

SOC 1101: Introduction to Sociology
M/W/F 10:10 - 11:00 AM
D.M. Smith Building, Room 105

Dr. Amy D'Unger (School of History and Sociology)

Office: 105 Old Civil Engineering Building (next to the library)

Office Hours: Lots! View available appointments and schedule one @ <https://gatech.gradesfirst.com>

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Introduction:

The role of the sociologist is to problematize that which is taken for granted in everyday life, such as how race and gender affect the way we interact or the benefit of science to our lives. 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 aims to provide you with a way to think about and understand the social world and your place in it. Therefore, the lectures and readings 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, etc.). Finally, we will look at health, science, and technology in the modern world.

This class fulfills a Core Area E, Social Sciences, requirement (www.catalog.gatech.edu/academics/undergraduate/core-curriculum/core-area-e/).

Core 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.

Course Learning Outcomes:

- Students will define major concepts in the discipline of sociology.
- Students will compare and contrast the major theoretical perspectives and methodological techniques in sociology.
- Students will analyze how society is structured by social institutions and social stratification, as well as how the social structure shapes behavior.

- 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.

Textbook:

There is one **REQUIRED** book for this class:

- Conley, Dalton. 2017. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist, Fifth Edition*. New York: W.W. Norton. ISBN# 978-0-393-60238-8

Please make sure that you purchase the fifth edition, NOT the fifth CORE edition. They are not the same! You can access practice test questions via InQuizitive at <https://digital.wwnorton.com/youmayask5>.

In addition, there are readings that are not in the book. In the schedule of readings, they are indicated with the designation “ONLINE,” the title of the article, and the author’s name(s). You can access these readings via the Canvas site. Go to Modules > Course Readings.**

Course Requirements:

(1) Examinations: There will be four exams for this course. The first exam is scheduled for **February 1st**, the second exam is **February 27th**, the third exam is **April 5th**, and the final exam is scheduled for **April 26th** 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. Exams I – III will each count for **20%** of your grade (60% total). Exam IV will count for **25%** of your final grade. (EXAMS = 85% OF FINAL GRADE)

(2) Assignments: Students will complete two short assignments, with due dates noted on the syllabus. Both assignments involve an activity in which you need to participate, followed by the completion of a brief reflection/assessment of the activity. Assignments will be posted on Canvas—they will not be handed out in class. Make sure to pay attention to the syllabus for upcoming assignment due dates! Assignments will be turned in via Canvas. *Late assignments will not be accepted.* The assignments each count for **5%** of your final grade. (ASSIGNMENTS = 10% OF FINAL GRADE)

Assignment #1: Due February 13th

Assignment #2: Due March 15th

(2) Attendance: I will be using TurningPoint, accessed via Canvas, to take attendance in class. Your attendance grade will be the percentage of classes that you attend or for which you have a Georgia Tech excused absence (i.e., excused absences will not be counted against you). Excused absences will be granted if there is **documentation** of attendance at an academic event, participation in an athletic event, illness, or family emergency. Other excused absences will be granted at my discretion. Attendance will count for **5%** of your final grade. (ATTENDANCE = 5% OF FINAL GRADE)

Lectures will cover material that does not necessarily overlap with the readings, so class attendance is important. **Please note that I do not post the Powerpoint presentations on Canvas (that’s what class time is for!), and that there is also a direct correlation between taking notes in class and a higher final grade.**

Statement on Diversity and Inclusion

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia

Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

Guidelines for Class Discussions

1. Feel free to speak your mind; however, be respectful of other students and the instructors. We will be discussing potentially controversial topics at times.
2. Because this is a large class, please raise your hand to be called on, so I can make sure that a variety of students can participate.
3. If you disagree with someone, respond to the argument or idea and not to the person who said it. This keeps the discussions from getting personal.
4. Be careful of generalizing from personal experience. While our personal experiences can inform our sociological discussions, the way we experience or perceive a particular event or experience may vary.

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 Disability Services 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://disabilityservices.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 behavior and academic honesty. Anyone engaging in acts that violate these policies, such as cheating, will be penalized. Being uninformed about the policies does not absolve your responsibility to follow them! For more information on the Honor Code, see the Office of Student Integrity website at www.osi.gatech.edu and the text of the honor code at www.policylibrary.gatech.edu/student-affairs/academic-honor-code.

Make-Up Policy:

Permission is needed to make-up an exam or assignment. If you are going to miss an exam or assignment deadline, please make every effort to **notify me ahead of time** and to gather appropriate material to justify your absence (e.g., a note from your physician if you are ill). A mutually convenient time will be arranged for you to make up the exam. Make up exams will **only** be allowed in a situation of an excused absence (e.g., Georgia Tech sporting event, illness, family emergency, etc.).

So, How Can I Succeed in This Course?

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

(2) ***Turn off technology. You can do it for 50 minutes, I promise. If your technology becomes disruptive to either me or your fellow students (yes, I can see you), I will ask you to turn it off and possibly to leave the class for the day.***

(3) Attend class and be on time—there is nothing more disruptive to learning than missing class and there is nothing more disruptive to other students than individuals who come in to class late.

