

# Intro to Sociology Syllabus

SOCI 110-02 – Spring 2024

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*We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.*

-T.S. Eliot

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**Instructor:** Erick Axxe

**Office:** Mills 220

**Class time:** MWF 2:10-3:00PM

**Email:** axxe@hendrix.edu

**Student hours:** MWF 4-5 (or by [appointment](#))

**Class location:** Mills B

## Course Description

Sociology is a scientific field interested in understanding and predicting interactions among individuals, groups, and/or institutions. This course will serve as a foundation to the field – introducing students to its major theories, topics, analytic methods, and sources of data. Given the wide spectrum of knowledge which entails the field, this course is unable to introduce students to every aspect of Sociology. Instead, this course focuses on introducing students to the sociological perspective, as well as a variety of resources through which students can further delve into sociological ways of thinking.

This course meets in-person three times a week (see above for more information). During the semester, students are expected to submit a weekly journal entry or quiz. At the end of the semester, students will submit one end-of-term writing assignment and take a cumulative final. Course materials will be distributed through Microsoft Teams.

## Learning Outcomes

By the end of this course, students will:

- Be able to understand the essence of sociological questions, understand major sociological paradigms, and frame their own sociological questions;
- Be critical consumers of sociological knowledge – with familiarity of different sources of sociological information, how to access those sources, and how to interpret the information provided by those sources;
- Be able to think sociologically as it relates to one's individual circumstances and larger society;

- Develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

## Required Materials and/or Technologies

- [Introduction to Sociology 3e](#)
  - Textbook is free to download/access through the above link.
- Please bring a laptop, tablet, or cell phone to class.
- All other materials (readings, videos, podcasts, etc.) will be posted on Teams in the “General” channel under “Files”.

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Percent of Grade
Quizzes	40%
Journal responses	30%
Op-ed	15%
Final Exam	15%
** Three unexcused absences will result in a 10% deduction from your final grade.	

## Descriptions of Major Course Assignments

### Quizzes

**Description:** We will have five in-class quizzes throughout the semester. Quizzes will mainly be multiple choice, with the possibility for a few short-answer questions.

**Academic integrity and collaboration:** You must complete quizzes yourself, without collaborating with your peers or referencing course materials.

### Journal Response

**Description:** You will submit seven journal responses throughout the semester. *Responses will be due before the class period on the day they are assigned.* (See schedule below for due dates.) The topics will vary, from reflecting on a task assigned during the course, to providing the instructor background knowledge you have of the week’s topic. I will distribute the prompts on

Teams. Responses will be graded on whether they address the week's prompt, engage with the readings, and use appropriate grammar (this includes citation formatting).

**Academic integrity and collaboration:** Your written assignments, including journal responses, should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources. I develop journal responses to elicit your thoughts on the week's topic or to incrementally complete the course's final assignment. Using a large language model (e.g., ChatGPT, Google's Bard) to produce your answers is unnecessary (assignments are graded based on engagement with the course content) and is a disservice to your future self, who will benefit from the skills you gain and ideas you engage with throughout the course.

### **Op-Ed**

**Description:** You will write an Op-Ed in preparation for submission to a newspaper, online journal, blog, etc. Submission to an outlet is **not** required but encouraged. Further instructions will be disseminated later in the semester. **The due date for this assignment is Friday, April 26<sup>th</sup> before class.**

**Academic integrity and collaboration:** Your written assignments should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. In general, you are prohibited from turning in work from a past class to your current class, even if you modify it.

### **Final Exam**

**Description:** During our scheduled final exam period (see below for date/time), students will complete a cumulative final exam. You must complete the exam yourself, without collaborating with your peers or referencing course materials.

### **Late Assignments**

Please refer to schedule below for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Unexcused, late assignments will receive a maximum of 85% of the original grade. Assignments will not be accepted a week after the original deadline.

### **Instructor Feedback and Response Time**

I am providing the following list to give you an idea of my intended availability throughout the course.

- **Preferred contact method:** If you have a question relevant to the entire class, please contact me first through our course's [discussion board Q & A on Teams](#). If your question is specific to you, please email my Hendrix email address (axxe@hendrix.edu). I will reply to emails within **48 hours on days when class is in session at the college**.

