

# Intro to Sociology Syllabus

SOCI 110 - Fall 2021

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*"We must study, we must investigate, we must attempt to solve; and the utmost that the world can demand is not a lack of human interest and moral conviction, but rather the heart-quality of fairness, and an earnest desire for the truth despite its possible unpleasantness."*

- W.E.B. DuBois (1899)

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**Instructor:** Erick Axxe (he/him)

**Office:** Mills 303a

**Class time:** MWF 1:10-2:00PM

**Email:** axxe@hendrix.edu

**Student hours:** MW11-12 (or by appointment)

**Class location:** Mills 102

## 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 contribute to a weekly discussion board or journal entry, complete weekly assignments and quizzes, and complete one end-of-term writing assignment. 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.

## Classroom Etiquette

**Masks:** Students are required to wear a face covering over their nose and mouth while in any Hendrix building (per Hendrix policy). Students may *temporarily* remove their mask to eat or drink, but must promptly cover their nose and mouth after.

**Diversity statement:** 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 (Allison Vetter [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 this professor. For more information on Hendrix non-discrimination policies visit [Hendrix.edu/nondiscrimination](http://Hendrix.edu/nondiscrimination).

**Title IX Statement:** Please see the document "Title IX Statement" regarding sexual harassment and discrimination and visit the website <https://www.hendrix.edu/titleix/> for more detailed information.

**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.

**Absences:** If during the semester you are unable to attend class, you are required to inform me as soon as possible. If you fail to notify me and miss an in-class assignment or quiz, the course late penalty (see below) will apply. If you fail to notify me and miss an in-class exercise, you will not receive credit for that exercise.

**Health accommodations:** 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.

**General comments:** Please do your best to support each other and the instructor with your attention and participation during class time, and to avoid distracting behavior. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to The Office of Student Rights and Responsibilities to consider whether the student's conduct violated Code of Student Conduct. During class time, you are strongly encouraged to ask questions and participate in class discussions. In order to have productive discussions, students (and the professor) must come prepared, having read the assignments, and will treat differing points of view with respect. Disagreements may occur, and I encourage the expression of differing viewpoints as long as they are made in a respectful manner. Hostile or derogatory comments or behavior will not be permitted.

## 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.

## Optional Materials

- *Style: The Basics of Clarity and Grace* by Joseph M. Williams
  - [An old version is available free online as a PDF.](#) Newer versions are likely available through Hendrix's library.

## 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](#), in fact, 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 ways to locate local services.
- **Food Pantries:** [Here's](#) a list of local food pantries.
- **OneNote:** I recommend all students use a note-taking software. There are many, but I can recommend [OneNote](#) as a good option (plus I may use OneNote in Teams for our course).
- **Zotero:** [Zotero](#) is a free citation management software.
- **Blue light filtering glasses:** College requires you to look at screens for unhealthy amounts of time. I bought a pair of blue light filtering glasses years ago and I cannot recommend them more.
- **Grammarly:** [Grammarly](#) is a free software that automatically 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. 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:** Within Bailey Library are its collections, research support services, a variety of group and individual study spaces, and three instructional spaces where peer learning, library instruction, and classroom instruction occur. Librarians are happy to help locate quality resources supporting research and classroom work and to assist with the critical evaluation of academic information. Librarians provide individual research assistance at the Reference Desk or by appointment. The library is open 7 days a week. 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 catalog and databases.
- **ADA accommodations:** As your instructor, it is my job 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. Any student who needs accommodation in relation to a recognized disability should inform me at the beginning of the semester. In order to receive accommodations, students with disabilities are required to contact Julie Brown in Academic Support Services at 505-2954 or [brownj@hendrix.edu](mailto:brownj@hendrix.edu).

# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Percent of Grade
Weekly participation grade	60%
Weekly discussion board / journal participation	20%
Op-ed	20%

## Descriptions of Major Course Assignments

### Weekly Participation Grade

**Description:** Each week, you will receive a grade on either a quiz, an in-class exercise, or in-class assignment.

**Academic integrity and collaboration:** You must complete quizzes and assignments yourself, without collaborating with your peers, unless the instructions state otherwise. You may use your notes and the resources made available through the course to complete the quizzes.

