

Introduction to Sociology

SOC 1101

Spring 2015

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"The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals...The first fruit of this imagination-and the lesson of the social science that embodies it- is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within his period, that he can know his chances in life only by becoming aware of those of all individuals in his circumstances."

C. Wright Mills, 1959

Course Description & Objectives

Are things always what they seem? Sociology questions "what we think we know" and introduces new ways of understanding the world in which we live. In this course you will learn that common sense is not always a particularly good guide to understanding yourself and society. The course will provide you with an overview of the sociological approach. We will awaken your sociological imagination by giving you new ways to think about education, family, poverty, gender, race/ethnicity, crime, and work. You will also gain a bit of historical perspective on some of these issues and get an introduction to how sociologists do research.

Learning Outcomes

This course achieves the Area E Approved Learning Outcome which states, "Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior." In this class, students will learn how social, political, and economic forces influence social behavior through an exploration of the sociological approach to understanding social life and group behavior. We will situate this perspective within its wider social, economic and political context, by analyzing issues such as: culture, socialization, economy, crime and criminal justice, social inequality, government, religion, health, family and education. Students will demonstrate that they have met the Area E learning outcome through completion of three exams, four short essays, quizzes, and in-class assignments.

Course Readings

Henslin, James. 2007. *Down to Earth Sociology: Introductory Readings*, 14th edition. New York: NY: The Free Press.

There is one required text for this course. Readings marked with an asterisk can be found in Henslin, *Down to Earth Sociology*. Readings listed as “On Reserve” will be posted to T-Square. It is your responsibility to complete all the required readings before class and be prepared to contribute to class discussion. Please note that some weeks the reading assignment is heavier than others so read ahead in the syllabus and plan adequate time to complete the readings before class.

Course Requirements

Class Engagement - Student attendance and engagement will significantly enhance your performance in the class. Good student engagement includes completing all of the readings and assignments before class as well as coming to class prepared to engage with the assigned material. There will be quizzes and in-class assignments throughout the semester. Students with excused absences may make-up missed work within two weeks of the absence. It is the student’s responsibility to contact the professor and arrange the make-up assignment. If you do not contact the professor and make up the work within two weeks of your absence, you will no longer be able to make up the missed quiz or assignment and will earn a zero on that work. All students will be allowed to drop their lowest grade in this category. A clicker is required for participation on quizzes and other in-class activities. You MUST bring your clicker to class every day. If you do not have your clicker in class, you will not receive points for the quiz or assignment. (10 points of your final grade)

Attendance is also important. I will frequently present material not covered in the readings during class. You are responsible for all of the readings listed on the syllabus, regardless of whether we discuss them in class, and the new material I introduce. If you miss a class it is your responsibility to get the lecture notes from a classmate. I will not review the lecture material with you privately. Coming to class on time is also vital. Tardy arrivals are disruptive and disrespectful to both the professor and your classmates.

Tests – Three exams will be given during the course of the term to test your comprehension of the material. Exams may utilize a combination of multiple choice, true/false, fill-in-the-blank, matching, short answer and/or essay. The final exam will be cumulative. (20 points on exams 1 & 2, 35 points on the final exam, 75 points of your final grade)

Writing Exercises – Written exercises require you to use ideas from the course, and some thought and investigation of your own, to analyze aspects of daily life in society. These exercises will require you to write up your thoughts, findings, and experiences in an essay. Short exercises will require a short reflection while longer exercises will require an essay. I will distribute detailed instructions using T-Square. Unless otherwise specified, all assignments MUST be submitted to T-Square before the start of class on the date they are due. All due

dates are listed in the syllabus, please add them to your personal calendars. (5 points total for two shorter exercises, 10 points total for two longer exercises, 15 points of your final grade)

<u>Grading -</u>	Class Quizzes and Exercises	10 points
	Exam 1	20 points
	Exam 2	20 points
	Final Exam	35 points
	Shorter Written Exercises (2)	5 points
	Longer Written Exercises (2)	10 points
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	Total Points Available	100 points

The grading system will follow the A to F scale as follows: A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0.