- **Class announcements:** I will send all important class-wide messages through the Announcements page on Teams.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

### Grading Scale

89.5–100: A

79.5–89.49: B

69.5–79.49: C

59.5–69.49: D

Below 59.49: F

Tentative Course Schedule, Refer to Teams for up-to-date due dates

Date	Topic and class activity	Content to interact with BEFORE class
1/17	Introducing one another and the syllabus	<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
1/19	What is Sociology? (Lecture)	<ul style="list-style-type: none"> <li>• Sociology 3e - Chapter 1: An Introduction to Sociology</li> <li>• <a href="#">This video</a> on the three paradigms.</li> </ul>
1/22	Methods & ethics (Lecture)	<ul style="list-style-type: none"> <li>• Sociology 3e - Chapter 2: Sociological Research</li> </ul>
1/24	Sociology in practice (Lecture)	<ul style="list-style-type: none"> <li>• Watch <a href="#">this video</a> in which Dr. Chris Bail discusses the challenges of conducting computational social science.</li> <li>• Watch <a href="#">this video</a> as Dr. Devah Pager discusses the experimental method through audit studies.</li> <li>• Read this <a href="#">Pew Research page</a> on U.S. teens' social media use.</li> <li>• Watch <a href="#">this video</a>, in which Dr. Shamus Khan discusses how he uses ethnography to study how upper-class students are socialized.</li> </ul>
1/26	Exercising your sociological imagination (Discussion/activity)	<ul style="list-style-type: none"> <li>• <a href="#">Chapter 1</a> of <i>The Sociological Imagination</i> by C. Wright Mills</li> <li>• <b>Due: Journal #1</b></li> </ul>
1/29	Social structures (Lecture)	<ul style="list-style-type: none"> <li>• A Sociology Experiment: <i>Social Structure and the Individual</i> by Halasz and Kaufman (on Teams)</li> </ul>

1/31	Individuals and socialization (Lecture)	<ul style="list-style-type: none"> <li>• Listen to the podcast episode: <a href="#">Coping with Retirement, an interview with Michelle Silver</a></li> <li>• Listen to the podcast on “<a href="#">Out with the Old, In with the New? Habitus and Social Mobility at Selective Colleges</a>” by Lee and Kramer (2013)</li> </ul>
2/2	Social Structures, socialization, and the individual in practice (Discussion/activity)	• <b>Due: Journal #2</b>
2/5	Culture (Lecture)	• Sociology 3e - Chapter 3: Culture
2/7	Groups and organizations (Lecture)	• Sociology 3e - Chapter 6: Groups and Organizations
2/9	<b>Quiz 1</b>	
2/12	Stratification (Lecture)	• Sociology 3e - Chapter 9: Social Stratification in the U.S.
2/14	Stratification (Lecture)	<ul style="list-style-type: none"> <li>• Watch <a href="#">this video</a> with Dr. Raj Chetty discussing income inequality in the United States.</li> <li>• Read this <a href="#">Pew Research Report</a> on how U.S. residents view inequality. (PDFs in Teams)</li> <li>• Explore <a href="#">this interactive data diagram</a> from the Federal Reserve.</li> </ul>
2/16	Global stratification (Discussion/activity)	• <b>Due: Journal #3</b>
2/19	NO CLASS	
2/21	Gender, sex, and sexuality (Lecture)	• Sociology 3e - Chapter 12: Gender, Sex, and Sexuality
2/23	Gender, sex, and sexuality (Discussion/activity)	• <b>Due: Journal #4</b>
2/26	Race, ethnicity, and nation (Lecture)	• Sociology 3e - Chapter 11: Race & Ethnicity
2/28	Stages of U.S. race relations (Lecture)	• <a href="#">Dream Land: Little Rock's West 9<sup>th</sup> Street</a>

3/1	<b>Quiz 2</b>	
3/4	Education (Lecture)	• Sociology 3e - Chapter 16: Education
3/6	Religion (Lecture)	• Sociology 3e - Chapter 15: Religion
3/8	Comparing sports and religion (lecture/discussion)	• <b>Due: Journal #5</b>
3/11	Relationships, marriage, and family (Lecture)	• Sociology 3e - Chapter 14: Relationships, Marriage, and Family
3/13	Work and the economy (Lecture)	• Sociology 3e - Chapter 18: Work and the Economy
3/15	<b>Quiz 3</b>	
3/18-3/22	NO CLASS (SPRING BREAK)	
3/25	Media and technology (Lecture)	• Sociology 3e - Chapter 8: Media & Technology
3/27	Health and medicine (Lecture)	• Sociology 3e - Chapter 19: Health and Medicine
3/29	Media, technology, and health (Discussion/activity)	• <b>Due: Journal #6</b>
4/1	Population, urbanization, and the environment (Lecture)	• Sociology 3e - Chapter 20: Population, Urbanization, and the Environment
4/3	Social change and movements (Lecture)	• Sociology 3e - Chapter 21: Social Movements and Social Change
4/5	<b>Quiz 4</b>	
4/8	NO CLASS (SOLAR ECLIPSE)	
4/10	Deviance and Criminology (Lecture)	• Sociology 3e - Chapter 7: Deviance, Crime, and Social Control

