

Sociology 101-1: Introduction to General Sociology

M/W 1:00 pm – 2:15 pm (Eastern Time)

Emory University

Spring 2021

Instructor: Ju Hyun Park, PhD

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Virtual Office Hours: Thursday 1:00pm – 3:00pm (Eastern Time) & by appointment

Office Hours Meeting Link: <https://emory.zoom.us/j/99968177821>

Teaching Assistant: Jerry Gao

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Virtual Office Hours: Tuesday 1:00pm – 2:30pm (Eastern Time)

Link: <https://us04web.zoom.us/j/6052849058?pwd=MXJERDZyWFFkRkxyamh1WkpObi93Zz09>

(Passcode: 9gZ7PC)

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. Upon completion of this course, students will be able to:

- Discuss what sociology does, as well as how social systems shape human behavior
- Understand the two major aspects of social systems: Social Structure and Culture
- Critically examine major systems of inequality in society: class, race/ethnicity, and gender
- Understand the sociological research process
- Evaluate the use of evidence in sociology

In addition to mastering the above content knowledge objectives, it is my hope that you will develop **TRANSFERABLE SKILLS** by the end of this course. The transferable skills include:

1. Critical Thinking

- Key to **Critical Thinking** in Sociology is the **Sociological Research Process**, which requires objectively analyzing and evaluating evidence in order to come to a considered conclusion. Sociological Research also involves logical steps in which one must do *careful*, “*considered*” *thinking at each step*, rather than relying on quick or formulaic rote rules.
- By reading sociological research articles and completing paper assignments, you will learn the sociological research process logic and apply it to your own data gathering and written work.

2. Writing

- All course assignments are exercises in good writing. This is a skill not be underestimated.

3. Observation/Listening

- Sociology, and sociological research, are fundamentally about **observation of the social world and listening to others**, with a goal of understanding reality more clearly and objectively (rather than listening only in order to apply one’s own personal belief system or agenda).

Thus, all of our course content and course work will be focused on *encouraging your observational and listening skills*.

Course Materials

1. James Henslin. *Down to Earth Sociology: Introductory Readings*. 14th edition. 2007. NY: Free Press. (*Unless otherwise indicated, the selections listed below are located in the Henslin book.*)
2. Reserve Readings (on Canvas, under the relevant Topic Module)
The Reserve Readings are marked with an asterisk () below.*

You are expected to complete the readings before the class date listed on the syllabus below.

Course Structure and Requirements

1. Synchronous “Live” Sessions

- For almost every class session, we will have a synchronous “live” session on our “Zoom” platform. However, for certain class meetings, we will not have a Zoom session, and I will be uploading recorded lectures to Canvas (see the course schedule to check the dates for our asynchronous sessions). Please use the following link for our class meetings:

<https://emory.zoom.us/j/97332543380?pwd=WDVFT3JGNG92MjVqei9IQW5xLzhQZz09>

- **Passcode: intro101**

2. **Attendance is strongly encouraged.** I will use lectures to give you additional information not found in the readings, and I will also 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. *As an incentive, regular attendance (missing 2 or fewer classes) will be used to “improve” on very close grades (borderline).*

3. Two Papers (50% total).

- These papers are pilot research projects; you will follow the sociological empirical research process and gather some kind of data about social behavior/factors, and then you will write about this data in research paper format. I will hand out instructions for these papers during the semester.

Paper Assignment 1 (5 pages) due Monday, March 8	20%
Paper Assignment 2 (5 pages) due Wednesday, April 19	30%

4. Two Exams (50% Total)

Exam 1 (Canvas): Wednesday, April 5	20%
Exam 2 (Take-Home) due Friday, May 7	30%

- Exam 1 will be taken during class time on Canvas. The exam will consist of short answer/essay questions, and they will cover both the readings and lecture material.
 - Exam 2 is a non-cumulative “Take-Home” exam; it will be open-book, open-note. The exam will be an essay exam and will cover both the readings and lecture material.
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Course Resources & Policies

1. Make-Up Policy / Late Assignments / Extra Credit

- Makeup exams and/or late assignments will only be allowed in a situation of an excused absence (e.g., illness, family emergency). If you are going to miss an exam, please make every effort to notify me before the missed class. A mutually convenient time will be arranged for you to make up the exam.
- Due dates for every assignment are provided on the course schedule. Unless otherwise stated, all assignments are due on those days. I will accept late assignments, but with a 10% per day penalty – you can only submit an assignment up to two days late. I will NOT accept assignments submitted more than two days after the due date.
- There are no extra credit assignments available in this course.

2. Special Accommodation(s)

- If you need any special accommodation(s), please inform me as soon as possible so that we could make the appropriate arrangements. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at <https://accessibility.emory.edu/students/>.
- Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations.
- For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu.

3. Software and Technical Requirements

- Please note that there are video tutorials on Canvas for each of the software packages (Zoom; Canvas). If you run into technical problems, you should contact Emory's IT services. They can provide you with guidance on everything from Canvas to email to OPUS. Here is their website: <https://it.emory.edu/catalog/index.html>.

4. Emory Honor Code

- The Emory Honor Code applies fully to this course. All students are expected to adhere to the Honor Code when you sign an exam or submit your assignments. For reference, please consult: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

Other Important Information

General Conduct

- **No disrespect or hate speech.** 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.**

Class Session Recording

- Our class sessions on Zoom will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live.

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Please read the [Rules of Zoom Engagement](#) for further advice on participating in our Zoom class sessions.

Health Considerations

- This semester due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so that we can discuss your individual circumstances. For students in quarantine who are well, we have provided ways that you can keep up with your schoolwork, whether our class is delivered online or in person. Please also contact me via email if you are in quarantine.