Policy on Late Assignments - It is crucial that you turn in all assignments on time. Assignments are due prior to the start of class on the due date. Specific deadlines are listed on the syllabus and listed on the instructions for every assignment. Thus, 5% of the total points allotted for the assignment will be deducted for every day the assignment is late, including weekends and holidays. For example, if the assignment is worth 5 points, I will deduct .25 points per day. Unless otherwise specified, all assignments will be submitted using T-Square. If you have questions, concerns, or technical issues with T-Square it is your responsibility to inform me and attempt to resolve the problem prior to the deadline.

Academic Honesty – Every Georgia Institute of Technology student is responsible for upholding the highest standards of academic integrity. Students are expected to have a thorough understanding of the Georgia Institute of Technology academic honor code. All work submitted by the student—unless specifically noted by the professor—must represent the individual effort of the student. If you have questions about what constitutes academic dishonesty, it is your responsibility to ask your professors. If you choose to be dishonest, be aware that I will submit your case for further review. Remember: Your personal integrity is more valuable than your grade on any assignment.

Class Conduct - In order to create an atmosphere of learning, please turn off your cell phone and anything else that may disrupt class. You should not use any electronic equipment during class unless it is necessary to facilitate your learning and approved by the professor. I reserve the right to lower your grade should you disrupt class or become distracted by the use of any approved technology.

Disability Statement – Georgia Tech offers accommodations to students with disabilities. If you need a classroom accommodation, please make an appointment with the ADAPTS office (www.adapts.gatech.edu).

Disclaimer – The syllabus detailed below is subject to change at the discretion of the professor.

Course Outline
(Subject to Change)

Part I The Sociological Perspective

- January 5 What is this course about?
- January 7 Charon, Joel. "Should We Generalize about People?" (on reserve)
 Watts, Duncan. "The Myth of Common Sense" (on reserve)
- January 9 Mills, C. Wright. "The Promise" Ch. 3*

Sociological Theory & Research

- January 12 Henslin, James. "How Sociologists Do Research" Ch. 4*
 Jacobs, Bruce A. "Dealing Crack: Doing Research with Streetcorner Dealers" Ch. 7*
- January 14 Colomy, Paul. "Three Sociological Perspectives" (on reserve)

What is Culture?

- January 16 Miner, Horace. "Body Ritual Among the Nacirema" Ch. 8*
 Haenfler, Ross. "Core Values of the Straight Edge Movement" (on reserve)
- January 19 Martin Luther King Jr. Day – No class
 Please take this opportunity to honor the day in a way that is meaningful to you.
- January 21 Henslin, James. "Eating Your Friends is the Hardest: The Survivors of the F-227"
 Ch. 24*
 Chagnon, Napoleon. "Doing Fieldwork Among the Yanomamo" Ch. 9*
- January 23 Hunt, Jennifer. "Police Accounts of Normal Force" Ch. 41*

Assignment # 1 Due

Socialization: How do we learn to be social beings?

- January 26 Davis, Kingsley. "Extreme Isolation" Ch. 13*

Gracey, Harry. "Kindergarten as Academic Boot Camp" Ch. 39*

Milkie, Melissa. "The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts" (on reserve)

January 28 Zimbardo, Philip. "The Pathology of Imprisonment" Ch. 27*

January 30 Silver, Ira. "Packing the College Identity Suitcase" (on reserve)

Rosenhan, David. "On Being Sane in Insane Places" Ch. 28*

February 2 Goffman, Erving. "The Presentation of Self in Everyday Life" Ch. 12*

Cahill, Spencer. "Meanwhile Backstage: Behavior in Public Bathrooms" (on reserve)

Henslin, James & Mae Biggs. "Behavior in Public Places: The Sociology of the Vaginal Examination" Ch. 20*

February 4 Review and Discussion Day

February 6 Exam 1

Part II Social Groups and Social Control

February 9 Meyer, Philip. "If Hitler Asked You to Execute A Stranger, Would You?" Ch. 23*

