

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. mid-term 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): <u>Monday, Oct 22</u> (in class)	20%
Exam 2 (Final): <u>Wednesday, Dec 19, 8:00-10:30am</u>	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.
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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.

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 hyperlinks for the full research articles): <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.

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>

- 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>

See more specific code on Plagiarism here:

<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): Mills, C. Wright. 1959. *The Promise*. (In Henslin, pp. 20-28.)
*The Editorial Board. 2018. "Vote. That's Just What They Don't Want You to Do." *The New York Times* (March 10, 2018).

<https://www.nytimes.com/2018/03/10/opinion/sunday/go-vote.html>

Handout Assignment 1 (Voting Process Observation)

Sep 10 (M): *Charon, Joel. 2004. *Should We Generalize about People?* (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 16-23.)

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

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

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

Sep 17 (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.)

Handout & Discussion of Assignment 2 (Social Norm Breaking)

TOPIC 3 Basic Sociological Concepts Part I: Social Structure

Sep 19 (W): Introduction to Social Structure

*Johnson, Allan. 2014. *The Forest, the Trees, and the One Thing*. (In Allan Johnson, *The Forest and the Trees*. Temple University Press; pp. 7-21.)

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*.

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

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): *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).

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

Oct 1 (M): *Ross Haenfler, *Core Values of the Straight Edge Movement* (Patricia Adler & Peter Adler. 2006. *Sociological Odyssey*. 2nd edition, pp. 86-96)

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

TOPIC 5 **The Case of Love: Culture, Social Structure, and Sentiment**
Oct 3 (W): *Ansari, Aziz and Eric Klinenberg. 2015. "Introduction" and "Chapter 1: Searching for Your Soul Mate," pp. 1-32 in *Modern Romance*. Penguin.
DUE: Assignment 2 (Social Norm Paper)

Oct 8 (M): **Fall Break**

Oct 10 (W): *Lambert, T., Kahn, A., and K. Apple. 2003. "Pluralistic Ignorance and Hooking Up." *Journal of Sex Research* 40:129-133.

TOPIC 6 **The Case of Death: Culture, Social Structure, and Fear**
Oct 15 (M): *Chambliss, Daniel F. 1996. *The World of the Hospital*. (In James Henslin, ed., *Down to Earth Sociology*, 13th ed.)
*Chopin, Kate. 1894. *The Story of an Hour*.

TOPIC 6 **The Case of Death: Culture, Social Structure, and Fear**
Oct 17 (W): *Zelizer, Viviana. 1985. Chapter 2, "From Useful to Useless: Moral Conflict over Child Labor," pp. 56-72 in *Pricing the Priceless Child*.
Review for Exam

Oct 22 (M): **Exam 1**

PART II: Individuals and Social Interaction

TOPIC 7 **Socialization: Development of the Self**
Oct 24 (W): Davis, Kingsley. 1949. *Extreme Isolation*. (In Henslin, pp. 151-160.)
*Cahill, Spencer. 1989. *Fashioning Gender Identity*. (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 97-106.)

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

Oct 31 (W): Henslin, James. *On Becoming Male*. (in Henslin, pp. 161-172)
Eder, Donna. *On Becoming Female: Lessons Learned in School*. (In Henslin pp. 173-179)
Handout & Discussion of Assignment 3 (Gender Ads Research Paper)

TOPIC 8 **Deviance**
Nov 5 (M): *Pager, Devah. 2003. *The Mark of a Criminal Record* (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 156-167.)
*Anderson, Elijah. 1999. *The Code of the Street*. (In Adler & Adler, *Sociological Odyssey*, 2nd edition, pp. 74-85.)

Nov 7 (W): Chambliss, William. 1973. *The Saints and the Roughnecks*. (In Henslin, pp. 299-314.)
Rosenhan, David. 1973. *On Being Sane in Insane Places*. (In Henslin, pp. 322-334.)

PART III: Groups and Society

TOPIC 9 Social Class

Nov 12 (M): Ehrenreich, Barbara. 1999. *Nickel and Dimed*. (Henslin, pp. 411-424.)
*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.

DUE: Assignment 1, Parts B & C (Photo & Reflection of voting process)

Nov 14 (W): *Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747-776.

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

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

TOPIC 10 Race and Ethnicity

Nov 26 (M): *Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiracist Discrimination in Public Places." *American Sociological Review* 56:101-116.

Nov 28 (W): *Bertrand, Marianne and Mullainathan, Sendhil. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Force Discrimination." *American Economic Review* 94: 991-1013.

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

DUE: Assignment 3 (Gender Ads Research Paper)

TOPIC 11 Gender and Work

Dec 3 (M): *Padavic, Irene and Reskin, Barbara. *Gender Differences in Moving Up and Taking Charge*. (In Adler & Adler, *Sociological Odyssey*, 2nd edition, pp. 281-290)

Dec 5 (W): *Roth, Louise Marie. 2004. "Engendering Inequality: Processes of Sex-Segregation on Wall Street." *Sociological Forum* 19:2-3-228.

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

Dec 10 (M): **Review**

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