



EMORY
UNIVERSITY

SOCIOLOGY 101

INTRODUCTION TO GENERAL SOCIOLOGY
FALL 2008

SYLLABUS

Professor: Dennis Condron
Office: 232 Tarbutton Hall
Office hours: M/W 1:00 - 3:00 p.m. or by appt.
Office phone: 404-727-6272
Email address: dennis.condron@emory.edu

Teaching Asst.: Maggie Hagerman
Office hours: By appointment
Email address: margaret.hagerman@emory.edu

Meetings: MWF 9:35 - 10:25 a.m.
Location: 102 White Hall

Course Description and Objective

Sociologists assume that structural forces in society shape, and often constrain, human behavior. Yet, we create those structural forces in the first place. With these guiding assumptions in mind, this course provides students with an introduction to the various concepts and theories that sociologists use in attempting to explain how society works and why it works the way it does. Is it more useful to think of society as harmonious or conflict-ridden? Should we generalize about people? How do social contexts influence our sense of self and our interactions with others? Why do people commit deviant and criminal acts? How do we construct categories of class, race/ethnicity, and gender in the U.S., and what are the consequences of such categorizations? What role do social institutions such as education, health care, and families play in society? In this course, students learn what Sociology has to say about these and many other questions.

Required Readings

Adler, Patricia A. and Peter Adler. 2007. *Sociological Odyssey: Contemporary Readings in Introductory Sociology* (Second Edition). Belmont, CA: Thomson Wadsworth. ["A&A"]

Glassner, Barry. 2000. *The Culture of Fear: Why Americans Are Afraid of the Wrong Things*. New York: Basic Books.

Liebow, Elliot. 1995. *Tell Them Who I Am: The Lives of Homeless Women*. New York: Penguin Books.

Ritzer, George. 2004. *The McDonaldization of Society 5*. Thousand Oaks, CA: Pine Forge Press.

You will also need to access several readings online via the Blackboard site for this course (these readings are indicated in the reading schedules with "Bb").

Summary of Course Requirements

Description	Date	Percentage of Overall Grade
<i>Quiz/Exams:</i>		
Early Semester Quiz	September 17	9
Midterm Exam	October 20	18
Final Exam	December 17, 4:30 - 7:00 p.m.	23
<i>Assignments:</i>		
Violating a Social Norm	September 29	20
Constructing Gender	November 3	20
Blog Entries	Oct. 15, Oct. 31, or Dec. 5	10

Quiz/Exams: You will take a Quiz (worth 9% of your overall grade) that is designed to gauge how well you are keeping up and understanding the material early in the semester. This quiz will also serve to preview the kinds of questions that will be on the Exams. You will take a Midterm Exam (worth 18% of your overall grade) and a Final Exam (worth 23% of your overall grade). Exams will include a combination of multiple choice and short answer questions, with the two components being roughly equally weighted. I will provide more details on the Exams, as well study guides to help you prepare, as the semester unfolds. The summary of course requirements highlights the dates of the Exams.

Assignments: You will complete three Assignments. The first, worth 20% of your overall grade, involves violating a social norm and writing about your experience in the context of course material. The second, also worth 20% of your overall grade, involves observing and writing about the social construction of gender. The third, worth 10% of your overall grade, is to post a blog entry (on Blackboard) in reaction to one of three assigned books. I will provide details on each of these Assignments in separate handouts.

Grading: You will receive a score ranging from 0 to 100 on each Quiz, Exam, and Assignment. To calculate your final course grade, these scores will be weighted as noted above. Scores correspond to letter grades as presented in the scale below.

Score	Letter Grade	Score	Letter Grade
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F
77-79	C+		