### Weekly Discussion Posts

**Description:** Each week, you will be asked to respond to a discussion post on Teams. 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 discussion topic in class and on Teams. Posts are graded based on participation.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources.

### Op-Ed

**Description:** You will be required to 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, December 10<sup>th</sup> at 5 pm.**

**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 (the writing center [see above] could prove a great resource for this). In general, you are prohibited in university

courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.

### **Late Assignments**

Please refer to Teams 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, please contact me first through our course's [discussion board Q & A on Teams](#). If your question has not been addressed in the discussion board or if your question is specific to your particular situation, 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 university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements page on Teams.
- **Discussion board:** I will check the discussion posts once per week. Depending on the information I request from the post, I will either incorporate your responses into that week's lecture or read through them to check for comprehension of the material. Discussion posts are graded as complete or incomplete.
- **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.

### **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](#).

### **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	Content to interact with BEFORE class
8/25	Introducing one another and Sociology	
8/27	How do sociologists think about the social world?	<ul style="list-style-type: none"> <li>• <a href="#">This video</a> on the three paradigms.</li> <li>• Sociology 3e: <b>Chapter 1: An Introduction to Sociology</b></li> </ul>
8/30	Epistemologies: How do we know what we think we know?	<ul style="list-style-type: none"> <li>• Intro to Sociology (Canadian Edition) by William Little: <b>Pages 22 – 36</b> (on Teams)</li> <li>• Philosophize This!: <a href="#">Episode 103, Sartre and Camus pt. 4 – The Quest for Certainty. Text</a> (if needed).</li> </ul>
9/1	Methods & Ethics: How sociological research is conducted and how it should not be conducted.	<ul style="list-style-type: none"> <li>• Sociology 3e: <b>Chapter 2: Sociological Research</b></li> <li>• Watch this <a href="#">video</a> on social science gone awry.</li> </ul>
9/3	Sociology in Practice Class exercise on misinformation and evaluating sources with Janice Weddle (Assistant Librarian for Instruction and Outreach)	<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>• Check out this <a href="#">Pew Research page</a> which summarizes interesting findings drawn from survey research during 2020.</li> <li>• Watch <a href="#">this video</a> which has Dr. Shamus Khan discussing how he used ethnography to study how elite students are trained.</li> <li>• Listen to <i>THE FIRST 20 MINUTES</i> of <a href="#">this podcast</a> as Dr. Melissa Wilde discusses her research using a comparative-historical method.</li> </ul>
9/8	Social Structure and the Individual	<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>
9/10	Socialization	<ul style="list-style-type: none"> <li>• Listen to the podcast episode: <a href="#">Coping with Retirement, an interview with Michelle Silver</a></li> </ul>

