before entering the classroom.*

***If you are found using phones or devices in class, you will be asked to leave.***

### **Peer Tutoring Writing Support**

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are currently enrolled in an ESL-supported section of English 101, English 123, or English 221 or who plan to take one of those courses next semester should see ESL tutors, as they are specifically trained to support students in ESL Program courses. To learn more about ESL tutoring or to make an appointment, go to [tinyurl.com/eslemory](http://tinyurl.com/eslemory). All other students in the college should see Writing Center tutors who are trained to work with this broader population. Learn more and make an appointment at [writingcenter.emory.edu](http://writingcenter.emory.edu). Please review tutoring policies before your visit.

## CLASS SCHEDULE (subject to modification)

### PART I: The Sociological Perspective

#### **TOPIC 1      What Is Sociology?**

*Aug 25 (W)*      Introductions

*Aug 30 (M)*      Listen to podcast *Revisionist History*, episode [“Food Fight”](#)  
(you can find this for free on iTunes, or online)

#### **TOPIC 2      How Do We Do Sociology? (Sociological Research Methods)**

*Sept 1 (W)*      \*[Joel Charon](#), 2004, *Should We Generalize about People?* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 16-23).  
[James Henslin](#), How Sociologists Do Research? (In Henslin, pp. 35-47)  
\*[Howard Schumann](#), 2002, *Sense and Nonsense about Surveys* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 47-52)

*Sept 6 (M)*      *Labor Day – no class*

*Sept 8 (W)*      \*[Patricia A. Adler and Peter Adler](#), 1985, *The Promise and Pitfalls of Going into the Field* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 53-61)  
[Philip Meyer](#), 1970, *If Hitler Asked You to Electrocute a Stranger, Would You? Probably*. (Henslin, pp. 269-276)

*Sept 13 (M)*      *TBD by students*  
*Roxane Gay’s “[Bad Feminist](#)”, 2012.*  
*Malcolm Gladwell’s “[Black Like Them](#)”, 1996*

#### **TOPIC 3      Basic Sociological Concepts Part I: Social Structure**

*Sept 15 (W)*      [Erving Goffman](#), 1959, *The Presentation of Self in Everyday Life*. (In Henslin, pp. 135-146.)  
\*[Spencer E. Cahill](#), et al., *Meanwhile Backstage: Behavior in Public Bathrooms* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 131-141).

*Sept 20 (M)*      [Philip Zimbardo](#), 1972, *Pathology of Imprisonment*. (In James Henslin, ed., *Down to Earth Sociology*, 13<sup>th</sup> ed. New York: The Free Press.).

Film *Quiet Rage: The Stanford Prison Experiment*.

Discussion of Zimbardo reading and film.

Christel Lane. 2013. "Taste makers in the 'fine-dining' restaurant industry."  
*Poetics*.

#### **TOPIC 4 Basic Sociological Concepts Part II: Culture**

Sept 22 (W) James M. Henslin. 2003. *Eating Your Friends is the Hardest: The Survivors of the F-227*. (In Henslin, pp. 277-286.)

Horace Miner, 1956, *Body Ritual among the Nacirema*. (Henslin, pp. 87-91.)

\*Eviatar Zerubavel. 1985. *The Seven Day Circle: The History and Meaning of The Week*. Introduction (pp. 1-4); Chapter 7, "Culture, Not Nature" (pp. 130-141).

Sept 27 (M) Phillipa Chong. "Making Change in the Kitchen? A study of celebrity cookbooks, culinary personas and inequality." 2014.

Podcast: *Invisibilia*, Season 1, Episode 3, "How to Become Batman" (January 22, 2015)

#### **TOPIC 5 The Case of Love: Culture, Social Structure, and Sentiment**

Sept 29 (W) Sidney Katz, *The Importance of Being Beautiful*. (Henslin, pp. 341-348)

\*Ann Swidler, 2001. *Talk of Love: How Culture Matters*. Chapter 6, "Love and Marriage" (pp.111-134).

#### **ASSIGNMENT #1 DUE**

Oct 4 (M) \*T. Lambert, A. Kahn, K. Apple. 2003. Pluralistic Ignorance and Hooking Up. *Journal of Sex Research* 40:129-133.

