**SOC 101: INTRODUCTION TO SOCIOLOGY – Fall Semester 2018**

**M/W 1:00-2:15pm**

**White Hall 102**

**Professor:** Dr. Tracy Scott  
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**Office:** 230 Tarbutton Hall

**Office Hours:** My hours will vary each week; usually Mon 3-4pm & Thurs 3-5pm, OR as posted. 
Drop by or use the Sign-Up Sheets on my Office Door

**All** my available Office Hours will be posted each week; please do not email for appointments.**

**Teaching Assistant:** Jamica Zion  
**E-mail:** jamica.zion@emory.edu  
**Office Hours:** Wed 11am-12pm  
**Office:** Tarbutton 112B

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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.

**Learning Objectives**

- Understand how social contexts play a role in shaping human behavior
- Understand the sociological research process, including the major types of evidence sociologists use to examine social life.
- Understand the two major aspects of social contexts: Social Structure and Culture
- Understand how sociologists examine social structure and culture in particular realms of social life, even the seemingly personal (love and death)
- Understand how humans are socialized into social contexts, as well as how deviant behavior is defined.
- Understand major systems of stratification in society: socioeconomic status, race/ethnicity, and gender.
- Understand and evaluate the use of evidence in sociology.
- Gather sociological evidence and build arguments from that evidence in three written assignments.

**Canvas site:** [https://classes.emory.edu](https://classes.emory.edu),  
Log in, then click on: **SOC 101: Intro to Sociology (Scott)**. This site includes the reserve readings, outlines of the lectures, and assignment instructions. Important announcements will also be posted on this site.

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**COURSE MATERIALS**

   *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.*

The readings are comprised of original articles from different authors (many are contained in the Henslin reader). Some of the readings are more difficult than others. I will give you guidance on “how” to read the articles, particularly the more difficult ones. If you have trouble understanding any of the readings or the lecture material, please feel free to talk to me or to the teaching assistant for this class.
You are expected to complete the readings before the class date listed on the syllabus below. We will discuss some of the readings in class, so both the reading and class attendance are important. And, class lecture and discussion will be more interesting if you have completed the readings!

COURSE REQUIREMENTS

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, so you need to show up so that you can participate in this. As an incentive, regular attendance (missing 2 or fewer classes) will be used to “improve” on very close grades (borderline).

1. Assignment 1: Mini-Ethnography of the U.S. Voting Process (2 photos and written reflection; 15%) – various deadlines
You will do a mini-ethnography (observation) project about what it is like to vote in the November U.S. midterm elections.

- Those of you who are U.S. citizens will do “participant observation:” you will participate in voting either in-person or by absentee ballot, and you will carefully observe all of the details of the process as you go through it.
- Those who are not U.S. citizens will do an “observation” of the voting process (there are a couple of options; more detailed instructions will be handed out).

Both groups will turn in: a) two photos showing different aspects of the voting process) and b) a written reflection about your observations. The deadlines for this will be variable, but you will need to begin now in order to participate/observe the actual election process! More detailed instructions will be handed out in class.

2. Assignment 2: Social Norm Reflection Paper (4-5 pages; 15%), due Wed, Oct 3
You will do a mini-experiment by breaking a normal rule of social interaction and then observing the reactions of those around you. You will write reflections of your experience. I will hand out detailed instructions in class.

3. Assignment 3: Research Paper on Gender in Advertisements (7-9 pages 25%), due Wed, Nov 28
This paper is a pilot research project; you will follow the sociological empirical research process and gather data about gender portrayals in advertisements; then you will write about this data in a research paper format. I will hand out detailed instructions in class.

4. Two exams (percentages vary – see below; 45% total)

- Exam 1 (Midterm): Monday, Oct 22 (in class) 20%
- Exam 2 (Final): Wednesday, Dec 19, 8:00-10:30am 25%

- The Midterm will be an in-class exam.
- The Final Exam is NOT cumulative.
- The Final will be given during the University scheduled Final Exam period for this class (and cannot be rescheduled).
- The exams will consist of a combination of short answer and essay questions, and they will cover both the readings and lecture material.
Writing Center and ESL Program

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 non-native speakers of English are welcome to visit either the Writing Center tutors or the ESL tutors. All other students in the college should see Writing Center tutors.

To learn more and make an appointment, please see their websites:
ESL Program: http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html
Writing Center: http://writingcenter.emory.edu/index.html

Please review tutoring policies before your visit.

