

## SOC 1101: Introduction to Sociology

Professor Winders

*Office:* Old Civil Engineering (Old CE) Building, room 137

*Phone:* (404) 894-8401

*E-mail:* [bill.winders@gatech.edu](mailto:bill.winders@gatech.edu)

*Office Hours:* Wed., 12:00-1:00pm; Fri., 11:00am-12:00pm, & by appointment

Summer 2020

Late-Short Session

MTWR, 9:30-11:40am

Klaus, room 2447

Teaching Assistant:

*Office:* Old CE, room G-42

*Office Hours:*

& by appointment

*E-mail:*

Teaching Assistant:

*Office:* Old CE, room G-42

*Office Hours:* by appointment

*E-mail:*

### 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 development of the ‘self’ and identity, as well as 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 second part of the course, we will also 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.

### 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 (1 – 2 pages) written assignments and in-class examinations.

*Additional learning outcomes for this course:*

- Students in this class will be able 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: three short written assignments, five quizzes, and one final exam. 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 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.

*Quizzes (50%)*

This course will include five quizzes that will be administered through Canvas, so students will need a laptop or tablet for the quizzes. Each quiz will consist of about 20-25 multiple-choice and true/false questions, and possibly short answer questions (e.g., list or define), that will require students to draw on course readings, as well as lectures and discussions from the course. The dates of quizzes are listed in the course schedule below.

*Final Exam (40%)*

The final exam will be a comprehensive exam consisting of multiple-choice questions and perhaps short answer questions that draw on course readings, as well as lectures and discussions from throughout the course. The final exam is scheduled for **Wednesday, July 29 at 8:00am to 10:50am.**

Summary of grade breakdown:

Short Papers.....	10%
Quizzes.....	50%
Final Exam.....	<u>40%</u>
Total.....	100%

Grading System:

90-100 = A
80-89 = B
70-79 = C
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, quizzes, 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, iPhones, or similar devices is not permitted in this class. Please turn **OFF** your phones before entering the classroom. **Those who violate this policy repeatedly will be asked to leave class for that class period.***

**Readings:**

The following books are required for the course:

Henslin, James. 2007. Down to Earth Sociology: Introductory Readings. 14<sup>th</sup> Edition.

Marx, Karl, and Friedrich Engels. 1848. The Communist Manifesto.

**These books are available at the GT Barnes & Noble Bookstore and online.**

Most readings for the class will come from these books. Again, because this class will be a mix of lecture and discussion, it is very 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**

June 17      *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**

June 18      *The Social Construction of Reality*  
H. Miner, Body Ritual Among the Nacirema (8)  
J. Hunt, Police Accounts of Normal Force (41)  
P. Meyer, If Hitler Asked You to Electrocute a Stranger. . . (23)  
J. Henslin, The Sociology of the Vaginal Examination (20)

- June 22      *Norms, Statuses, and Roles: Behavior*  
 J. Henslin, Eating Your Friends is the Hardest (24)  
 W. Chambliss, The Saints and the Roughnecks (26)  
 R. Davis-Floyd, Giving Birth the American Way (38)  
 M. Harris, India's Sacred Cow (40)  
**Assignment #1 Due: Rules and Meanings**
- June 23      *Norms, Statuses, and Roles: Identity*  
 P. Zimbardo, The Pathology of Imprisonment (27)  
 D. Rosenhan, On Being Sane in Insane Places (28)  
 W. Thompson, Handling the Stigma of Handling the Dead (22)  
 Video: "Quiet Rage"
- June 24      *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)  
**Quiz #1**
- June 25      *Socialization and Gender*  
 J. Henslin, On Becoming Male (14)  
 D. Eder, On Becoming Female (15)  
 D. Tannen, But What Do You Mean? Women and Men in Conversation (17)  
 H. Lawson, Attacking Nicely (18)
- Part II: Social Institutions: The "Big Picture"**
- June 29      *Society and Religion*  
 \*R. Collins, Sociological Insight, Chapter 2 ("God").  
**Assignment #2 Due: The Violation of Norms**
- June 30      *Society and Deviance*  
 \*R. Collins, Sociological Insight, Chapter 4 ("Crime")  
 \*J. Best, The Myth of the Halloween Sadist  
 D. Pager, Would You Hire An Ex-Convict? (6)  
**Assignment #3 Part I Due: Criminal Activities Checklist**  
**Quiz #2**
- July 1        *Society and Economy: The Social Structure of the Market*  
 \*K. Polanyi, The Great Transformation. Chapter 4 ("Societies and Economic Systems"), p43-55; and Chapter 6 ("The Self-Regulating Market and the Fictitious Commodities"), p68-76.

- July 2      *Society and Economy: The Social Structure of the Market*  
 \*K. Polanyi, The Great Transformation. Chapter 4 (“Societies and Economic Systems”), p43-55; and Chapter 6 (“The Self-Regulating Market and the Fictitious Commodities”), p68-76.  
**Assignment #3 Part II Due: Explanation of Criminal Activities**
- July 6      *Society and Economy: The Rise of Capitalism, Alienation, and Anomie*  
 \*Weber, *The Protestant Ethic and the Spirit of Capitalism*  
 Leidner, *Over the Counter at McDonalds* (43)
- July 7      *The Nature of Inequality*  
 Katz, *The Importance of Being Beautiful* (29)  
 Page, *Showing My Color* (31)  
 S. Higley, *The U.S. Upper Class* (35)  
**Quiz #3**
- July 8      *Inequality in the United States*  
 B. Ehrenreich, *Nickel and Dimed* (36)  
 \*T. Shapiro, et al., “The Roots of the Widening Racial Wealth Gap.”  
 Liebow, *Lives of Homeless Women* (21)
- July 9      *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”).
- Part III: Society and Individual in the U.S.**
- July 13     *Changes in the Economy*  
 \*T. Draut, Strapped. Introduction and Chapter 2 (“Paycheck Paralysis”).  
**Quiz #4**
- July 14     *Science, Technology, and the Economy*  
 \*B. Winders, Grains. Chapter 5 (“Genetically Engineered Grains”), p107-134.
- July 15     *Health and Inequality*  
 \*J. Russell, “Double Standards in Health Care”
- July 16     *Changes in the Family*  
 S. Coontz, *The American Family* (37)  
 \*A. Hochschild and A. Machung, *Men Who Share the Second Shift*  
**Quiz #5**

- July 20      *Education and Society*  
\*J. Kozol, Savage Inequalities  
\*A. Lareau, Home Advantage. Chapter 9.
- July 21      *Politics and Society*  
\*R. Doyle, Voter Turnout
- July 29      **FINAL EXAM: (Wednesday, July 29, 8:00am - 10:50am)**