

SOC 101: INTRODUCTION TO SOCIOLOGY – Spring Semester 2022
M/W 11:30am-12:45pm White Hall 206

Professor: Dr. Tracy Scott *E-mail:* tscott@emory.edu *Phone:* (404) 727-7515
Office Hours: Thursdays between 12:00-4:30pm.

- **Please sign up on my Calendly Link: [TBA]**

Prof. Scott's Office: Tarbutton 230. If you are on campus we can meet in-person in my office.

- If you are unable to meet in person, here is Zoom option: [TBA]
- Office hours are for you! So please feel free to sign up for any open time, any week.

Teaching Assistant: Amber Churchwell *E-mail:* amber.churchwell@emory.edu
Office Hours: Wednesdays 1:30-2:30pm *Office:* Tarbutton 112B

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 Process Logic = Problem-Solving Skills

- Sociological Research requires objectively analyzing and evaluating evidence in order to come to a considered conclusion (critical thinking).
- Sociological Research involves **logical steps** in which one must do careful, “considered” thinking (critical 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.
- **This course will teach you sociological research process logic.** You will read sociological research articles. **All 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:
Tim Wise. 2019. “Forget STEM, We Need MESH: The importance of media literacy, ethics, sociology and history education.” *Medium*. Sep. 17, 2019
<https://medium.com/our-human-family/forget-stem-we-need-mesh-43ab6f6273cd>

2. Writing

All course assignments are exercises in good writing. This is a skill not to be underestimated. Over the course of your careers, you *will* write. (You will write thousands of emails if nothing else.) The better you write, the better you will do in your work.

- Please read the following for an interesting opinion piece about a real-life case of the effectiveness of good writing.
Jane Rosenzweig. 2019. “The Whistle-Blower Knows How to Write: His complaint offers lessons on how to make a point.” *The New York Times*. Sep. 27, 2019.
<https://www.nytimes.com/2019/09/27/opinion/whistleblower-complaint.html>

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). Listening and observation are foundational to cross-cultural understanding and communication. 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:
Kate Murphy. 2020. “It’s Time to Tune In: Why Listening is the Real Key to Communication.” *The Guardian*. Jan. 25, 2020.
<https://www.theguardian.com/lifeandstyle/2020/jan/25/its-time-to-tune-in-why-listening-is-the-real-key-to-communication>

COURSE MATERIALS

Canvas site: <https://classes.emory.edu>

Our Canvas site includes all Readings, Outlines of the lectures (posted before each class session), and all Assignment Instructions.

Readings: All readings are posted on Canvas, under the relevant **Topic Module**.

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. 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 “Missed Classes” 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 data about social behavior/social 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: (6-8 pages) **due Mon, Feb 21** **25%**

Paper 2: Gender in Advertisements: (8-9 pages) **due Wed, Apr 13:** **30%**

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

Midterm Exam (In-Class): **Wednesday, Mar 2** **20%**

- The Midterm Exam will be an in-class exam.
- The exam will consist of short answer/essay questions, and will cover both the readings and lecture material

Final Essay Exam (Take-Home): **Wed, May 4** **25%**

- The Final Exam is a **“Take-Home” exam; it will be open-book, open-note.**
 - **The Final Exam is NOT CUMULATIVE!!**
 - The Final Exam is **due (via Canvas) on Wednesday, May 4, our Final Exam Day.**
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IN-PERSON CLASS 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 very important to help mitigate the spread of variants.
- NO eating or drinking in class (unless emergency – dehydration, etc.).
- **Do NOT come to class if you have any symptoms! Follow the instructions here:**
<https://www.emory.edu/forward/covid-19/if-you-feel-sick.html>
- For more on these issues: <https://www.emory.edu/forward/information-for/undergraduates.html>

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.

The use of cell phones is not permitted in this class. Please turn OFF and put away 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 remind me! I do not answer emails after 8pm at night.