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SOME GROUND RULES

**NO Laptops or Phones**

- Electronic devices (laptops and cellphones) are **not** permitted in this class. Please put away your computers and turn off your phones before entering the classroom.
- This rule is to encourage better listening and learning skills, as well as to eliminate distractions for everyone in the class.
  - Recent research shows that taking notes by hand is associated with better learning. Research also shows that the use of laptops is associated with lower grades for the user as well as for those around the user. Computers are distracting!
  - For a good lay-summary of the research see the following (and click on the hyperlnks for the full research articles): [https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html](https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html)
- **If you have accommodations that allow for laptop use, please see Dr. Scott to arrange alternatives (i.e., a note-taker).**

**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.

**Email Communication:**

I generally try to respond to emails within 24 hrs, but I do not guarantee a response within 24 hrs. I do not answer emails after 8pm at night.

Before sending emails to me or our TA, please review the picture below for helpful guidelines!
**General Communication**
I provide very detailed information and instructions in all of the course documents. I will also send periodic BlackBoard announcements and/or emails about any further 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.
- **Do NOT ask/email me questions that I have already answered** in a course document or via posted announcement/emails. I will not respond to these questions.

**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. (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.

**Make-Up Policy:**
Makeup exams 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.

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**OTHER IMPORTANT INFORMATION**

**Accommodating Disabilities:**
If you have or acquire any sort of condition that may require special accommodation(s), you MUST register with the Office of Accessibility Services (OAS); please see the instructions at [http://equityandinclusion.emory.edu/access/students/index.html](http://equityandinclusion.emory.edu/access/students/index.html)

- Then, **please follow all of OAS’s steps for your accommodations**, as soon as possible!
- Once you have registered, then **notify me as soon as possible so that we can make appropriate arrangements.**
- You will need to have **OAS proctor your exams, so please schedule with them as soon as possible!**

**Academic Conduct:**
Emory College has established an Honor Code outlining an appropriate code of conduct with respect to academic honesty and plagiarism. Information on Emory’s Honor code can be accessed at: [http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html](http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html)

See more specific code on Plagiarism here: [http://www.english.emory.edu/home/undergraduate/plagiarism.html](http://www.english.emory.edu/home/undergraduate/plagiarism.html)

It is your responsibility to familiarize yourself with the policies and procedures of the university, and violation of these policies will result in referral to the Honor Council. Plagiarism and cheating will not be...
tolerated. You must ensure that you cite references appropriately in your written work. When you paraphrase from others, cite their work in the text, and reference the citation in your bibliography. When you use direct quotes from others, be sure to insert quotation marks around the borrowed text and cite appropriately.

Honor Code Statement: I pledge to pursue all academic endeavors with honor and integrity. I understand the principles of the Emory College Honor System, and I promise to uphold these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members.
# TENTATIVE CLASS SCHEDULE

## PART I: The Sociological Perspective

### Aug 29 (W):  Introductions

### Sep 3 (M):  Labor Day Holiday – NO class

### TOPIC 1  What Is Sociology?

#### Sep 5 (W):

**Handout Assignment 1 (Voting Process Observation)**

#### Sep 10 (M):

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

#### Sep 12 (W):
- Henslin, James. *How Sociologists Do Research.* (In Henslin, pp. 35-47.)

#### Sep 17 (M):

**Handout & Discussion of Assignment 2 (Social Norm Breaking)**

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

#### Sep 19 (W):
- Introduction to Social Structure
- *Goffman, Erving. 1959. The Presentation of Self in Everyday Life.* (In Henslin, pp. 135-146.)

#### Sep 24 (M):
- FILM (IN CLASS): *Quiet Rage: The Stanford Prison Experiment.*

**DUE: Assignment 1, Part A (photo of voter registration process)**

### TOPIC 4  Basic Sociological Concepts Part II: Culture & Social Construction of Reality

#### Sep 26 (W):

#### Oct 1 (M):
TOPIC 5  The Case of Love: Culture, Social Structure, and Sentiment
DUE: Assignment 2 (Social Norm Paper)

Oct 8 (M): Fall Break

TOPIC 6  The Case of Death: Culture, Social Structure, and Fear
*Chopin, Kate. 1894. The Story of an Hour.

Review for Exam

Oct 22 (M): Exam 1

PART II: Individuals and Social Interaction

TOPIC 7  Socialization: Development of the Self

Oct 29 (M): FILM (IN CLASS): Killing Us Softly

Handout & Discussion of Assignment 3 (Gender Ads Research Paper)

TOPIC 8  Deviance

PART III: Groups and Society

TOPIC 9  Social Class
**DUE: Assignment 1, Parts B & C (Photo & Reflection of voting process)**


Nov 19 (M):  FILM (IN CLASS): TBA

Nov 21 (W):  *Thanksgiving Holiday – No Class: Enjoy Thanksgiving!*

TOPIC 10  Race and Ethnicity

**DUE: Assignment 3 (Gender Ads Research Paper)**

TOPIC 11  Gender and Work


Dec 10 (M):  Review

*Wed, Dec 19  8:00am - 10:30am  FINAL EXAM* (in regular classroom: White Hall 102)