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

(5) Notes, notes, notes. TAKE NOTES IN CLASS! You cannot simply listen and absorb all of the materials, you need to take notes. Also, 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.*

(6) 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.

COURSE SCHEDULE AND READINGS (SUBJECT TO REVISIONS/ADDITIONS)

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

DATE	TOPIC	READING*
January 7	Introduction and Welcome	read the syllabus (<i>seriously, read it!</i>)
January 9	The Sociological Imagination	Conley, pp. 3 – 17
**ONLINE: "Personal Experiences and Public Issues," C. Wright Mills.		
January 11	The Sociology of Sociology	Conley, pp. 17 – 34 Conley, pp. 40 – 41
January 14	Origins: Sociological Methods	Conley, pp. 45 – 69
January 16	Lies, Damned Lies, and Statistics: The Ethics of Research	Conley, pp. 69 – 73
January 18	Lies, Damned Lies, and Statistics: The Ethics of Research (Part II)	
**ONLINE: "Telling the Truth about Damned Lies and Statistics," Joel Best.		
**ONLINE: "Racism and Research: The Case of the Tuskegee Syphilis Study," Allan M. Brandt.		
January 21	NO CLASS: Dr. Martin Luther King, Jr. Holiday	
January 23	What is Culture?	Conley, pp. 77 – 93
January 25	Culture: It's What's for Dinner	
**ONLINE: "McDonalds in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children's Culture," James L. Watson.		
**ONLINE: "America's National Eating Disorder," Michael Pollan.		
January 28	Culture and the Media	Conley, pp. 93 – 113
January 30	Wrap up and review	
February 1	Exam I (in class)	

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
February 4	Socialization, or “Mommy, Where Did I Come From?” (Part I)	Conley, pp. 117 – 132
February 6	Socialization, or “Mommy, Where Did I Come From?” (Part II)	Conley, pp. 132 – 149
February 8	Let’s Get This Party Started: Social Groups	Conley, pp. 153 – 165
February 11	Networking and Capital	Conley, pp. 165 – 185
February 13	Social Control and Deviance (Part I) Assignment #1 Due	Conley, pp. 189 – 206
February 15	Social Control and Deviance (Part II)	Conley, pp. 206 – 233
February 18	The Development of Discipline **ONLINE: “From the Panopticon to Disney World: The Development of Discipline,” Clifford D. Shearing and Phillip C. Stenning. **ONLINE: “The McDonald’s System,” George Ritzer.	
February 20	Stratification and Inequality	Conley, pp. 239 – 259
February 22	Stratification around the World	Conley, pp. 260 – 275
February 25	Wrap up and review	
February 27	Exam II (in class)	
March 1	Social Divisions: Gender	Conley, pp. 279 – 300
March 4	Gender at Work and at School	Conley, pp. 308 – 321
March 6	Social Divisions: Sexuality	Conley, pp. 300 – 308
March 8	Social Divisions: Race (Part I)	Conley, pp. 325 – 348
March 11	Social Divisions: Race (Part II)	Conley, pp. 348 – 371
March 13	Poverty Amidst Plenty	Conley, pp. 375 – 407
March 15	Making Poverty “Work” **ONLINE: “Uses of the Underclass in America,” Herbert J. Gans. **ONLINE: “The Economic Plight of Inner-City Black Males,” William Julius Wilson. Assignment #2 Due	
March 18 – 22	NO CLASS: Spring Break	
March 25	The Family (Part I)	Conley, pp. 453 – 471
March 27	The Family (Part II) **ONLINE: “The Radical Idea of Marrying for Love,” Stephanie Coontz.	Conley, pp. 471 – 493

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
March 29	Education in America (Part I)	Conley, pp. 497 – 513
April 1	Education in America (Part II)	Conley, pp. 514 – 535
April 3	Wrap up and review	
April 5	Exam III (in class)	
April 8	Health and Society	Conley, pp. 411 – 428
April 10	Healthy (and Not-So-Healthy) in the USA	Conley, pp. 429 – 447
April 12	The Environment and What We Eat	Conley, pp. 674 – 684
	**ONLINE: “Doubts About the Promised Bounty of Genetically Engineered Crops,” Danny Hakim.	
April 15	The Economy and Globalization	Conley, pp. 539 – 560
April 17	The Reign of the Corporation	Conley, pp. 560 – 571
April 19	Science and Society	Conley, pp. 663 – 674
April 22	Biotechnology	Conley, pp. 684 – 693
April 26	Exam IV***	

*****The final exam will be held on Friday, April 26th from 8:00 - 10:50 AM. This is the time slot assigned by the Registrar’s Office. Please notify me as soon as possible if you have any conflicts.**

Note: I do not round up (seriously). An 89.9% is a B. No ifs, ands, buts, or “I’ll fail out of Georgia Tech if you don’t give me an A” stories, please! If you need an A (or a B or a C), earn it!

Note: If you are taking the class Pass/Fail, the minimum grade to pass the class is a 60.0% (a D).

How the Final Grade Is Determined:

Attendance	5%
Assignment #1	5%
Assignment #2	5%
Examination I	20%
Examination II	20%
Examination III	20%
<u>Examination IV</u>	<u>25%</u>
TOTAL	100%

Grading Scale:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59