Tentative Course Schedule

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic</u>	<u>Reading due</u>
1	F	8/29	Introduction	
2	M	9/1	NO CLASS	
	W	9/3	Thinking sociologically	A&A #1, #2
	F	9/5	Social structure	Dreier, "The United States in Comparative Perspective;" Johnson, "The Forest and the Trees" (Bb)
3	M	9/8	Human agency and the social construction of reality	Best, "Promoting Bad Statistics;" Zerubavel, "The Seven Day Circle" (Bb)
	W	9/10	Theoretical perspectives in sociology	A&A #4; Chambliss, "The Mundanity of Excellence" (Bb)
	F	9/12	Research methods	A&A #6, #7
4	M	9/15	Research methods	A&A #3, #5
	W	9/17	Quiz	
	F	9/19	Guest panel discussion: What sociologists do	Price & Cotten, "Teaching, Research, and Service" (p.1-13; Bb)
5	M	9/22	Culture	A&A #9, #10
	W	9/24	Culture	Miner, "Body Ritual Among the Nacirema" (Bb); A&A #8
	F	9/26	Interaction and groups	A&A #14; Lambert et al., "Pluralistic Ignorance..." (Bb)
6	M	9/29	Discussion: The influence of norms	Violating a Social Norm paper due
	W	10/1	Socialization and identities	A&A #11, #12
	F	10/3	Socialization and identities (video)	A&A #13; Kilbourne, "Buy This 24-Year-Old..." (Bb)
7	M	10/6	Socialization and identities	Corsaro, "Social Theories of Childhood" (Bb)
	W	10/8	Deviance	A&A #19
	F	10/10	Deviance	A&A #17; Mauer, "The Social Cost of..." (Bb)
8	M	10/13	NO CLASS	
	W	10/15	Discussion: <i>The Culture of Fear</i>	Glassner, all (blogs due)
	F	10/17	Review for midterm exam	(comments on blogs due)

9	M	10/20	MIDTERM EXAM	
	W	10/22	Social stratification and class	A&A #22; Lareau, “Invisible Inequality” (Bb)
	F	10/24	Social stratification and class	Morris & Western, “Inequality in Earnings” (Bb)
10	M	10/27	Constructing gender	A&A #27; Andersen, “The Social Construction of Gender” (Bb)
	W	10/29	Gender inequality	A&A #29
	F	10/31	Discussion: <i>Tell Them Who I Am</i>	Liebow, all (blogs due)
11	M	11/3	Discussion: Gender in society	Constructing Gender paper due
	W	11/5	Constructing race (video)	A&A #23 (comments on blogs due)
	F	11/7	Racial inequality	Massey & Denton, “American Apartheid” (Bb)
12	M	11/10	Privilege and the intersection of class, race, gender, and sexuality	McIntosh, “White Privilege and Male Privilege” (Bb)
	W	11/12	Education	Mehan, “Understanding Inequality in Schools” (Bb)
	F	11/14	Education (video)	A&A #35
13	M	11/17	Health care (video segment)	A&A #41
	W	11/19	Health care (video segment)	A&A #40
	F	11/21	Guest panel discussion: Health care in comparative perspective	None – come with questions
14	M	11/24	Families	Coltrane, “Family Rituals and the Construction of Reality” (Bb)
	W	11/26	NO CLASS	
	F	11/28	NO CLASS	
15	M	12/1	Social change: Deindustrialization in the U.S.	Shulman, Ch’s 3 and 4 (Bb)
	W	12/3	Social structure and human agency revisited	(Ritzer)
	F	12/5	Discussion: <i>The McDonaldization of Society</i>	Ritzer, all (blogs due)
16	M	12/8	Review for final exam	(comments on blogs due)

Final Exam: Wednesday, December 17, 4:30 - 7:00 p.m.

Policies, Procedures, and Course Orientation

Make-up quiz/exam policy: If you have a legitimate and unavoidable scheduling conflict that you are aware of in advance, or if an unexpected emergency prevents you from making it to class the day of the quiz or an exam, you are responsible for demonstrating these circumstances in writing and discussing arrangements with me as soon as possible. These are the only conditions under which I give make-up quizzes or exams. If you are late to class for some other reason, such as oversleeping, you will have to complete the quiz or exam during whatever class time remains.

Late assignment policy: Unless you have a legitimate excuse documented in writing, late assignments (turned in at any point after the end of class on the due date) will be docked 5% per weekday late.

Academic misconduct will not be tolerated. It is a good idea to review the Emory College Honor Code (at the following URL) before beginning work on an assignment:

http://www.college.emory.edu/current/standards/honor_code.html

Students with disabilities must contact the Office of Disability Services (ODS; Ph. 404-727-6016; URL <http://www.ods.emory.edu/>) to obtain proper documentation if you need accommodations. I strongly encourage you to make sure that everything is in order early in the semester. If you fail to arrange accommodations (i.e., exam proctoring) in a timely manner, ODS may be unable to provide them. If this occurs, I am not obligated to provide accommodations and, due to time constraints, will likely be unable to do so.

