

Sociology 1101
Introduction to Sociology
M/W/F 11:05 - 11:55 AM
Management, Room 100

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Introduction:

The role of the sociologist is to problematize that which is taken for granted in everyday life, such as why people don't speak on an elevator, how race and gender affect the way we interact, or the role of science in our quality of life. The sociologist's job is to remove the veil of our shared meaning to expose the inner workings of social life.

This class applies basic sociological concepts to a range of issues that are of current interest in the public imagination in order to view them in a new light. More importantly, this course also aims to provide you with a way to think about and understand the social world and your place in it. Therefore, the lectures, readings, and assignments will focus on understanding basic social processes and how you can apply them to everyday events, both small and large, and both personal and political.

With this in mind, we will begin the course by focusing on the importance of sociological theory and methods, the "self" and identity, the importance of culture, as well as the rules that guide interaction between individuals. We will then explore major social "fault lines" around race, class, gender, and sexuality, as well as the major institutions that shape our lives (the family, education, the economy, etc.). Finally, we will look at health, science, and technology in the modern world, and finish the course with a sociological case study of race, class, and urban poverty.

Area E Approved Learning Outcome:

- Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the learning outcome:

This course will focus on sociological theories and methods and the application of those to a variety of substantive issues commonly studied by sociologists. Students will learn how social, political, and economic forces influence social behavior through an examination of such subjects as how identity and the self are constructed; the importance of culture; social institutions such as the family and the economy; and inequality in access to things such as healthcare and technology. Students will demonstrate that they have met the Area E learning outcome through completing four short (1 – 2 pages) written assignments and three in-class examinations.

Course Learning Outcomes:

- Students will demonstrate an understanding of how sociocultural, economic, and political forces shape individual and group behavior.

- Students will demonstrate an understanding of how society is structured in terms of both social institutions and social stratification, as well as how the social structure shapes and influences social interactions.
- Students will demonstrate the ability to describe the historical context in which major social institutions such as the economy and the family have developed and changed.
- Students will demonstrate familiarity with the concepts of culture and its components (e.g., norms, values).

Texts:

There are three **REQUIRED** books for this class:

- Conley, Dalton. 2011. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist, Second Edition.*
- Massey, Garth (editor). 2012. *Readings for Sociology, Seventh Edition.*
- Wilson, William Julius. 2009. *More Than Just Race: Being Black and Poor in the Inner City.*

These books are all available at the Engineer's Bookstore, located at 748 Marietta Street and at the Tech Square Barnes and Noble. *I have negotiated a special discounted price with the publisher, so you can buy them as a "bundle" that will be cheaper than what you can likely find online. However, feel free to purchase them wherever you like, as long as they are the correct editions.*

In addition, there are readings that are not in the books. They are indicated with an asterisk, the author's name, and the title of the article. You can access these readings via the T-Square site for this class. Go to "Resources" and the folder "Readings for SOC 1101."

Course Requirements:

(1) Short assignments: Students will complete four short assignments. Each assignment will be posted on T-Square and is to be turned in on the due date, via T-Square. Due dates (9/7, 10/12, 11/7, 11/30) are listed on the syllabus reading schedule and on the assignment postings. These assignments will cumulatively count for **20%** of your final grade.

(2) Examinations: There will be three exams for this course. The first exam is scheduled for September 24th, the second exam is scheduled for November 16th, and the final exam is scheduled for December 12th from 8.00 – 10.50 AM (the date and time pre-scheduled by the registrar). Each of these exams will require students to draw on lectures AND course readings. The three examinations will cumulatively count for **80%** of your final grade.

(3) Attendance: Because of the large size of the class, attendance will not be taken. However, lectures will cover material that does not necessarily overlap with the readings, so class attendance is very important. **THERE IS A DIRECT CORRELATION BETWEEN CLASS ATTENDANCE AND A HIGHER FINAL GRADE IN THIS CLASS.**

Accommodating Disabilities:

If you have or acquire any sort of condition that may require special accommodation(s), please inform me AS SOON AS POSSIBLE (e.g., not the day of an exam) so that we may make the appropriate

arrangements. Proper documentation from the ADAPTS Office will be required. Please contact them to get more information on available services and accommodations, as well as documentation requirements. They can be reached via the web at <http://adapts.gatech.edu>.

