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Office: 602 Emory Street
Office Hours: M, W, F 2.30pm-4.00pm

Semester: Fall 2016
Class times: M, W, F 1.15 - 2.20 pm
Location: TAR 105

SOC_OX 101-01A: INTRODUCTION TO SOCIOLOGY

This course will provide students with an overview of the sociological approach. Major theoretical concepts and methodologies will be examined and illustrated with a variety of classical as well as recent empirical studies. Some of the topics we'll examine include: the influence of society on love, the causes and consequences of social inequality (e.g., class, race, gender), and social definitions of deviant behavior.

Canvas Site: <https://canvas.emory.edu/?canvas=Login>

Log in, then click on our course: **FA16_SOC_OX_101_01A**. This website will include all the materials we hand out in class (the syllabus, instructions for written assignments, lecture outlines, etc.). Important announcements will also be posted on this site.

Course Goals

By the end of the course, students should be able to:

1. Identify key components of sociological research, including how sociologists: ask research questions, investigate those questions with the appropriate methods, and form conclusions based on empirical analysis.
2. Understand and apply major perspectives and concepts in sociology to everyday events and behaviors.
3. Situate anecdotal experiences and problems within broader societal contexts and patterns.
4. Think critically about social issues with the use of theory and empirical evidence.

Course Readings

Required texts:

1. James Henslin. 2007. *Down to Earth Sociology: Introductory Readings*. 14th edition. New York: The Free Press.

Unless otherwise indicated, the required readings listed below are located in the Henslin book.

2. Course Reserve Readings.

Additional required readings will be available as pdfs on course reserves, accessible either directly through 'Library Tools' on the Emory Libraries & Information Technology website or via the Canvas website.

Reserve readings are marked with an asterisk (*) below.

We will not have a typical textbook for this course. Instead, the readings are comprised of original articles/chapters based on actual sociological research from different authors (many of which are in the Henslin reader). Many of our readings are designed to be short and manageable, given your busy schedules, but some will be more difficult and/or longer than others. If you have any trouble understanding any of the readings or lecture material, please feel free to raise questions during class or talk to me outside class, especially during the indicated office hours.

You are expected to complete the assigned readings **before** the class day on which they are due. We will discuss some of the readings in class, so both the reading and class attendance are important. You will also likely find the class lecture and discussion more interesting if you have completed the readings!

Course Requirements

Description	Due Date	% of Grade
Attendance & Participation	Ongoing	10%
Assignment 1	Monday, Sep 26	20%
Assignment 2	Monday, Nov 7	20%
Exam 1 (Midterm)	Friday, Oct 7	20%
Exam 2 (Final)	Wednesday, Dec 13, 2-5pm	30%

- 1. Attendance (5%) & Participation (5%):** I will use lectures to give you additional information not found in the readings and will also provide frameworks for understanding and integrating the readings with the lecture material. We will also have discussions in class to help clarify the material. More than two unexcused absences will lower your attendance and participation grade. Please do not arrive late to class. Repeated late arrivals will similarly reduce your participation grade. Three late arrivals will count as one absence.
- 2. Assignments (2 x 20%):** These assignments (5-7 pages each) will involve either reflections about your own behavior or gathering some kind of information/data, and writing about the data you gather. I will distribute instructions for these assignments during the semester.
- 3. Exams:** The Midterm (20%) will be an in-class exam. The final exam (30%) will be given during the University-scheduled Final Exam period for this class and cannot be rescheduled. Exams will consist of a mixture of multiple choice and short answer/essay questions. Note that the final is not cumulative.

Grading Scale:

A = 93-100%	C+ = 77-79%
A- = 90-92%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%	D = 60-66%
	F = Below 60%

Policies

Make-up exam: A make-up exam will only be given under extenuating circumstances (e.g., family emergency, personal illness, disaster, etc.). If you have a legitimate and unavoidable scheduling conflict for the exam date, you must inform me of this conflict in writing at least one week prior to the date. We will discuss the possibility of alternative arrangements. Please note that make-up exams may be of a different format. A student who fails to take any required midterm examination at the scheduled time without a legitimate reason may not make up the examination without written permission from a dean.

Late assignments: Papers turned in after the class period in which they are due will be considered late. Assignment grades will be lowered by 10% (i.e., a full letter grade) for each day an assignment is late including the day on which it is due. Late submissions will be excused only for extenuating circumstances like personal illnesses, family emergencies, natural disasters, etc.

Honor Code: All students are expected to conduct themselves in accordance with the policies of Emory College with respect to conduct and academic honesty. It is your responsibility to familiarize yourself with the policies and procedures of the university. Anyone engaging in acts that violate these policies, such as plagiarism or cheating, will be referred to the Honor Council. When you use direct quotes from others, be sure to insert quotation marks around the borrowed text and cite appropriately. For more information on the Emory Honor Code, see <http://oxford.emory.edu/academics/student-services/student-honor-code/>.

