

SOCIOLOGY 101: INTRODUCTION TO GENERAL SOCIOLOGY¹

Fall Semester 2013
M/W/F 9:00-9:50 a.m.
Tarbutton Hall 218

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Office Hours: Mon: 3-4pm, Wed: 3-5pm (if needed, email to arrange appointment at another time)

COURSE OVERVIEW

This course will provide students with an overview of the sociological approach. Sociology, according to one of its founders, Comte, is the science of society. This course broadly explores the theories and methodologies used by sociologists, and includes the analysis of empirical studies that apply these theories and methods. The study of society includes understanding the political, cultural, economic, and psycho-social (relational) levels in which social life is patterned or “structured.” This course will provide a survey of sociology at all of these levels. Both classic social theories – i.e., functionalism, class conflict, and symbolic interactionism – and the contemporary study of social problems – such as inequality (class-based, race-based, gender-based, etc.), deviance, and identity – will be explored.

COURSE GOALS

All of the assignments and exams in this class relate to the following three goals, common to all courses in the Sociology Department:

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| 1. Written Communication: Students should be able to display effective writing and editing using conventions and formats appropriate to social science fields. |
| 2. Social Research: Students should be able to formulate empirical research questions, identify the major methods for collecting data to answer questions and the major advantages and disadvantages of each method, and demonstrate a basic understanding of the principles to employ in analyzing data. |
| 3. Sociological Theory: Students should understand and be able to apply major perspectives in sociology, including those dealing with the structure and functioning of social groups, the relations between groups and individuals, and the importance of social location in affecting life outcomes. In particular, students should be able to apply these perspectives to the analysis of historical and/or current events and conditions. |

Substantive Goals: As we study areas of social life such as culture, social interaction, and social institutions, we will ask the quintessential sociological question: “Why is that?” That is, why do we take certain social patterns for granted, and how do those patterns influence our everyday lives? Throughout the progression of the course, we will examine these increasingly complex topics: social structure, culture, the self, organizations, and inequalities by race/class/gender/sexuality. This course is designed to help you develop your own sociological imagination, a process that involves:

- Applying and using sociological concepts, terms, and theories to understand everyday experiences (Goal 3 above);
- Understanding your own social location and how that location influences your experiences, decisions, perceptions, and actions;

¹ I thank Dr. Tracy Scott, from whose excellent syllabus I have borrowed with her permission.

- Thinking critically about your own life and experiences from a *sociological perspective* (Goal 3);
- Understanding the social organization (the routines and patterns) of everyday life;
- Broadening your view of society beyond your own immediate experience and understanding why and how your experiences may be similar to as well as different from those of others;
- Obtaining and evaluating empirical research relevant to the issues you are interested in exploring (Goal 2).

Non- Substantive Goal: In addition to mastering the above concepts, theories, and methodologies that are central to the discipline of sociology, it is my hope that you will develop important **writing skills** by the end of this course (Goal 1). No matter your starting point coming in, the goal is that your skill level will have increased by the time you have completed the course. The third writing assignment will require you to both identify and apply sociological writing format and style in your own small-scale research project, organizing your write-up just as it appears in academic sociological journals. I will evaluate not only the content, but also the written structure of your study using a rubric that examines the contents of each of the write-up's sections (rubric to be distributed at later date). You are encouraged to submit drafts to me earlier than the due date if you wish to obtain recommended revisions.

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, so you need to show up so that you can participate in this. *As an incentive, regular attendance (missing 2 or fewer classes) will be used to "improve" on very close grades (borderline).*

2. Participation

Not only your attendance, but also your participation during class counts. Your voluntary responses to my questions about the lecture material, your own observations of social life, your interpretations of the material, or your recall or analysis of the readings, as well as your willingness to engage when I pose a question specifically to you are important. *Three-four unannounced reading quizzes throughout the term will also be included in calculating your participation grade.* I will provide a midterm participation grade to each student based on these things, so that you have a sense of how to improve if necessary.

3. Two written assignments (40% total)

These assignments will involve either reflections about your own behavior or gathering some kind of information/data (e.g. brief survey), and writing about the data you gather. I will hand out instructions for these assignments during the semester. All written assignments must be printed and given to me during class. I do not accept assignments through email.

Assignment 1 (5-7 page paper) due Wednesday, <u>Oct. 2:</u>	20%
Assignment 2 (5-7 page paper) due Friday, <u>Dec. 6:</u>	20%

4. Two exams (60% total)

Exam 1 (Midterm): Monday, <u>Oct. 21</u> (in class)	30%
Exam 2 (Final): Monday, <u>Dec. 16, 11:30 AM-2:00 PM</u>	30%

- The Midterm will be an in-class exam.
- The Final will be given during the University scheduled Final Exam period for this class (and cannot be rescheduled).
- The exams will consist of a combination of short answer and essay questions, and they will cover both the readings and lecture material.