Academic Conduct:

All students are expected to conduct themselves in accordance with the policies of the Georgia Tech Honor Code with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be penalized. For more information on the Honor Code, see the Office of Student Integrity website at www.osi.gatech.edu.

Make-Up Policy:

My permission is needed to make-up assignments. (Having work/exams in another class will NOT get you my permission.) If you are going to miss an assignment, please make every effort to **notify me before the missed class** and to gather appropriate material to justify your absence (e.g., a note from your physician if you are ill). If you are unable to notify me before the class/due date, please try to have a friend, roommate, etc. contact me via e-mail and inform me of your absence. A mutually convenient time will be arranged for you to make up the assignment. Make up assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.).

*The use of cell phones, iPhones, Blackberries, iPads, or any similar device is not permitted in this class. Please turn **OFF** your phones before entering the classroom. **Those who violate this policy repeatedly will be asked to leave class for that class period.***

So, How Can I Succeed in This Course?

(1) Read the syllabus. It details all of the readings, requirements, dates and deadlines, and expectations for this class. Most of what you need to know about the logistics of the class is in the syllabus.

(2) Attend class and be on time--there is nothing more disruptive to your learning than missing class and there is nothing more disruptive to other students than individuals who come in late and interrupt the lecture.

(3) Do the reading!!! It will help you to participate in class as well as succeed on the exams. **THIS CANNOT BE EMPHASIZED ENOUGH!**

(4) Notes, notes, notes. Take notes on each of the readings. What is the main point of the article/chapter? What is the theory trying to explain? How can this be integrated with other material discussed in class and the texts? etc. etc. *These notes will be valuable study tools for the exams.*

(5) Study in groups—others may pick up on material that you overlooked, and vice-versa. However, don't rely on those groups to teach you the material in lieu of attending class or doing the readings yourself.

(6) The reading load varies for each class. Anticipate days with heavier reading and **START EARLY.**

COURSE SCHEDULE AND READINGS (SUBJECT TO REVISIONS/ADDITIONS)

****In addition, there is a possibility for guest speakers and/or additional films during the semester.**

| <u>DATE</u> | <u>TOPIC/ASSIGNMENT DUE</u> | <u>READINGS</u> |
|--------------|--|---|
| August 20 | Introduction and Welcome | read the syllabus (<i>seriously, read it!</i>) |
| August 22 | The Sociological Imagination | Conley, pp. 3 – 15 Massey, pp. 3 – 18 |
| August 24 | The Sociology of Sociology | Conley, pp. 15 – 31 Conley, pp. 36 – 38 |
| August 27 | Origins: Sociological Methods | Conley, pp. 41 – 68 |
| August 29 | Lies, Damned Lies, and Statistics | Massey, pp. 51 – 56 Massey, pp. 64 – 75 |
| August 31 | Understanding Behavior: Context Matters | Massey, pp. 391 – 406 |
| September 3 | No Class- Labor Day | |
| September 5 | Understanding Behavior: Really, Context Matters... | Massey, pp. 32 – 50 |
| September 7 | What is Culture? Assignment #1 Due: Rules and Meanings | Conley, pp. 71 – 90 |
| September 10 | Culture: Nike, McDonalds, and the Veil | Massey, pp. 79 – 108 Massey, pp. 126 – 134 |
| September 12 | Culture and the Media | Conley, pp. 90 – 108 |
| September 14 | Socialization, or “Mommy, Where Did I Come From?” | Conley, pp. 111 – 140 |
| September 17 | Identity: Doing the “Face Work” | Massey, pp. 185 – 195 |
| September 19 | The Rules of the Game: Social Interaction | Massey, pp. 196 – 225 |
| September 21 | Let’s Get This Party Started: Social Groups | Conley, pp. 143 – 159 |
| September 24 | Exam I (in class) | |
| September 26 | Networking and Capital | Conley, pp. 159 – 173 |
| September 28 | Social Control and Deviance | Conley, pp. 177 – 203 |
| October 1 | You’ll Drive and Eat What I Tell You To | Massey, pp. 374 – 387 |