General Communication

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

- **Please read all 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 please ask me.**

MISSED CLASSES during IN-PERSON SESSIONS

*****EXCUSED ABSENCES*****

Absences due to **verified illness or emergency situation** will be considered "Excused." You must have some kind of documentation to verify: for example, a copy of healthcare appointment confirmation, or notification from your advisor in the Office of Undergraduate Education.

WHAT TO DO if you miss class because of an Excused Absence (verified by a healthcare provider or the Office of Undergraduate Education):

- Please **email both me and our TA Amber Churchwell**, and let us know **the exact dates of classes that you miss.**
- **Provide verification of your absence:** e.g., send healthcare appointment documentation or contact your Academic Advisor in the Office of Undergraduate Education.
- Then, **Amber will send you the recording link and note-taker's notes** after each of the classes.

*****UNEXCUSED ABSENCES*****

YOU are responsible for missed material. **Please get notes from one of your classmates** and review those, first. After you have read the missed material, if you still have questions, please come to my office hours.

- There is **no penalty** for unexcused absences.
- However, we **do NOT provide recording links or note-taker notes for unexcused absences.**
- We also **do not answer emails about these.**
- **You must get the material/notes from a classmate.**

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

Stress management and mental health

Many students face 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 via email. If you are feeling overwhelmed and need support, please go to: <http://campuslife.emory.edu/support/index.html>
Emory also offers free, 24/7 support resources via TimelyCare: <https://timelycare.com/emory>.

Other Emory resources include:

- [Counseling & Psychological Services](#)
- [Office of Spiritual & Religious Life](#)
- [Student Case Management and Interventions Services](#)
- [Student Health Services Psychiatry](#)
- [Emory Anytime Student Health Services](#)

Accessibility and Accommodations

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g., mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, please **contact the Department of Accessibility Services (DAS), as soon as possible**, to request accommodations.

Students who have accommodations in place should contact me sometime during the first weeks of the semester, to let me know your specific needs for the course as it relates to your approved accommodations. All discussions with DAS and faculty are confidential.

Additional information regarding DAS: <https://accessibility.emory.edu/index.html>

Contact information for the Department of Accessibility Services: Phone: 404-727-9877 | TTD 404-712-2049. Email: accessibility@emory.edu

Emory Writing Center

The Emory Writing Center (EWC) is open to support students in Emory College. They offer one-on-one remote and in-person tutoring for a range of composition projects (essays, reports, theses, etc.), at any stage of the writing process (from brainstorming to final revisions). Writing Center tutors work on idea development, structure, use of sources, style, grammar, and more. They are not a proofreading or editing service, but rather offer strategies and resources writers can use as they compose, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners (ELL); several tutors are trained ELL Specialists. The Writing Center is located in Callaway N111.

- **Learn more and make an appointment at** <http://www.writingcenter.emory.edu> .
- Please review their policies before your first appointment, including our new policy on inclusivity and respect: <http://writingcenter.emory.edu/appointments/policies.html>.

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>

The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

CLASS SCHEDULE (SUBJECT to CHANGE)

PART I: The Sociological Perspective

Jan 12 (W): Welcome & Introductions

TOPIC 1 What Is Sociology?

Jan 19 (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.agjohnson.us/glad/arent-systems-just-people/>

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)

Jan 24 (M): Giddens, Duneier, Appelbaum, and Carr. 2020. "Chapter 2: Asking and Answering Sociological Questions." In *Introduction to Sociology*, Seagull 12e. NY: W.W. Norton & Company.

Jan 26 (W): Adler, Patricia and Peter Adler. 2003. *The Promise and Pitfalls of Going into the Field* (In Hartmann and Uggen, eds. 2012. *The Contexts Reader*, 2nd Ed. New York: W.W. Norton & Co. Pp. 518-525.)

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

Jan 31 (M): Schumann, Howard. 2002. *Sense and Nonsense about Surveys*. (In Hartmann and Uggen, eds. 2012. *The Contexts Reader*, 2nd Ed. New York: W.W. Norton & Co. Pp. 509-517.)

