

SOC 1101: Introduction to Sociology

Professor Winders

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Office Hours: Mondays, 12:00-1:00pm; Wednesdays, 11:30am-12:30pm, & by appointment

Fall 2018

MWF, 10:10-11:00am

Howey (Physics), L2

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Course Overview:

The objective of this course is to provide you with a general survey of the field of sociology. 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 the basic social processes and how you can apply them to everyday events, both small and large, both personal and political.

With this in mind, we will begin the course by focusing on the social construction of reality, the development of the ‘self’ and identity, and the rules that guide interaction between individuals. Then, in the second part of the course, we will examine how large-scale social changes and the organization of society affect us as individuals. In the third part of the course, we will explore how institutions and social interaction create and reproduce social inequality. And in the final part of the course, we will see how all of this applies to contemporary U.S. society, explore issues related to the economy, politics, the family, education, and inequality.

Learning Outcomes:

This course fulfills Georgia Tech’s Learning Goal E (Social Sciences), which states:

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

How this 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 several short written assignments (2–3 pages) and in-class examinations.

Additional learning outcomes for this course:

- Students in this class will demonstrate the ability to describe theoretical perspectives and concepts used by sociologists to explain the links between social institutions and individual behavior.
- Students will demonstrate the ability to describe the social, cultural, political, and economic forces that influence social 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 an understanding of political and economic forces shaped social change in U.S. society.

Requirements:

The course grade will be based on several criteria: three short written assignments and three exams. In fulfilling these requirements, students are expected to adhere to the **Georgia Tech Honor Code** (see <http://policylibrary.gatech.edu/student-affairs/code-conduct>). Honor code violations will be addressed appropriately and could result in an “F” on the assignment or in the course. I am happy to accommodate you if you need any special considerations due to a disability, but please let me know *as soon as possible*. You should contact the **Office of Disability Services** (see <http://disabilityservices.gatech.edu/>).

Preparing for each class session: Student participation is expected for this class. Therefore, make sure you **do the reading before class** and come prepared to discuss. Having students fully engaged with the course readings and material will enhance the classroom experience, and it will improve students’ grades. We will not discuss every reading during class, so it is important to keep up all of the readings (because they may well show up on exams). In addition, students should feel free to ask questions about readings or course material.

Short Papers (10%)

Students will have to complete several assignments. These assignments and their due dates are listed on the reading schedule. Students should turn these assignments in on Canvas by the beginning of class on the due date. I will have more details on these assignments as the session progresses.

First and Second Exams (28% each)

This course will include two exams during the regular semester. (There will also be a third exam, the final exam, which is discussed just below.) The first exam is scheduled for **September 17**, and the second exam is scheduled for **October 19**. Each exam will consist about 40 multiple-choice questions that will require students to draw on course readings, as well as lectures and discussions from the course. We will discuss the exams more fully as they approach.

Final Exam (34%)

The final exam is scheduled for **December 12** from **8:00-10:50am**. The final exam will be slightly longer than the first two exams, and it will have about 50 questions. Otherwise, the format of the final exam will be the same as for the first two exams.

Summary of grade breakdown:		Grading System:	
Short Papers.....	10%	90-100 = A	
1 st & 2 nd Exams.....	56%	80-89 = B	
<u>Final Exam.....</u>	<u>34%</u>	70-79 = C	
Total.....	100%	60-69 = D	
		0-59 = F	

Make-Up Policy:

Permission of the professor is needed to make-up assignments, quizzes, or exams. (Having work/exams in another class will NOT get you my permission.) Make up assignments and exams will be allowed **only** in a situation of an excused absence (e.g., illness, family emergency, etc.).

If you are going to miss an assignment or exam, 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.

*The use of cell phones is not permitted in this class. Please turn **OFF** your phones when in this class. **Those who violate this policy repeatedly will be asked to leave class for that class period.***

Diversity and Inclusion:

The Ivan Allen College of Liberal Arts, School of History and Sociology, and I (Dr. Winders) support 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.

Readings:

The following books are **required** for the course:

- Henslin, James. 2007. Down to Earth Sociology: Introductory Readings. 14th Edition.
- Marx, Karl, and Friedrich Engels. 1848. The Communist Manifesto.