| <u>DATE</u> | <u>TOPIC/ASSIGNMENT DUE</u> | <u>READINGS</u> |
|-------------|--|--|
| October 3 | From the Panopticon to Disney World | Conley, pp. 203 – 222 Massey, pp. 355 – 373 |
| October 5 | Quiet Rage | **Zimbardo, “The Pathology of Imprisonment” |
| October 8 | Social Divisions: Gender | Conley, pp. 265 – 284 Conley, pp. 293 – 304 Massey, pp. 137 – 152 |
| October 10 | Social Divisions: Sexuality | Conley, pp. 285 – 293 |
| October 12 | Social Divisions: Race and Why It's NOT Real | Conley, pp. 307 – 318 Massey, pp. 232 – 241 |
| | Assignment #2 Due: The Violation of Norms | |
| October 15 | No Class- Fall Break | |
| October 17 | Social Divisions: Race and Why It IS Real | Conley, pp. 318 – 352 Massey, pp. 226 – 231 |
| October 19 | Social Institutions: The Family | Conley, pp. 427 – 439 |
| October 22 | So What is a Family, Anyway? | Massey, pp. 407 – 430 |
| October 24 | Home Versus Work | Conley, pp. 440 – 449 Massey, pp. 439 – 452 |
| October 26 | Inequality and the Family | Conley, pp. 449 – 466 |
| October 29 | The Role of Education | Conley, pp. 469 – 485 **Gracey, “Kindergarten as Academic Boot Camp” |
| October 31 | Higher Education & Inequality | Conley, pp. 485 – 508 |
| November 2 | The Economy: How Did We Get Here? | Conley, pp. 511 – 533 Massey, pp. 249 – 258 |
| November 5 | Economic Inequality and Stratification | Conley, pp. 227 – 238 Massey, pp. 245 – 264 |
| November 7 | Class and Caste: Forms of Stratification | Conley, pp. 238 – 262 |
| | Assignment #3 Due: Inequality Around the Globe | |
| November 9 | Poverty | Conley, pp. 355 – 384 Massey, pp. 306 – 313 |
| November 12 | Life in the Low-Wage Workforce, or Why We Love Poor People | Massey, pp. 297 – 305 Massey, pp. 339 – 351 |

| <u>DATE</u> | <u>TOPIC/ASSIGNMENT DUE</u> | <u>READINGS</u> |
|-------------|---|---|
| November 14 | Corporations and the Assembly Line | Conley, pp. 534 – 542 Massey, pp. 275 – 284 Massey, pp. 453 – 459 |
| November 16 | <i>Exam II (in class)</i> | |
| November 19 | Healthy (and Not-So-Healthy) in the USA | Conley, pp. 387 – 396 |
| November 21 | <i>No Class- Thanksgiving Break</i> <i>**Start reading Wilson’s book over the break—don’t leave it for the last week of class. YOU HAVE BEEN WARNED!</i> | |
| November 23 | <i>No Class- Thanksgiving Break</i> | |
| November 26 | Health Care Around the Globe | Conley, pp. 396 – 423 |
| November 28 | Science and Society | Conley, pp. 629 – 640 |
| November 30 | Agriculture and the Environment | Conley, pp. 640 – 664 |
| | <i>Assignment #4 Due: The Impact of Science and Technology</i> | |
| December 3 | Bringing it All Together: A Case Study in Race, Class, and Urbanicity | Wilson, pp. 1 – 61 |
| December 5 | | Wilson, pp. 62 – 132 |
| December 7 | | Wilson, p. 133 – 155 |

******The final exam will be held in-class on Wednesday, December 12th from 8:00 - 10:50 AM.***

How the Final Grade Will be Determined:

| | | | |
|------------------------|-------|----------|--------|
| Three Examinations | 80% | A | 90-100 |
| Four Short Assignments | + 20% | B | 80-89 |
| | 100% | C | 70-79 |
| | | D | 60-69 |
| | | F | 0-59 |