- Note that the Final is **not** cumulative. More details later.

5. Readings

We do not have a typical “textbook” for this class; rather the readings are comprised of original articles from different authors (many are contained in the Henslin reader), one book, and excerpts and journal articles that will be made available on eReserves. Thus, much of what you will be reading is actual sociological research. On the following pages is a schedule of the readings required for the course. You are expected to complete the readings **before** class each week. We will discuss some of the readings in class, so both the reading and class attendance are important. Some of the readings are more difficult than others, and some weeks there is a heavier reading load than other weeks. I will give you guidance on “how” to read the articles, particularly the more difficult ones. If you have trouble understanding any of the readings or the lecture material, please feel free to talk to me during office hours.

REQUIRED TEXTS

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

Unless otherwise indicated, the selections listed below are located in the Henslin book

2. Jay MacLeod. 1995. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder: Westview Press.

3. Reserve Readings (BlackBoard)

There are also additional **required** readings, available as PDF files on our BLACKBOARD site.

The Reserve Readings are marked with an asterisk () below.*

OTHER IMPORTANT INFORMATION

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 Office of Disabilities Services will be required. Please contact their office to get more information on available services and accommodations, as well as documentation requirements. They can be reach at 404-727-6016 or via the web at <http://www.ods.emory.edu>.

Academic Conduct:

All students are expected to conduct themselves in accordance with the policies of Emory College with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be referred to the Honors Council. For more information on the Emory Honor Code, see http://www.college.emory.edu/current/standards/honor_code.html.

Make-Up Policy:

My permission is needed to make-up exams and the short assignments. If you are going to miss an exam or assignment, please make every effort to notify me before the missed class and to gather appropriate material to justify your absence. 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. Makeup assignments will **only** be allowed in a situation of an excused absence (e.g., illness, family emergency, etc.). A note from the Dean will be required to make up the final exam.

The use of cell phones is not permitted in this class. Please turn OFF your phones before entering the classroom.

CLASS & READINGS SCHEDULE

PART I: The Sociological Perspective

TOPIC 1 What Is Sociology?

Aug. 28 (W): Introductions

Aug. 30 (F): P. Berger, Invitation to Sociology (In Henslin, p. 3-7)
C. Wright Mills, The Sociological Imagination: The Promise. (In Henslin, pp. 20-28)

Sept 2 (M): LABOR DAY; NO CLASS

Sept. 4 (W): *Joel Charon, 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)

Sept. 6 (F): James Henslin, “How Sociologists Do Research.” (In Henslin, pp. 35-47)

Sept. 9 (M): Bruce Jacobs, “Doing Research with Streetcorner Crack Dealers” (In Henslin, p. 73-81)
Diana Scully and Joseph Marolla, “Riding the Bull at Gilley’s” (In Henslin, pp. 48-62)

Sept. 11 (W): Napoleon Chagnon, “Doing Fieldwork Among the Yanomamo” (In Henslin, pp. 93-108)
Philip Meyer, 1970, “If Hitler Asked You to Electrocute a Stranger, Would You? Probably.”
(In Henslin, pp. 269-276)

TOPIC 3 Basic Sociological Concepts Part I: Social Structure

Sept. 13 (F): Erving Goffman, 1959, “The Presentation of Self in Everyday Life.” (In Henslin, pp. 135-146.)

Sept. 16 (M): James Henslin and Mae Biggs, “The Sociology of the Vaginal Examination” (In Henslin, pp. 229-241)

Sept. 18 (W): Edward Hall and Mildred Hall, “The Sounds of Silence” (In Henslin, pp. 109-117)

Sept. 20 (F): Philip Zimbardo, 1972, “Pathology of Imprisonment.” (In Henslin, pp. 315-321).

Sept. 23 (M): Film: *Quiet Rage: The Stanford Prison Experiment*.

Sept. 25 (W): Discussion of Zimbardo, Social Structure, and review week’s readings

TOPIC 4 Basic Sociological Concepts Part II: Culture

Sept. 27 (F): James M. Henslin. 2003. “Eating Your Friends is the Hardest: The Survivors of the F-227.”
(In Henslin, pp. 277-286.)

Sept. 30 (M): Candace Clark, “Sympathy in Everyday Life” (In Henslin, pp. 118-134)
*Ann Swidler. 1986. “Culture in Action: Symbols and Strategies.” *American Sociological Review*.