9/13	Social Structure, Socialization, and the Individual in practice	<ul style="list-style-type: none"> <li>• “Out with the Old, In with the New? Habitus and Social Mobility at Selective Colleges” by Lee and Kramer (2013)</li> </ul>
9/15	Culture	<ul style="list-style-type: none"> <li>• Sociology 3e: <b>Chapter 3: Culture</b></li> </ul>
9/17	Groups and Organizations	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 6, Groups and Organizations</li> <li>• <b>Due:</b> Quiz 2 (by 5 pm on 9/17)</li> </ul>
9/20	Stratification (pt. 1)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 9, Social Strat in the U.S.</li> </ul>
9/22	Stratification (pt. 2)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Watch <a href="#">this video</a> with Dr. Raj Chetty discussing income inequality in the United States. Read this <a href="#">Pew Research Report</a> on how U.S. Americans view inequality. (PDFs in Teams) Explore <a href="#">this interactive data diagram</a> from the Federal Reserve.</li> </ul>
9/24	Stratification (pt. 3)	<ul style="list-style-type: none"> <li>• <b>Content:</b> <a href="#">Listen</a> to Dr. Wright's lecture and <a href="#">follow along</a> with this PowerPoint. I recommend flipping through his slides before starting the lecture, that way you have a better idea of when he changes slides during his lecture.</li> <li>• <b>Due:</b> Discussion Post #2 (before 1 pm)</li> </ul>
9/27	Gender, Sex, and Sexuality (pt. 1)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 12, Gender, Sex, and Sexuality</li> </ul>
9/29	Gender, Sex, and Sexuality (pt. 2)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Read Chapter 7 of Dr. Tey Meadow's <i>Trans Kids: Being Gendered in the Twenty-First Century</i> (in Teams folder)</li> </ul>
10/1	Gender, Sex, and Sexuality (pt. 3)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Read <a href="#">this New Yorker piece</a> on Dr. Jordan Peterson's Gospel of Masculinity (also in Teams folder) <b>SEE NEXT PAGE FOR ASSIGNMENTS</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Due:</b> Discussion Post #3 (before 1 pm) Quiz #3 (by 5 pm on 10/1)</li> </ul>
10/4	Race, Ethnicity, and Nation (pt. 1)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 11, Race &amp; Ethnicity</li> </ul>
10/6	Race, Ethnicity, and Nation (pt. 2)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Chapter 1 “The Scope of This Study,” Chapter 2 “The Problem,” and Chapter 18 “A Final Word” from The Philadelphia Negro by Dr. W.E.B. Du Bois (in Teams folder).</li> </ul>
10/8	Race, Ethnicity, and Nation (pt. 3)	<ul style="list-style-type: none"> <li>• <b>Content:</b> Listen to <a href="#">this interview</a> with Kimberlé Crenshaw (also in Teams)</li> <li>• <b>Due:</b> Discussion Post #4 (before 1 pm) Quiz #4 (by 5 pm on 10/8)</li> </ul>
10/11	Education	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 16, Education</li> </ul>
10/13	Religion	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 15, Religion</li> </ul>
10/18	Relationships, Marriage, and Family	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 14, Relationships, Marriage, and Family</li> </ul>
10/20	Work and the Economy	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 18, Work and the Economy</li> </ul>
10/22	Work and the Family	<ul style="list-style-type: none"> <li>• <b>Content:</b> Watch <a href="#">this video</a> with Dr. Arlie Hochschild discussing her research Listen to <a href="#">this podcast</a> on marriage and family in the 21<sup>st</sup> century (also in Teams)</li> <li>• <b>Due:</b> Discussion Post #5 (before 1 pm) Quiz #5 (by 5 pm on 10/22)</li> </ul>
10/25	Health and Medicine	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 19, Health and Medicine</li> </ul>
10/27	Media and Technology	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 8, Media &amp; Technology</li> </ul>

10/29	Media, Technology, and Health	<ul style="list-style-type: none"> <li>• <b>Content:</b> Read "<a href="#">Have Smartphones Destroyed a Generation?</a>" by Dr. Jean M. Twenge (PDF in Teams folder)</li> <li>• <b>Due:</b> Quiz #6 (by 5 pm on 10/29)</li> </ul>
11/1	Movie day: No in-person class	<ul style="list-style-type: none"> <li>• <b>Due:</b> Discussion Post #6 (before 5 pm)</li> </ul>
11/3	Population, Urbanization, and the Environment	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 20, Population, Urbanization, and the Environment</li> </ul>
11/5	Global Inequality	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 10, Global Inequality</li> <li>• <b>Due:</b> Quiz #7 (by 5 pm on 11/5)</li> </ul>
11/8	Social Change and Movements	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 21, Social Movements and Social Change</li> </ul>
11/10	Deviance and Criminology	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 7, Deviance, Crime, and Social Control</li> </ul>
11/12	Crimonology and the Racial Movement	<ul style="list-style-type: none"> <li>• <b>Content:</b> Watch <a href="#">this video</a> as Dr. Becky Pettit discusses her research on incarceration in the United States. Read chapter 1 of Michelle Alexander's <i>The New Jim Crow</i>. (PDF in Teams)</li> <li>• <b>Due:</b> Discussion Post #7 (before 1 pm) Quiz #8 (by 5 pm on 11/12)</li> </ul>
11/15	Aging and the Life Course	<ul style="list-style-type: none"> <li>• <b>Content:</b> Sociology 3e; Chapter 13, Aging and the Eldery</li> </ul>
11/17	Computational Social Science	<ul style="list-style-type: none"> <li>• <b>Content:</b> 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)</li> </ul>
11/19	Topic chosen by students	<ul style="list-style-type: none"> <li>• <b>Content:</b> TBD <b>SEE NEXT PAGE FOR ASSIGMENTS</b></li> </ul>