Meyer, Philip. 1970. *If Hitler Asked You to Electrocute a Stranger, Would You? Probably*. (In Henslin, James. 2007. *Down to Earth Sociology: Introductory Readings*. 14th edition. NY: Free Press, pp. 269-276.)

TOPIC 3 Main Concept: Social Structure

Feb 2 (W): Zimbardo, Philip. 1972. *The Pathology of Imprisonment*. (In Henslin, pp. 315-321.)

Feb 7 (M): FILM (in class): Zimbardo, Philip. *Quiet Rage: The Stanford Prison Experiment*.

Feb 9 (W): Hochschild, Arlie. 1983/2003. *The Managed Heart*, Chapter 1 (pp. 12-19); Chapter 4, "Feeling Rules" (pp. 56-75).

TOPIC 4 Main Concepts: Culture & Social Construction of Reality

Feb 14 (M): 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.)

Feb 16 (W): Ross Haenfler, *Core Values of the Straight Edge Movement* (Patricia Adler & Peter Adler. 2006. *Sociological Odyssey*. 2nd edition, pp. 86-96)

TOPIC 5 **The Case of Death: Culture, Social Structure, and Fear**
Feb 21 (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*.
DUE: Paper 1 (Social Norm Observation)

Feb 23 (W) Zelizer, Viviana. 1985. Chapter 2, "From Useful to Useless: Moral Conflict over Child Labor," pp. 56-72 in *Pricing the Priceless Child*.

Feb 28 (M): Finish Discussion of Zelizer. *Review for Exam*

Mar 2 (W): **Exam 1**

Mar 7-11 **SPRING BREAK!**

PART II: Socialization and Deviance

TOPIC 6 **Socialization: Development of the Self**

Mar 14 (M): 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.)

Mar 16 (W): FILM: Killing Us Softly.
Handout & Discussion of Paper Assignment 2 (Gender Portrayal in Ads)

Mar 21 (M): Katharina Linder. 2004. "Images of Women in General Interest and Fashion Magazine Advertisements from 1955 to 2002." *Sex Roles* 51:409-421.

TOPIC 7 **Deviance and Criminology**

Mar 23 (W): 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.)

Mar 28 (M): 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: Social Systems and Inequality

TOPIC 8 **Social Class (Socioeconomic Status)**

Mar 30 (W): Ehrenreich, Barbara. 1999. *Nickel and Dimed*. (Henslin, pp. 411-424.)
Aries, Elizabeth and Maynard Seider. *Lower Income College Students at Elite vs. State Schools*. (In P. Adler & P. Adler. 2009. *Sociological Odyssey*. 3rd ed, pp. 319-328).

Apr 4 (M): Lareau, Annette. 2011. *Concerted Cultivation and the Accomplishment of Natural Growth*. (In Garth Massey, ed. *Readings for Sociology*. New York: W.W. Norton & Co., pp. 137-146.)

Apr 6 (W): **Finish Topic 8 (Lareau reading) and Begin Topic 9 (Williams reading – see below)**

TOPIC 9 Race and Ethnicity

Apr 6 (W): 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>

Apr 11 (M): Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiracist Discrimination in Public Places." *American Sociological Review* 56:101-116.

Apr 13 (W): Lacy, Karyn R. 2004. *Black Middle-Class Suburbia*. (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 191-200.)
DUE: Paper 2 (Gender Portrayal in Ads)

TOPIC 10 Gender and Work

Apr 18 (M): Padavic, Irene and Reskin, Barbara. *Gender Differences in Moving Up and Taking Charge*. (In Adler & Adler, *Sociological Odyssey*, 2nd 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).

Apr 20 (W): Williams, Christine. 1989. *Masculinity in Nursing*. (Ch. 4 in *Gender Differences at Work*, pp. 88-91; 109-130.)

Apr 25 (M): **Review for Final Essay Exam**

May 4 (W) **DUE on CANVAS: Take-Home FINAL ESSAY EXAM (open book)**