SOC 101: INTRODUCTION TO SOCIOLOGY – Fall Semester 2020

Professor: Dr. Tracy Scott  E-mail: tscott@emory.edu  Phone: (404) 727-7515
Office Hours: Times will be listed in my Calendly link: https://calendly.com/tscott-10/office-hours
Office Hours Meeting “Place”: Zoom (for now): https://emory.zoom.us/j/855151013

Section 1: M/W 11:20am-12:35pm  White Hall 208
Teaching Assistant: Annie Li  E-mail: annie.fang.li@emory.edu
Office Hours: TBA

Section 2: M/W 2:40pm-3:55pm  White Hall 208
Teaching Assistant: Greer Spradling  E-mail: greer.spradling@emory.edu
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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.

Course CONTENT KNOWLEDGE Objectives
• Understand what sociology does: study systems, structures, and culture.
• Understand how social systems shape human behavior.
• Understand the sociological research process, including the major types of evidence sociologists use to examine social systems.
• Understand the two major aspects of social systems: 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 systems, as well as how deviation from that socialization is defined and enforced by the system.
• Understand major systems of inequality in society: social class, race/ethnicity, and gender.
• Understand and evaluate the use of evidence in sociology.
• Gather sociological evidence and build arguments from that evidence in two written assignments.

TRANSFERABLE SKILLS Objectives
Transferable skills transfer from one domain to another. Thus, these skills will be important and valuable for any career you choose. They are more foundational than technical skills which often do not transfer from one domain to another and which often become obsolete (with new techniques). These are the most important and foundational “skills” that you will gain from your education at Emory. These skills are highly valued by employers.

1. Critical Thinking
What is “critical thinking”?
“Critical Thinking: the objective analysis and evaluation of an issue in order to form a considered (thought about carefully) decision or conclusion.”
(Adapted from Dictionary.com, retrieved online at Lexico.com.)
Key to Critical Thinking in Sociology is the Sociological Research Process.
• Sociological Research requires: **objectively analyzing and evaluating evidence in order to come to a considered conclusion.**
• Sociological Research involves: logical steps in which one must do **careful, “considered” thinking at each step,** rather than relying on quick or formulaic rote rules. This Research Process Logic is the best basis for all problem-solving!
• Sociological Research Process Logic = Problem-Solving Skills
• This course will teach you **sociological research process logic.** You will read sociological research articles. Your paper assignments will require you to apply the **sociological research process logic** to your own data gathering and written work.
• Please read the following for the importance of sociological knowledge and how it encourages important critical thinking and observation skills:

2. Writing  
All course assignments are exercises in good writing. This is a skill not be underestimated.
• Please read the following for an interesting opinion piece about a real-life case of the effectiveness of good writing.

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.**
• Please read the following for the importance of listening as a skill:

**COURSE MATERIALS**  
*Canvas site: [https://classes.emory.edu](https://classes.emory.edu)*
Our Canvas site includes: Reserve Readings, Outlines of the lectures (posted before each class session), Paper Assignment Instructions, and Class Session Zoom Recordings.

**Readings**
   **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. 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

1. 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). NOTE: absence due to illness is considered “excused.” (See more under “Health Considerations” below.)

2. Two Papers (percentages vary – see below; 55% 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 1: Social Norm Observation:** (5-7 pages) due Wed, Sept 30: 25%
- **Paper 2: Gender in Advertisements:** (7-9 pages) due Wed, Nov 11: 30%

3. Two exams (percentages vary – see below; 45% total)
- **Exam 1 (In-Class): Monday, Oct 12**: 20%
  - Exam 1 will be an in-class exam.
  - The exam will consist of short answer/essay questions, and will cover both the readings and lecture material.
- **Exam 2 (Take-Home): Friday, Dec 11**: 25%
  - Exam 2 is a “Take-Home” exam; it will be open-book, open-note.
  - Exam 2 is NOT cumulative.
  - Exam 2 is due on Friday, Dec 11, by 5pm (upload on Canvas).
  - The exam will consist of a combination of short answer and essay questions, and will cover both the readings and lecture material.

IN-PERSON CLASS RULES
I am so glad that we are together in-person! If you want us to stay this way, please follow these rules!