Chambliss, William J. "The Saints and Roughnecks" Ch. 26*

February 11 Pager, Devah. "Would You Hire an Ex-Convict?" Ch. 6*

Recommended: Anderson, Elijah. "The Code of the Street" (on reserve)

February 13 Wakefield, Sara & Christopher Uggen. "Incarceration and Stratification" (on reserve)

Part III Social Stratification

Fundamental principles of inequality

February 16 Katz, Sidney. "The Importance of Being Beautiful" Ch. 29*

Page, Clarence. "Showing My Color" Ch. 31*

Assignment #2 Due

February 18 TBA

Class

February 20 McNamee, Stephen & Robert Miller. "The Silver Spoon: Inheritance and the Staggered Start" Ch. 3 (on reserve)

Gender

February 23 Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female Are Not Enough" (on reserve)

Lucal, Betsy. "What It Means to Be a Gendered Me" (on reserve)

February 25 Pascoe, C.J. "'Dude You're a Fag': Adolescent Masculinity and the Fag Discourse" (on reserve)

February 27 Padavic, Irene & Barbara Reskin. "Gender Differences in Moving Up and Taking Charge" (on reserve)

Race

March 2 Owens Yeager, Erica. "Constructing Visions of Ethnicity: Internet Dating" (on reserve)

Walton, Anthony. "My Secret Life as a Black Man" (on reserve)

March 4 Massey, Douglas and Nancy Denton. "American Apartheid" (on reserve)

Intersectionality and Privilege

March 6 McIntosh, Peggy. "White Privilege and Male Privilege" (on reserve)

Recommended: King, Deborah. "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology" (on reserve)

Assignment # 3 Due

March 9 Review and Discussion Day

March 11 Exam 2

Part IV Selected Social Issues and Institutions

Government and Political Behavior

March 13 Niemi, Richard & Michael Hanmer. "Voter Turnout Among College Students: New Data and a Rethinking of Traditional Theories" (on reserve)

March 16-20 Spring Break!

Economic Systems and Economy

- March 23 R. Collins, *The Protestant Ethic and the Spirit of Capitalism* (on reserve)
Zweig, Michael. "The Institution of Capitalism" (on reserve)
- March 25 Ehrenreich, Barbara. "Nickel and Dimed: On (Not) Getting By in America" Ch. 36*
Adler, William M. "Job on the Line" (on reserve)

Family

- March 27 Skolnick, Arlene & Jerome Skolnick. "Family in Transition" (on reserve)
- March 30 Hochschild, Arlie. "When Work Becomes Home and Home Becomes Work" (on reserve)
Jacobs, Jerry & Kathleen Gerson. "The Time Divide: Work, Family and Gender Inequality" (on reserve)
- April 1 Powell, Brian. "Counted Out: Same Sex Relations and Americans' Definitions of Family" (on reserve)

Religion

- April 3 Durkheim, Emile. "The Meaning of Religion" (on reserve)
- April 6 Pew Research Religion and Public Life Project. "The Global Religious Landscape"
<http://www.pewforum.org/2012/12/18/global-religious-landscape-exec/>
- April 8 Wuthnow, Robert. "Religious Diversity in America" (on reserve)

Health and Environment

- April 10 Davis-Floyd, Robbie. "Giving Birth the American Way"*
Conrad, Peter & Kristin Barker. "The Social Construction of Illness: Key Insights and Policy Implications" (on reserve)
- April 13 Phelan, Jo, Bruce Link & Parisa Tehranifar. "Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence and Policy Implications" (on reserve)
- April 15 Mohai, Paul, David Pellow & J. Timmons Roberts. "Environmental Justice" (on reserve)

Assignment #4 Due

Education

April 17 Collins, Randall. "Functional and Conflict Theories of Educational Stratification" (on reserve)

Kozol, Jonathan. "The Shame of the Nation" (on reserve)

April 20 Lareau, Annette. "Unequal Childhoods: Class, Race, and Family Life" (on reserve)

Steele, Claude. "Stereotype Threat and African-American Student Achievement" (on reserve)

Global Social Change - Where do we go from here?

April 22 TBA

April 24 Review and Discussion Day

Final Exam Period – April 27, 11:30-2:20