\*Viviana Zelizer, 1985. *Pricing the Priceless Child*, Chapter 2, "From Useful to Useless: Moral Conflict over Child Labor" (pp. 56-72)

#### **TOPIC 6 The Case of Death: Culture, Social Structure, and Fear**

Oct 6 (W) \*Viviana Zelizer, 1985. *Pricing the Priceless Child*, Chapter 2, "From Useful to Useless: Moral Conflict over Child Labor" (pp. 56-72)

\*Daniel F. Chambliss, 1996, *The World of the Hospital*. (In James Henslin, ed., *Down to Earth Sociology*, 13<sup>th</sup> ed.)

Oct 11 (M) *Fall Break – no class*

Oct 13 (W) Film: Killing Us Softly (Can be found streaming on Emory Library's website)

## **PART II: Individuals and Social Interaction**

### **TOPIC 7 Socialization: Development of the Self**

Oct 18 (M) Kingsley Davis, 1949, *Extreme Isolation*. (Henslin, pp. 151-160.)  
\*Spencer E. Cahill, 1989, *Fashioning Gender Identity* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 97-106)

Oct 20 (W): *Exam 1*

Oct 25 (M): \*Spencer E. Cahill, 1989, *Fashioning Gender Identity* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 97-106)  
\*Eric Anderson, *Varieties of Masculinity in Male Cheerleading* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 253-261)

Oct 27 (W): *TBD by students*

## **PART III: Groups and Society**

### **TOPIC 9 Social Class**

Nov 1 (M): David L. Rosenhan, 1973, *On Being Sane in Insane Places*. (Henslin, pp. 322-334.)

Barbara Ehrenreich, 1999, *Nickel and Dimed*. (Henslin, pp. 411-424.)

Film (to be watched in class): Inequality for All

Nov 3 (W): \*Elizabeth Aries and Maynard Seider, *Lower Income College Students at Elite vs. State Schools*, (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 319-328)

\*Annette Lareau. 2002. *Invisible Inequality: Social Class and Childrearing in Black Families and White Families*. (American Sociological Review 67: 747-776).

**PAPER ASSIGNMENT #2 DUE**

**TOPIC 8      Deviance**

Nov 8 (M):    \*Devah Pager, 2003, *The Mark of a Criminal Record* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 156-167)

                  \*Elijah Anderson, 1999, *The Code of the Street* (In Adler & Adler, *Sociological Odyssey*, 2<sup>nd</sup> edition, pp. 74-85.)

Nov 10 (W):    David L. Rosenhan, 1973, *On Being Sane in Insane Places*. (Henslin, pp. 322-334.)

**TOPIC 10      Race and Ethnicity**

Nov 15 (M):    *FILM: 13th*

Nov 17 (W):    \*Joe R. Feagin. 1991. *The Continuing Significance of Race: Antiblack Discrimination in Public Places*. (American Sociological Review 56:101-116).

                  \*Karyn R. Lacy, 2004, *Black Middle-Class Suburbia*. (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 191-200)

**TOPIC 11      Organizations**

Nov 22 (M):    Robin Leidner, 1993, *Over the Counter at McDonald's*. (Henslin, pp. 497-507.)

                  \*Nicole Woolsey Biggart, 1990. *Charismatic Capitalism: Direct Selling Organizations in America*. Chapter 6, "Charisma and Control" (pp. 126-159).

Nov 24 (W)    *Thanksgiving – no class*

Nov 29 (M):    Amy Binder's "Prestigious Jobs"  
Karen Ho. 2009. "The Culture of Smartness and the Recruitment and Construction of Investment Bankers."

**TOPIC 12      Gender and Work**

*Dec 1 (W):* \*Irene Padavic and Barbara Reskin, Gender Differences in Moving Up and Taking Charge. (In Adler & Adler, *Sociological Odyssey*, 2<sup>nd</sup> edition, pp. 281-290)

\*Martin Tolich & Celia Briar. 1999. *Just Checking it Out: Exploring the Significance of Informal Gender Divisions among American Supermarket Employees*. (Gender, Work, and Organization 6:129-133).

\*Christine Williams. 1989. *Masculinity in Nursing*, (ch. 4 in *Gender Differences at Work*, pp. 88-91; 109-130).