4/12	Drugs and society (Discussion/activity)	• <b>Due: Journal #7</b>
4/15	Aging and the life course (Lecture)	• Sociology 3e - Chapter 13: Aging and the Elderly
4/17	Computational Social Science (Lecture)	• Watch <a href="#">this video</a> with Dr. Chris Bail discussing extremism on the internet. Read <a href="#">this Nature article</a> on Comp. Social Science (in Teams)
4/19	<b>Quiz 5</b>	
4/22	Writing hour (activity)	
4/24	Op-Ed workshops (discussion)	• Bring a draft of your op-ed to class
4/26	Final exam review (discussion)	• <b>Due: Op-ed (before class)</b>
5/7	<b>Final exam (8:30 to 11:30 am)</b>	

**Academic integrity:** Hendrix College is committed to high standards of honesty and fairness in academic pursuits. Such standards are central to the process of intellectual inquiry, the development of character, and the preservation of the integrity of the community.

Please familiarize yourself with the statement of Academic Integrity, which can be found at:

[https://www.hendrix.edu/Catalog/2023-2024/Academic\\_Policies\\_and\\_Regulations/Policies\\_and\\_Appeals/D\\_6\\_c\\_Academic\\_Integrity/](https://www.hendrix.edu/Catalog/2023-2024/Academic_Policies_and_Regulations/Policies_and_Appeals/D_6_c_Academic_Integrity/)

**Statement on diversity:** Hendrix College values a diverse learning environment as outlined in the College's Statement on Diversity. All members of this community are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the community. If you believe you have been the subject of discrimination, please contact the Dean of Students Office (Mike Leblanc, [leblanc@hendrix.edu](mailto:leblanc@hendrix.edu) 501-450-1222 or the Title IX Coordinator (Jennifer Fulbright [titleix@hendrix.edu](mailto:titleix@hendrix.edu), 501-505-2901). If you have ideas for improving the inclusivity of the classroom experience please feel free to contact Dr. Axxe. For more information on Hendrix non-discrimination policies visit [Hendrix.edu/nondiscrimination](https://Hendrix.edu/nondiscrimination).

**Title IX Reports of Discrimination Based on Sex, including Sexual Harassment, Sexual Assault, Stalking, Dating Violence, or Gender-Based Harassment:**

All faculty and staff at Hendrix College are designated as a "Responsible Employee" and are mandated reporters required to report Sexual Misconduct. Hendrix College requires all faculty and staff to report sexual harassment, sexual assault, dating and domestic violence, and stalking against a student or employee to the Title IX Coordinator, Dr. Jennifer Fulbright at [fulbright@hendrix.edu](mailto:fulbright@hendrix.edu) or 501-505-2901. Hendrix College cares about the safety of our employees and students and has created this notice because interpersonal violence and sex discrimination in all forms are unacceptable. Hendrix College is committed to holding perpetrators accountable and keeping reporting parties safe. Student's privacy is of utmost importance and Hendrix College will strive to protect your privacy to the extent possible while complying with all applicable federal, state, and local laws and regulations as well as Hendrix College policy. Students who desire that details of the incident be kept confidential have two options.

1. Request to speak with a licensed counselor (service available free to students and employees can utilize the Employee Assistance Program), or
2. contact an off-campus rape crisis center.

**Pregnant and Parenting Students:** Title IX prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions; and for parenting a child under one year of age. To learn more about how to request support. For pregnant and parenting students, contact Title IX Coordinator, Dr. Jennifer Fulbright at [fulbright@hendrix.edu](mailto:fulbright@hendrix.edu) or 501-505-2901.

**Health and wellbeing:** Hendrix recognizes that many students face mental and/or physical health challenges. If your health status will impact attendance or assignments, please communicate with me as soon as possible. If you would like to implement academic accommodations, contact Julie Brown in the office of Academic Success ([brownj@hendrix.edu](mailto:brownj@hendrix.edu)). To maintain optimal health, please utilize campus resources like Hendrix Medical Clinic or Counseling Services (501.450.1448). Your health and wellbeing are important.

