

SOC 1101: Introduction to Sociology
M/W/F 10:05 - 10:55 AM
D.M. Smith Building, Room 105

Dr. Amy D'Unger

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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.

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. 2015. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist, Fourth Edition*. New York: W.W. Norton. ISBN# 978-0-393-93773-2

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. You can access these readings via the T-Square site. Go to Resources > Readings for SOC 1101.

Course Requirements:

(1) Examinations: There will be four exams for this course. The first exam is scheduled for **September 12th**, the second exam is scheduled for **October 12th**, the third exam is scheduled for **November 4th**, and the final exam is scheduled for **December 12th** from 11.30 AM – 2.20 PM (the date and time pre-scheduled by the registrar). Each of these exams will require students to draw on lectures AND course readings. Each examination will count for **25%** of your final grade.

(2) 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 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 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. 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. If you are going to miss an 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 exam, 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 exam. Make up exams will **only** be allowed in a situation of an excused absence (e.g., 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 (yes, I can see you) to either me or your fellow students, 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 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.**

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
August 22	Introduction and Welcome	read the syllabus <i>(seriously, read it!)</i>
August 24	The Sociological Imagination	Conley, pp. 3 – 15
**ONLINE:	"Personal Experiences and Public Issues," C. Wright Mills.	
August 26	The Sociology of Sociology	Conley, pp. 15 – 32 Conley, pp. 38 – 39
August 29	Origins: Sociological Methods	Conley, pp. 43 – 66
August 31	Lies, Damned Lies, and Statistics: The Ethics of Research	Conley, pp. 66 – 69
**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.	
September 2	What is Culture?	Conley, pp. 73 – 90
September 5	No Class- Labor Day	
September 7	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.	

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
September 9	Culture and the Media	Conley, pp. 90 – 109
September 12	Exam I (in class)	
September 14	Socialization, or “Mommy, Where Did I Come From?” (Part I)	Conley, pp. 113 – 127
September 16	Socialization, or “Mommy, Where Did I Come From?” (Part II)	Conley, pp. 128 – 145
September 19	Social Interaction and Identity	
	**ONLINE: “To Veil or Not to Veil? A Case Study of Identity Negotiation among Muslin Women in Austin, TX,” Jen’nan Ghazal Read and John P. Bartkowski.	
	**ONLINE: “Optional Ethnicities: For Whites Only?”, Mary C. Waters.	
September 21	Let’s Get This Party Started: Social Groups	Conley, pp. 149 – 161
September 23	Networking and Capital	Conley, pp. 161 – 181
September 26	Social Control and Deviance (Part I)	Conley, pp. 185 – 202
September 28	Social Control and Deviance (Part II)	Conley, pp. 202 – 229
September 30	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.	
October 3	Quiet Rage: The Stanford Prison Experiment	Conley, pp. 576 – 577 Conley, pp. 587 – 590
October 5	Stratification and Inequality	Conley, pp. 235 – 255
October 7	Stratification around the World	Conley, pp. 256 – 271
October 10	No Class- Fall Break	
October 12	Exam II (in class)	
October 14	Social Divisions: Gender	Conley, pp. 275 – 296
October 17	Gender at Work and at School	Conley, pp. 305 – 317
October 19	Social Divisions: Sexuality	Conley, pp. 296 – 304
October 21	Social Divisions: Race (Part I)	Conley, pp. 321 – 344
October 24	Social Divisions: Race (Part II)	Conley, pp. 344 – 367

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
October 26	Poverty Amidst Plenty	Conley, pp. 371 – 403
October 28	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.	
October 31	The Family (Part I)	Conley, pp. 449 – 467
November 2	The Family (Part II)	Conley, pp. 467 – 489
	**ONLINE: “The Radical Idea of Marrying for Love,” Stephanie Coontz.	
November 4	<i>Exam III (in class)</i>	
November 7	Education in America (Part I)	Conley, pp. 493 – 510
November 9	Education in America (Part II)	Conley, pp. 510 – 531
November 11	Health and Society	Conley, pp. 407 – 422
November 14	Healthy (and Not-So-Healthy) in the USA	Conley, pp. 422 – 443
November 16	<i>Sicko</i>	
November 18	The Environment and What We Eat	Conley, pp. 671 – 678
	**ONLINE: Additional reading TBA	
November 21	The Economy and Globalization	Conley, pp. 535 – 556
November 23 – 25	<i>No Class- Thanksgiving Break</i>	
November 28	The Reign of the Corporation	Conley, pp. 557 – 565
November 30	Science and Society	Conley, pp. 657 – 671
December 2	Biotechnology	Conley, pp. 678 – 687
December 5	Wrap Up and Review	

*****The final exam will be held on Monday, December 12th from 11:30 AM - 2:20 PM. 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. An 89.9 is a B. No ifs, ands, buts, or “I’ll fail out of Georgia Tech if you don’t give me a B” stories, please! If you need a B, earn it!

Grading Scale

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