There is one **recommended** book for the course:

- Conley, Dalton. 2017. You May Ask Yourself. 5th Edition.
- *earlier additions of this book are fine.

These books are available at the GT Barnes & Noble Bookstore, and online (e.g., Amazon and Barnes & Noble).

Because this draws on student participation in lectures, it is important that you have each day's readings done *before* class so that you can participate.

Those readings followed by a number in parentheses come are in the Henslin reader, Down to Earth Sociology. The number in *parentheses* is the number of the reading in the Henslin reader. Readings marked with an *asterisk (*)* can be found on our Canvas course site. All other readings come from the required texts for the class.

Weekly Schedule

Aug. 20 *Introduction: Understanding Social Behavior*
P. Berger, Invitation to Sociology (1)
C. Wright Mills, The Promise (3)

Part I: Society and the Individual: Meaning and Behavior

Aug. 22 *The Social Construction of Reality*
H. Miner, Body Ritual Among the Nacirema (8)
J. Hunt, Police Accounts of Normal Force (41)

Aug. 24 *The Social Construction of Reality*
P. Meyer, If Hitler Asked You to Electrocute a Stranger. . . (23)
J. Henslin, The Sociology of the Vaginal Examination (20)

Aug. 27 *The Social Construction of Reality*
R. Davis-Floyd, Giving Birth the American Way (38)
M. Harris, India's Sacred Cow (40)
Assignment #1 Due: Rules and Meanings

Aug. 29 *The Social Construction of Reality*
C. Clark, Sympathy in Everyday Life (11)
I. Goffman, Presentation of Self in Everyday Life (12)

Aug. 31 *Norms, Statuses, and Roles: Behavior*
J. Henslin, Eating Your Friends is the Hardest (24)
W. Chambliss, The Saints and the Roughnecks (26)

Sept. 3 **No Class: Labor Day**
Recommended Reading:
*S. Yellen. 1936. American Labor Struggles. Ch 2 ("Haymarket"), p39-71.

- Sept. 5 *Norms, Statuses, and Roles: Identity*
P. Zimbardo, The Pathology of Imprisonment (27)
Video: “Quiet Rage”
- Sept. 7 *Norms, Statuses, and Roles: Identity*
D. Rosenhan, On Being Sane in Insane Places (28)
W. Thompson, Handling the Stigma of Handling the Dead (22)
Assignment #2 Due: The Violation of Norms
- Sept. 10 *Socialization and the Development of Self*
K. Davis, Extreme Isolation (13)
H. Gracey, Kindergarten as Academic Boot Camp (39)
B. Thorne and Z. Luria, Sexuality and Gender in Children’s Daily Worlds (16)
- Sept. 12 *Socialization and Gender*
J. Henslin, On Becoming Male (14)
D. Eder, On Becoming Female (15)
- Sept. 14 *Socialization and Gender*
D. Tannen, But What Do You Mean? Women and Men in Conversation (17)
H. Lawson, Attacking Nicely (18)
- Sept. 17 **First Exam**
- Part II: Social Institutions: The “Big Picture”**
- Sept. 19 *Society and Religion*
*R. Collins, Sociological Insight, Chapter 2 (“God”).
- Sept. 21 *Society and Deviance*
*R. Collins, Sociological Insight, Chapter 4 (“Crime”)
D. Pager, Would You Hire An Ex-Convict? (6)
Assignment #3 Part I Due: Criminal Activities Checklist
- Sept. 24 *Society and Deviance*
*J. Best, The Myth of the Halloween Sadist
- Sept. 26 *Society and Deviance: Perceptions of Crime*
*M. Ford, What Caused the Great Crime Decline in the US?