- **Wear your mask (face covering) at all times!** Coming into the room, during class, leaving class – and yes, even when you ask a question. Masks are the most important way to mitigate the spread of the virus (apart from distance)!
- NO eating or drinking in class (unless emergency – dehydration, etc.).
- Please move to the inner-most seat when filling up the rows, so that no one has to walk past you.
- If you need to leave for a bathroom break, please try to move past anyone else in your row quickly and with no contact.
- I will dismiss you from class by rows, starting at the back
- Do NOT come to class if you have any symptoms!
- Again, **WEAR YOUR D**\textsuperscript{**N**} **M**\textsuperscript{**A**} **S** \textsuperscript{**K**}!

SOME other GROUND RULES

*Electronics*
Laptops (or tablets) are permitted in this class, with caveats. Please refrain from texting, checking social media, shopping, or any other non-class activities on your computer. If you are found to be engaging in these activities, you will be asked to leave the classroom for the remainder of the class, so as not to distract students who prefer to be electronics-free.
The use of cell phones is not permitted in this class. Please turn OFF your phones.

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.

Email Communication:
I generally try to respond to emails within 24 hrs, but I do not guarantee a response within 24 hrs. If you do not get a response after 48 hours, please email to remind me! I do not answer emails after 8pm at night.

General Communication
I provide very detailed information and instructions in all of the course documents.

- 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.

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.

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

Make-Up Policy / Late Assignments:
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.

OTHER IMPORTANT INFORMATION

Health Considerations
At the very first sign of not feeling well, stay at home and reach out for a health consultation. Please consult the campus FAQ for how to get the health consultation. As you know, Emory does contact tracing if someone has been diagnosed with COVID-19. A close contact is defined as someone you spend more than 15 minutes with, at a distance less than 6 feet, not wearing facial coverings. This typically means your roommates, for example. However, your classmates are not close contacts as long as we are following the personal protective equipment protocols in the classroom: wearing facial coverings, staying six feet apart. (As your instructor, I may be following different PPE guidelines which have been judged to be equally safe by Emory’s Environmental Health and Safety Office [describe according to your classroom: for example, face shield + acrylic barrier]. Due to the necessity of keeping your PPE on, eating and drinking is strictly forbidden in the classroom.

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.

Emory Writing Center
The full Emory Writing Center staff of undergraduate tutors and graduate fellows is available remotely this fall to support Emory College students as they work on any type of writing assignment in any field: sciences, social sciences, or humanities. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. 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. Tutors also support the literacy needs of English Language Learners; several tutors are ELL Specialists, who have received additional training.

- **The Writing Center** opens for fall on August 31st, with hours throughout the day to accommodate students in various time zones.
- **Learn more and make an appointment at** writingcenter.emory.edu.
- **Please note that you need to make (and cancel!) appointments at least 3 hours in advance to accommodate our remote staff. Please review our tutoring policies, including our updated policies and procedures for online appointments, on our website before your visit.

### Accessibility and Accommodations

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. 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 http://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.

### 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.

### Class session recording

Our in-person class sessions 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.
CLASS SCHEDULE (SUBJECT to CHANGE)

PART I: The Sociological Perspective

Aug 19 (W): Welcome & Introductions

TOPIC 1: What Is Sociology?


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


TOPIC 3: Basic Sociological Concepts Part I: Social Structure

Handout & Discussion of Paper Assignment 1 (Social Norm Observation)


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


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

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

DUE: Paper 1 (Social Norm Observation)

Oct 5 (M):  

Oct 7 (W):  
Review for Exam

Oct 12 (M):  
Exam 1

PART II: Individuals and Social Interaction

TOPIC 7  
Socialization: Development of the Self  

Oct 19 (M):  
FILM (watch on your own): Killing Us Softly  
Handout & Discussion of Paper Assignment 2 (Gender Portrayal in Ads)

Oct 21 (W):  

TOPIC 8  
Deviance  

Oct 28 (W):  
PART III: Groups and Society

**TOPIC 9**  
**Social Class**  
**Nov 2 (M):**  


**Nov 4 (W):**  

**TOPIC 10**  
**Race and Ethnicity**  
**Nov 9 (M):**


**Nov 11 (W):**


**DUE: Paper 2 (Gender Portrayal in Ads)**

**TOPIC 11**  
**Gender and Work**  
**Nov 16 (M):**


**Nov 18 (W):**

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

**Nov 23 (M):**  
**Review**

**Dec 11 (F)  
DUE: Take-Home FINAL EXAM (open book)**