**Class attendance:** At Hendrix, we believe that regular student attendance in class is necessary for student learning, constitutive of student professional development, and a central component of the Hendrix experience. Therefore, students who do not attend classes have failed to meet an important standard of achievement by not living up to their responsibilities as a member of the campus community. This is particularly true given the emphasis on student discussion and participation in many Hendrix courses. Classroom teachers often consider attendance a significant factor in the evaluation of student



performance. Thus, students are expected to attend all class meetings, even in cases when the classroom teacher chooses not to take attendance.

**If students must be absent from class, they are expected to email Dr. Axxe before class.** Without prior notification, absences are unexcused (barring true emergencies). Students will be excused for absences resulting from observance of religious holidays, cases of illness, and athletic competition, as well as any additional reasons as determined by the classroom teacher (e.g., conference travel, Model UN). Students do not need to present third-party documentation for absences related to physical or mental illness. Misrepresenting reasons for an absence to a classroom teacher is a violation of the Academic Integrity Policy.

Students are expected to review the materials they miss during class. In-class assignments can be submitted for excused absences but not for unexcused absences. Because repeated absences impair academic performance regardless of the reason for the absences, **classroom teachers shall contact the student and report repeated absences to their advisor.** If attendance does not improve, the classroom teacher shall inform the Office of Academic Success.

**After following this procedure, classroom teachers may, at their professional discretion, remove from their courses any student whose unexcused absences over any three-week period reach or exceed 50% by notifying the Registrar prior to the deadline for withdrawing from a course.** A student removed from a course under these circumstances will be notified by the Office of the Registrar through the student's Hendrix email account. A student may appeal this action by contacting the Registrar within three business days of the drop notice date. The Registrar will forward the appeal to the Academic Appeals Committee for review and action.

**Technology:** I ask that you please bring a laptop, tablet, or cell phone to class for handouts and quizzes. All readings will be distributed digitally, so this will also allow you to have the materials in class. Much of the technology we interact with is made to be addictive. I suggest you find and use resources that will help you resist distractions. [Here's](#) a website with a list of website blockers. Similar software exists for apps on phones and tablets.

## Other Useful Resources

*Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.*

- **Local housing shelters and women's shelters:** [Research](#) indicates that a number of low-income college students face homelessness or transient/insecure housing accommodations. [Affordable Colleges Online's website](#) provides statistics about college homelessness as well a way to locate local services.
- **Food Pantries:** [Here's](#) a list of local food pantries.
- **OneNote:** I recommend all students use a note-taking software. I recommend [OneNote](#) as a good option.
- **Zotero:** [Zotero](#) is a free citation management software.
- **Grammarly:** [Grammarly](#) is free software which checks and suggests fixes to grammatical errors.
- **The Writing Center:** The Writing Center is a community of peers ready to assist you with your writing projects, in all genres and fields, and at any stage of development. We work with you in one-on-one meetings that you can book in advance or request during our office hours. In-person appointments will follow all pertinent COVID safety protocols. Virtual appointments are

available for medical reasons or by special arrangement. To book appointments, and for more information, visit [www.hendrix.edu/writingcenter/](http://www.hendrix.edu/writingcenter/) or contact [pruneda@hendrix.edu](mailto:pruneda@hendrix.edu). We look forward to working with you!

- **Hendrix Bailey Library:** Bailey Library's mission is to collaborate and empower all members of our community so that they become their best selves, cherish the scope of human knowledge, and positively contribute to the librarians are happy to help locate quality resources supporting research and classroom work and to assist with the critical evaluation of academic information. Librarians and Library Associates provide individual research assistance by appointment. The library building is open seven days a week, and access to the library's online resources is available 24/7. You can visit the library's website at <https://www.hendrix.edu/baileylibrary/> for more information, to book an appointment, and to access the library's Discovery search, Class Guides, and full-text article databases.
- **ADA accommodations:** As your instructor, it is my legal obligation to ensure that all students have equal access to course materials and equal opportunity to perform well in the course. In addition, "It is the policy of Hendrix College to accommodate students with disabilities, pursuant to federal and state law. Students should contact Julie Brown in the Office of Academic Success (505.2954; [brownj@hendrix.edu](mailto:brownj@hendrix.edu)) to begin the accommodation process. Any student seeking accommodation in relation to a recognized disability should inform the instructor at the beginning of the course.