- Sept. 28 *Society and Economy: The Social Structure of the Market*
 *K. Polanyi, The Great Transformation. Chapter 4 (“Societies and Economic Systems”), p43-55.
Assignment #3 Part II Due: Explanation of Criminal Activities
- Oct. 1 *Society and Economy: The Social Structure of the Market*
 *K. Polanyi, The Great Transformation. Chapter 6 (“The Self-Regulating Market and the Fictitious Commodities”), p68-76.
- Oct. 3 *Society and Economy: The Rise of Capitalism*
 *Weber, *The Protestant Ethic and the Spirit of Capitalism*
 R. Leidner, *Over the Counter at McDonalds* (43)
- Part III: Social Inequality**
- Oct. 5 *The Pervasiveness of Inequality*
 S. Katz, *The Importance of Being Beautiful* (28)
- Oct. 8 **No Class: Fall Break**
 Recommended reading:
 *H. Zinn. 1980. A People’s History of the United States. Chapter 1 (“Columbus, the Indians, and Human Progress”), p1-22.
- Oct. 10 *The Fundamental Principles of Inequality*
 Video: “A Class Divided”
- Oct. 12 *The Pervasiveness of Inequality*
 S. Higley. *The U.S. Upper Class* (35)
- Oct. 15 *The Social Construction of Race*
 C. Page, *Showing My Color* (31)
- Oct. 17 *Inequality in the United States*
 B. Ehrenreich, *Nickel and Dimed* (36)
 E. Liebow, *Lives of Homeless Women* (21)
- Oct. 19 **Second Exam**
- Oct. 22 *Capitalism and Inequality: “The Rules of the Game”*
 K. Marx and F. Engels, The Communist Manifesto. Part I (“Bourgeois and Proletarian”), and Part II (“Proletarians and Communists”).

- Oct. 24 *Class Conflict: How does inequality change?*
 K. Marx and F. Engels, The Communist Manifesto. Part I (“Bourgeois and Proletarian”), and Part II (“Proletarians and Communists”).
 Recommended:
 *T. Gill, Are Karl Marx’s Claims Accurate? Partially.
- Part IV: Society and Individual in the U.S.**
- Oct. 26 *Changes in the Economy*
 *L. Ohanian, Competition and Decline of the Rust Belt
- Oct. 29 *Changes in the Economy*
 *T. Draut, Strapped. Introduction and Chapter 2 (“Paycheck Paralysis”).
- Oct. 31 *Unequal Homes: How were racial minorities left out of the boom?*
 *Shapiro, Thomas. 2004. The Hidden Cost of Being African American. Chapter 5 (“Homeownership Crossroad”).
 *T. Shapiro, et al., “The Roots of the Widening Racial Wealth Gap.”
- Nov. 2 *Comparable Worth: Why has the gender pay gap shrunk?*
 *C. Upright, The Converging Gender Wage Gap
- Nov. 5 *Changes in the Family*
 S. Coontz, The American Family (37)
- Nov. 7 *Changes in the Family*
 *A. Hochschild and A. Machung, Men Who Share the Second Shift
- Nov. 9 *Education and Society*
 *J. Kozol, Savage Inequalities
- Nov. 12 *Education and Society*
 *A. Lareau, Home Advantage. Chapter 9.
- Nov. 14 *Education and Social Mobility*
 *E. Patten, Race and Gender Wage Gaps Persist in US
- Nov. 16 *Science, Technology, and the Economy*
 *B. Winders, Grains. Chapter 5 (“Genetically Engineered Grains”), p107-134.
- Nov. 19 *Science, Technology, and the Economy*
 *B. Winders, Grains. Chapter 5 (“Genetically Engineered Grains”), p107-134.

- Nov. 21-23 **No Class: Thanksgiving Holiday**
Recommend Reading:
*B. Winders and D. Nibert. 2004. "Consuming the Surplus: Expanding "Meat" Consumption and Animal Oppression." *International Journal of Sociology and Social Policy*. 24(9):76-96.
- Nov. 26 *Health and Society*
*J. Russell, "Double Standards in Health Care"
- Nov. 28 *Health and Society*
*R. Tiger, Race, Class, and the Framing of Drug Epidemics
- Nov. 30 *Politics and Society*
*R. Doyle, Voter Turnout
- Dec. 3 *Politics and Society*
Reading TBD
- Dec. 12 **FINAL EXAM: (Wednesday, December 12, 8:00-10:50am)**