Student Support Resources

- Many students face personal and environmental challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices here at Emory to support you. These services—including confidential resources—are provided by staff who are respectful of students' diverse backgrounds. For an extensive list of wellbeing resources on campus, please go to: <http://campuslife.emory.edu/support/index.html>. And keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources on the *Emory Anytime Student Health* resource page: <http://campuslife.emory.edu/anytimehealth.html>.
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Course Schedule (subject to revision)

PART I: THE SOCIOLOGICAL PERSPECTIVE

January 25 (M) Course Introductions

What Is Sociology?

January 27 (W) *Wise, Tim. 2019. "Forget STEM, We Need MESH: The importance of media literacy, ethics, sociology and history education." *Medium*. <https://medium.com/our-human-family/forget-stem-we-need-mesh-43ab6f6273cd>

*Johnson, Allan G. 2013. "Aren't Systems Just People?" Selection from *The Forest and The Trees: Sociology as Life, Practice, and Promise*. <https://www.agijohnson.us/glad/arent-systems-just-people/>

February 1 (M) *Charon, Joel. 2004. *Should We Generalize about People?* (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 16-23.)

How Do We Do Sociology? (Sociological Research Methods)

February 3 (W) Henslin, James. *How Sociologists Do Research*. (In Henslin, pp. 35-47.)

Recorded Lecture

*Schumann, Howard. 2002. *Sense and Nonsense about Surveys*. (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 47-52.)

February 8 (M) *Adler, Patricia and Peter Adler. 1985. *The Promise and Pitfalls of Going into the Field* (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd ed., pp. 53-61.)

Meyer, Philip. 1970. *If Hitler Asked You to Electrocute a Stranger, Would You? Probably*. (In Henslin, pp. 269-276.)

Basic Sociological Concepts Part I: Social Structure

February 10 (W) *Spencer E. Cahill et al., *Meanwhile Backstage: Behavior in Public Bathrooms* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 131-141).

Handout of Paper Assignment #1

February 15 (M) FILM (watch on your own): *Quiet Rage: The Stanford Prison Experiment*.

February 17 (W) **Rest Day (No Class)**

February 22 (M) Film Discussion

Zimbardo, Philip. 1972. *The Pathology of Imprisonment*. (In Henslin, pp. 315-321.)

Basic Sociological Concepts Part II: Culture & Social Construction of Reality

February 24 (W) **Recorded Lecture** *Zerubavel, Eviatar. 1985. *The Seven Day Circle: The History and Meaning of The Week*. Introduction (pp. 1-4); Chapter 7, "Culture, Not Nature" (pp. 130-141).

*Haenfler, Ross, *Core Values of the Straight Edge Movement* (Patricia Adler & Peter Adler. 2006. *Sociological Odyssey*. 2nd edition, pp. 86-96)

March 1 (M) Henslin, James. 2003. *Eating Your Friends is the Hardest: The Survivors of the F-227*. (In Henslin, pp. 277-286.)

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

Culture, Social Structure, and Sentiment: The Case of Love

March 3 (W) *Lambert, Tracy A., Arnold S. Kahn and Kevin J. Apple. 2003. "Pluralistic Ignorance and Hooking Up." *Journal of Sex Research* 40:129-133.

Culture, Social Structure, and Fear: The Case of Death

March 8 (M) *Chopin, Kate. 1894. *The Story of an Hour*.

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

Paper Assignment #1 DUE

PART II: INDIVIDUALS AND SOCIAL INTERACTION

Deviance

March 10 (W) **Recorded Lecture** *Pager, Devah. 2003. *The Mark of a Criminal Record* (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 156-167)

March 15 (M) *Anderson, Elijah. 1999. *The Code of the Street*. (In Adler & Adler, *Sociological Odyssey*, 2nd edition, pp. 74-85.)

Chambliss, William. 1973. *The Saints and the Roughnecks*. (In Henslin, pp. 299-314.)

Socialization and Gender

March 17 (W) Davis, Kingsley. 1949. *Extreme Isolation*. (In Henslin, pp. 151-160.)

March 22 (M) Guest Lecture (Reading: TBA)

March 24 (W) FILM (watch on your own): *Killing Us Softly*

Handout of Paper Assignment #2

March 29 (M) Film Discussion

* Linder, Katharina. 2004. "Images of Women in General Interest and Fashion Magazine Advertisements from 1955 to 2002." *Sex Roles* 51:409-421.

March 31 (W) Review for Exam 1

April 5 (M) **Exam 1**

PART III: GROUPS AND SOCIETY

Social Class

April 7 (W) Ehrenreich, Barbara. 1999. *Nickel and Dimed*. (Henslin, pp. 411-424.)
Recorded Lecture

April 12 (M) *Vance, J. D. 2016. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*. Chapters 12-13 (pp. 197-222). New York, NY: HarperCollins.

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

April 14 (W) **Rest Day (No Class)**

Race and Ethnicity

April 19 (M) *Williams, Caroline Randall. 2020. "You Want a Confederate Monument? My Body Is a Confederate Monument." *The New York Times*. June 26, 2020.

<https://www.nytimes.com/2020/06/26/opinion/confederate-monuments-racism.html>

*Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiblack Discrimination in Public Places." *American Sociological Review* 56:101-116.

Paper Assignment #2 DUE

April 21 (W) *Lacy, Karyn R. 2004. *Black Middle-Class Suburbia*. (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 191-200.)

Gender and Work

April 26 (M) *Tolich, Martin and 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).

April 28 (W) *Williams, Christine. 1989. *Masculinity in Nursing*. (Ch. 4 in *Gender Differences at Work*, pp. 88-91; 109-130.)

May 3 (M) Review and Wrap Up

May 7 (F) DUE: Take-Home FINAL EXAM