- Oct. 2 (W): PAPER ASSIGNMENT #1 DUE**
 *Ann Swidler, 2001. *Talk of Love: How Culture Matters*. Chapter 6, “Love and Marriage” (pp.111-134).
 Sidney Katz, “The Importance of Being Beautiful.” (Henslin, pp. 341-348)
- Oct. 4 (F):** *Ross Haenfler, “Core Values of the Straight Edge Movement” (In Patricia Adler & Peter Adler. 2006. *Sociological Odyssey*. 2nd edition, pp. 86-96)
 Horace Miner, 1956, *Body Ritual among the Nacirema*. (Henslin, pp. 87-91.)

PART II: Individuals and Social Interaction

TOPIC 5 Socialization: Development of the Self

- Oct. 7 (M):** Kingsley Davis, 1949, “Extreme Isolation.” (Henslin, pp. 151-160.)
- Oct. 9 (W):** *Spencer E. Cahill, 1989, “Fashioning Gender Identity.” (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 97-106)
- Oct. 11 (F):** Film: *Killing Us Softly*
- Oct. 14 (M):** FALL BREAK; NO CLASS
- Oct. 16 (W):** James Henslin, “On Becoming Male” (In Henslin, pp. 161-172)
 Donna Eder, “On Becoming Female” (In Henslin, pp. 173-179)
- Oct. 18 (F):** Review
- Oct. 21 (M): Exam 1**

TOPIC 6 Deviance

- Oct. 23 (W):** *Devah Pager, 2003, “The Mark of a Criminal Record” (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 156-167)
- Oct. 25 (F):** *Elijah Anderson, 1999, *The Code of the Street* (In Adler & Adler, *Sociological Odyssey*, 2nd edition, pp. 74-85.)
- Oct. 28 (M):** William Chambliss, 1973, “The Saints and the Roughnecks.” (Henslin, pp. 299-314.)
 David L. Rosenhan, 1973, “On Being Sane in Insane Places.” (Henslin, pp. 322-334.)

PART III: Groups and Society

TOPIC 7 Organizations and Social Institutions

- Oct. 30 (W):** Robin Leidner, 1993, “Over the Counter at McDonald’s.” (Henslin, pp. 497-507.)
 * Randall Collins, “The Protestant Ethic and the Spirit of Capitalism.” (Excerpt)
- Nov. 1 (F):** Stephanie Koontz. “The American Family.” (In Henslin, pp. 425-432)
- Nov. 4 (M):** Harry Gracey, “Kindergarten as Academic Boot Camp” (In Henslin, pp. 446-460)
- Nov. 6 (W)** *Emile Durkheim. *The Elementary Forms of Religious Life*. Introduction and Ch. 1, excerpts

TOPIC 8 Social Class

- Nov. 8 (F): Barbara Ehrenreich, 1999, *Nickel and Dimed*. (Henslin, pp. 411-424.)
- Nov. 11 (M): *Elizabeth Aries and Maynard Seider, "Lower Income College Students at Elite vs. State Schools" (In Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 319-328)
- Nov. 13 (W): *Annette Lareau. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." (*American Sociological Review* 67: 747-776).

TOPIC 9 Poverty and Social Mobility

- Nov. 15 (F) Jay MacLeod, *Ain't No Makin It*, Chapters 1-3
- Nov. 18 (M): Jay MacLeod, *Ain't No Makin' It*, Chapters 4-7
- Nov. 20 (W): Jay MacLeod, *Ain't No Makin' It*, Chapters 8-11
Film: A Class Divided

TOPIC 10 Race and Ethnicity

- Nov. 22 (F): *Joe R. Feagin. 1991. "The Continuing Significance of Race: Antiblack Discrimination in Public Places." (*American Sociological Review* 56:101-116).
- Nov. 25 (M): *Karyn R. Lacy, 2004, "Black Middle-Class Suburbia." (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 191-200)
- Nov. 27 (W): *Melissa Milkie, 1999, "The Impact of Pervasive Beauty Images on Black and White Girls' Self-Concepts." (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 3rd edition, pp. 101-109)

TOPIC 11 Gender and Work

- Nov. 29 (F): THANKSGIVING BREAK; NO CLASS
- Dec. 2 (M): *Irene Padavic and Barbara Reskin, "Gender Differences in Moving Up and Taking Charge." (In Adler & Adler, *Sociological Odyssey*, 2nd edition, pp. 281-290)
- Dec. 4 (W): *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).
- Dec. 6 (F): PAPER ASSIGNMENT #2 DUE**
*Christine Williams. 1989. "Masculinity in Nursing," (ch. 4 in *Gender Differences at Work*, pp. 88-91; 109-130).

Dec. 9 (M): Review

Dec. 16 (M): FINAL EXAM