Access and Disability Resources: Access, Disability Services and Resources (ADSR) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, students should contact ADSR and complete the registration process. I am not permitted to provide disability accommodations until an accommodation letter has been processed and accommodations are not retroactive, so if this applies to you, please be sure to register at the ADSR as soon as possible. Once you have this letter, you should arrange to meet with me as early in the semester as possible to discuss a way to implement the needed accommodations. The ADSR can be reached at 770-784-4690 or at adsroxford@emory.edu. More information is available at the ADSR website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Email: Please allow up to 24 hours for replies to emails. All assignments, including the research paper, should be submitted in hard copy, not as an email attachment (unless otherwise approved ahead of time). And, any questions about an exam should be sent no later than 5 p.m. the day prior to the exam. Please read all of the written course documentation carefully, including Blackboard announcements and/or emails. I will NOT address questions already answered in a course document or posted in an announcement or prior email.

Electronic Devices: You may use laptops (or other electronic note-taking devices) in class for note-taking purposes but I reserve the right to prohibit their use if I learn that their usage is becoming disruptive for other students. Other devices like cell phones and mp3 players should not be used in class. If you are found engaging in these latter activities, you may be asked to leave the classroom for the remainder of class.

Missed Classes: You are responsible for missed material. Please get notes from one of your classmates. If you still have questions after reading all of the missed material, please come to my office hours.

Religious Holidays: Please let me know at the beginning of the semester if there are holidays/festivals that you plan to attend for religious reasons and that conflict with our class schedule.

Challenging Subject Matter: If you have never taken a sociology course before, be prepared to read and learn about concepts and other subject matter that may challenge things you have taken for granted! And even if you have taken a sociology course before, note that some of our course readings will entail subjects that may be shocking or uncomfortable to read. One of the goals of a higher education at a liberal arts institution, especially in sociology, is to be able to confront controversial, discomfiting, or shocking issues in a reasoned, responsible, and well-informed way. Therefore I cannot emphasize enough the importance of following along with these topics as they emerge during the semester. That said, I understand that there may be some subject content that may be difficult to read/discuss depending on your own personal experiences. I will try to alert the class to these issues in advance where I am aware of them, but I also encourage you to inform me if you feel like a particular topic may be particularly distressing.

Diversity: Many of you will likely be coming from very different backgrounds, not just by race or nationality but also values, opinions, beliefs, etc. In this course, we will strive to value such diversity. Therefore, as we learn what it means to think like a sociologist and try to put this practice into our class lectures and discussions, you should be able to feel free (but should not feel obligated) to share your own

thoughts and experiences (where relevant to the course content and where time permits) to the extent of what you feel comfortable with. We can all stand to value and learn a little bit more about the world around us by listening to those whose experiences may differ from ours. Some of you may not agree with everything you hear in class, including the opinions of your fellow classmates. That is okay! The important thing is to respect one another's right to their opinions and thoughts.

Course Outline

* – Course Reserves

PART I: THE SOCIOLOGICAL PERSPECTIVE

Topic 1: What is Sociology?

Aug 24 (W) Introduction.

Aug 26 (F) *C. Wright Mills. 1959. *The Sociological Imagination: The Promise* (Henslin, pp. 20-28).

Aug 29 (M) *Joel Charon. 2004. *Should We Generalize about People?* (Patricia Adler & Peter Adler. 2009. *Sociological Odyssey*. 4th edition, pp. 16-23).

Topic 2: How do we do Sociology? (Research Methods)

Aug 31 (W) *Howard Schuman. 2002. *Sense and Nonsense about Surveys* (Adler & Adler. 4th edition, pp. 47-52).

*Patricia Adler and Peter Adler. 2003. *The Promise and Pitfalls of Going into the Field* (Adler & Adler. 4th edition, pp.53-61)

Sep 2 (F) Philip Meyer. 1970. *If Hitler Asked You to Electrocute a Stranger, Would You? Probably* (Henslin, pp. 269-276).

PART II: BASIC SOCIOLOGICAL CONCEPTS

Topic 3: Social Structure

Sep 5 (M) LABOR DAY – NO CLASS!

Sep 7 (W) Erving Goffman. 1959. *The Presentation of Self in Everyday Life* (Henslin, pp. 135-146).

Sep 9 (F) *Spencer E. Cahill et al. 1985. *Meanwhile Backstage: Behavior in Public Bathrooms* (Adler & Adler. 4th edition, pp. 144-154).

Sep 12 (M) Philip Zimbardo. 1972. *Pathology of Imprisonment* (Henslin, pp. 315-321).
FILM (*Quiet Rage: The Stanford Prison Experiment*)

Sep 14 (W) Film & reading discussion
Handout & Discussion of Assignment 1

Topic 4: Culture

Sep 16 (F) *Eviatar Zerubavel. 1985. *The Seven Day Circle: The History and Meaning of The Week*. Introduction (pp. 1-4); Culture, Not Nature (pp. 130-141).