Blackboard (<https://classes.emory.edu/>) is where you can find additional readings, in-class handouts such as study guides, useful links that I mention in class, etc. You will also need to use Blackboard to post your blog entry and read those of your classmates. Occasionally, I might need to send an email to everyone in the class for some reason, and I will do so via Blackboard. Please note that Blackboard states the following in response to an FAQ asking why students do not receive email messages sent from Blackboard: “If you are a LearnLink user, the problem may be related to your email settings. LearnLink considers mail from Blackboard as junk mail because it’s being sent to a group with no students’ names listed. You need to change how LearnLink handles junk mail via Edit > Preferences > Junk Mail Handling > Set to ACCEPT (rather than Delete Silently).”

A note on emailing me: You should *not* use email as the primary means for contacting me regarding this course. If you have a question or concern, I encourage you to stop by during office hours or call me at my office (during office hours is best) to resolve the matter. In addition, *I do not accept assignments via email attachment*, unless approved ahead of time. I take this approach to email for two main reasons. First, it is unreliable – messages are sometimes not delivered in a timely manner or are lost completely. You should therefore never count on getting in touch with me via email when a matter is urgent. Second, relying on email makes it too easy for one party to claim to have emailed the other when he or she in fact did not, or for one party to claim not to have received an email that he or she actually did receive. The possibility that a message is truly lost in cyberspace adds more uncertainty to situations like these, all the more reason to avoid them.

Policies, Procedures, and Course Orientation, continued

In addition to the points on the previous page, please also be aware of the following:

- This is a 100-level, introductory course that requires – and assumes – no prior knowledge of Sociology and targets freshmen and sophomores. If you are a more advanced student, or if you have taken more than one other Sociology course, I strongly discourage you from remaining enrolled. This particular course will not satisfy you because it will repeat material with which you are already familiar.
- The Registrar determines the dates for final exams and University policy states that instructors must hold final exams on designated dates. The final exam for this course is scheduled for Wednesday, December 17, from 4:30 to 7:00 p.m. Please be aware of this late exam date, make travel plans accordingly, and be advised that I will not be able to provide alternative exam sessions. Please consider this issue now so you can make any adjustments to your course selections before the end of add/drop/swap.
- The readings for this course include several articles/book chapters posted on Blackboard, which means that you need to print these in addition to purchasing the four required books.
- I do not provide credit for “attendance,” but I do expect you to attend class regularly. The in-class lectures, discussions, videos, etc. will involve material that complements and goes beyond the assigned reading, so your performance will suffer if you miss class frequently – and, conversely, will be better if you attend class regularly.
- Class meetings begin at 9:35 a.m. three days per week. If you are not a “morning person,” you should seriously consider whether this is the right course for you.
- Arriving to class late is rude and disruptive. I expect you to arrive on time. At 9:35 a.m., I will close the door and begin class. If problems with tardiness arise, I reserve the right to implement random and unannounced quizzes at the beginning of class that will become built-in to your course grade.
- I expect you to come to class prepared to learn and to help your classmates learn. This involves completing the day’s reading and/or assignment and being prepared to raise – or answer – questions as they arise.
- I expect you to turn off all electronic devices that could potentially disrupt class.
- I expect you to be tolerant and respectful of others’ comments and opinions in class. You are free to disagree – and I encourage everyone to voice their opinion when relevant – but you should do so in a respectful manner.
- I expect you to take responsibility for staying current with the course by following the course schedule and being aware of important dates. This includes recognizing when assignments are due and being aware of fluctuations in the reading load.
- If you cannot attend a class meeting, you are responsible for checking in to see what you missed (handouts, etc.) and for getting notes from a classmate if you want. I will not, under any circumstances, directly provide lecture notes to students.
- There is no “extra credit” or grading “curve” in this course.
- There is no such thing as a stupid question. I strongly encourage you to speak up and ask for clarification whenever necessary, both in class and during office hours if necessary.



EMORY
UNIVERSITY

SOCIOLOGY 101

INTRODUCTION TO GENERAL SOCIOLOGY
FALL 2008

APPENDIX TO SYLLABUS:

ACKNOWLEDGMENT OF COURSE ORIENTATION

Please fill out this page, detach it from the course syllabus, and return it to the Professor or Teaching Assistant by the end of add/drop/swap.

By signing below, I acknowledge that I have read and understood all of the information provided in the course syllabus, including the section on Policies, Procedures, and Course Orientation, and that, in light of this information, I have decided to remain enrolled in the course.

Print name

Signature

Date