		<ul style="list-style-type: none"><li>• <b>Due:</b> Discussion Post #8 (before 1 pm) Quiz #9 (by 5 pm on 11/19)</li></ul>
11/22	In-class movie day	<ul style="list-style-type: none"><li>• Movie TBD.</li></ul>
11/29 – 12/3	Op-Ed workshops	<ul style="list-style-type: none"><li>• <b>Due:</b> Discussion Post #9 (before 5 pm on Friday [12/3]) Op-eds are due Friday, December 10<sup>th</sup> at 5 pm</li></ul>

## Statement Regarding Harassment, Discrimination, and Reporting

Hendrix College affirms its commitment to the promotion of fairness and equity in all aspects of the educational enterprise. Harassment and discrimination—including sex discrimination, sexual harassment, sexual misconduct, gender-based violence, and stalking—not only disrupts this commitment, but also violates College policy and federal, state, and/or local law. Hendrix College prohibits harassment and discrimination and addresses reported incidents through policy and procedures, and, if desired by the individual who has experienced or is experiencing such behavior, through assistance in pursuing the criminal investigation and prosecution of alleged offenders.

Should you or someone you know experience behavior that is coercive, discriminatory, harassing, or sexually violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact:

- Allison Vetter, Title IX Coordinator: [title9@hendrix.edu](mailto:title9@hendrix.edu); [vetter@hendrix.edu](mailto:vetter@hendrix.edu)
- Shawn Goicoechea, Assistant Director – Human Resources, Deputy Title IX Coordinator: [goicoechea@hendrix.edu](mailto:goicoechea@hendrix.edu)

Incidents of sexual misconduct, gender-based violence, and stalking may similarly be reported directly to law enforcement, either separately or in conjunction with any report made to the College's Title IX Coordinator.

- Conway Police Department: (501) 450-6120 or by calling 9-1-1.

Unless specifically identified otherwise by policy, all faculty, adjunct instructors, administrative staff including coaches, and Residence Life staff are considered mandated reporters and are required to notify the Title IX Coordinator or other Official With Authority of any incident of discrimination and harassment disclosed to them involving a member of the campus community. This includes any and all reports of sexual harassment, sexual violence, sexual misconduct, gender-based violence, and/or stalking. Mandated reporting helps to ensure that individuals who are experiencing or have experienced discrimination or harassment are connected to the full range of resources and options afforded to them.

If you are in need of support or advocacy and wish to discuss such matters confidentially, you are invited to consult any of the resources listed below. Unlike other College employees, the options below are confidential and are exempted from mandatory reporting obligations to the Title IX Coordinator. These Resources are free and include both internal and external options.

- Hendrix Counseling Services: (501) 450-1448 (for students)
- Hendrix Medical Clinic: (501) 852-1366 (for students and community members)
- Hendrix College Chaplain: (501) 450-4590 (for students)
- Rape Crisis hotline: (501) 801-2700 or (877) 432-5368 (for students and community members)
- Conway Women's Shelter Crisis Hotline: 1-866-358-2265 (for students and community members)
- The National Sexual Assault Hotline--24-hour hotline : (800) 656-HOPE (4673) or visit at [online.rainn.org](http://online.rainn.org)(for students and community members)