Sep 19 (M) James Henslin. 2003. *Eating Your Friends is the Hardest: The Survivors of the F-227* (Henslin, pp. 277-286).
Horace Miner. 1956. *Body Ritual among the Nacirema* (Henslin, pp. 87-91).

Topic 5: The Case of Religion: Social Structure, Culture, and Belief

Sep 21 (W) *Caitlin Killian. 2003. *The Other Side of the Veil: North African Women in France Respond to the Headscarf Affair* (*Gender and Society* 17:567-590).

Sep 23 (F) *Paul Chang & Dale Lim. 2009. *Renegotiating the Sacred-Secular Binary* (*Review of Religious Research* 50:392-412).

Sep 26 (M) FILM (*Arranged*)
ASSIGNMENT 1 DUE

Sep 28 (W): Film discussion

Topic 6: The Case of Love: Social Structure, Culture, and Romance

Sep 30 (F): *Belinda Robnett and Cynthia Feliciano. 2011. *Patterns of Racial-Ethnic Exclusion by Internet Daters* (*Social Forces* 89:807-828).

Oct 3 (M): *Tracy Lambert, Arnold Khan, and Kevin Apple. 2003. *Pluralistic Ignorance and Hooking Up* (*The Journal of Sex Research* 40:129-133).
*Tina Rosenberg. March 27, 2013. *The Destructive Influence of Imaginary Peers* (*The New York Times*).

Oct 5 (W) Review

Oct 7 (F) **EXAM 1**

Oct 10-11 (M-T): FALL BREAK – NO CLASS!

PART III: INDIVIDUALS AND SOCIAL INTERACTION

Topic 7: Socialization

Oct 12 (W) Davis Kingsley. 1949. *Extreme Isolation* (Henslin, pp. 151-160).

Oct 14 (F) *Melissa Milkie. 1999. *Social Comparisons, Reflected Appraisals, and Mass Media* (*Social Psychology Quarterly* 62:190-210).

Oct 17 (M) FILM (*Killing Us Softly 4*) + Film discussion

Oct 19 (W) James Henslin. 2007. *On Becoming Male* (Henslin, pp. 161-172).
Donna Eder. 1995. *On Becoming Female* (Henslin, pp. 173-179).

Oct 21 (F) FILM (*Master of None: Ladies & Gentlemen*) + Film discussion

Handout & Discussion of Assignment 2

Topic 8: Deviance

- Oct 24 (M) *Devah Pager. 2003. *The Mark of a Criminal Record* (Adler & Adler. 4th edition, pp. 169-180).
- Oct 26 (W) *Elijah Anderson. 1999. *The Code of the Street* (Adler & Adler. 2nd edition, pp. 74-85).
- Oct 28 (F) NO CLASS – (At Conference)
- Oct 31 (M) FILM (*Crips and Bloods: Made in America*)
- Nov 2 (W) Film discussion
- Nov 4 (F) William Chambliss. 1973. *The Saints and the Roughnecks* (Henslin, pp. 299-314).
- Nov 7 (M) David Rosenhan. 1973. *On Being Sane in Insane Places* (Henslin, pp. 322-334).

PART IV: GROUPS AND SOCIETY

Topic 9: Class

- Nov 9 (W) Barbara Ehrenreich. 1999. *Nickel and Dimed* (Henslin, pp. 411-424).
ASSIGNMENT 2 DUE
- Nov 11 (F) *Elizabeth Aries and Maynard Seider. *Lower Income College Students at Elite vs State Schools* (Adler & Adler. 4th edition, pp. 359-368).

Topic 10: Race & Ethnicity

- Nov 14 (M) *Joe Feagin. 1991. *The Continuing Significance of Race: Antiblack Discrimination in Public Places* (*American Sociological Review* 56:101-116).
- Nov 16 (W) *Vichet Chhuon and Cynthia Hudley. 2010. *Asian American Ethnic Options* (Adler & Adler. 4th edition, pp. 129-143).
- Nov 18 (F) *Jessica Vasquez. 2010. *Racialization, 'Flexible Ethnicity,' Gender, and Third-Generation Mexican American Identity* (Adler & Adler. 4th edition, pp. 261-274).
- Nov 21 (M) FILM (*Master of None: Indians on TV*) + Film discussion
- Nov 23-25 THANKSGIVING BREAK – NO CLASS!

Topic 11: Gender

- Nov 28 (M) *Irene Padavic & Barbara Reskin. 2002. *Gender Differences in Moving Up and Taking Charge* (Adler & Adler, 2nd edition, pp. 281-290).
- Nov 30 (W) *Martin Tolich & Celia Briar. 1999. *Just Checking it Out* (*Gender, Work, and Organization* 6:129-133).

Dec 2 (F)	NO CLASS
Dec 5 (M)	Review
Dec 14 (W)	FINAL EXAM, 2.00pm-5.00pm