

Introduction to Sociology Syllabus

SOCI 110 – Spring 2026

*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, "Little Gidding"

Professor: Dr. Erick Axxe (he/they)

Office: Mills 220

Class time: MWF 10:10-11AM

Email: axxe@hendrix.edu

Office phone: 501.450.1445

Class location: Mills B

Student hours: I will be available to meet on Mondays, Tuesdays, and Fridays from 2:30-4 pm (except when classes are not in session). I encourage you to make use of these times, as I am happy to talk through course material, assignments, or broader academic questions. Students with [appointments](#) will be prioritized, but you are always welcome to stop by. If these times do not work with your schedule, please feel free to email me to arrange an alternative meeting time. I am here to support your learning and success in this course.

Course Description

Sociology is the scientific study of social interactions, relationships, and structures, focusing on individuals, groups, and institutions. This course serves as an introduction to the discipline, offering a foundation in its major theories, key topics, analytic methods, and data sources. While the field of Sociology is vast, this course emphasizes developing a sociological perspective and familiarizing students with resources to deepen their engagement with sociological concepts and approaches.

The course meets in person three times a week (see schedule above for details). Students are expected to complete a weekly journal entry or quiz to reinforce their understanding of course material. By the end of the semester, students will submit an end-of-term writing assignment. Course materials and announcements will be shared via Microsoft Teams. Technology (cell phones, laptops, tablets) are **not** allowed to be used during class time unless specified otherwise.

Learning Outcomes

By the end of this course, students will:

- understand what makes a question sociological, recognize major sociological paradigms, and practice framing sociological questions about social life;
- develop skills as critical consumers of sociological knowledge by understanding how sociological claims are produced, including basic research methods, data sources, and the strengths and limits of different forms of evidence;
- apply sociological concepts and the sociological imagination to connect individual experiences to broader social structures, institutions, and inequalities;
- assess how social values shape definitions of social problems, policy debates, and proposed solutions, and reflect on the role of sociology in informing public decision-making.

Required Materials and/or Technologies

- [Introduction to Sociology 3e](#)
 - Textbook is free to download/access through the above link.
- All other materials (readings, videos, podcasts, etc.) will be posted on Teams using the “Classwork” channel.

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Percent of Grade
Quizzes	30%
Journal responses	40%
Op-ed	20%
Class engagement	10%
**Three unexcused absences will reduce your final grade by 10 percentage points. Each additional unexcused absence will reduce your final grade by an additional percentage point.	

Descriptions of Major Course Assignments

Quizzes

Description: We will have five in-class quizzes throughout the semester. Quizzes will mainly be multiple choice, with 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, May 1st 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. In general, you are prohibited from turning in work from a past class to your current class, even if you modify it.

Class engagement

Active participation is essential in this course. We are expected to:

- Attend class regularly and arrive prepared
- Contribute thoughtfully to discussions
- Engage respectfully with our colleagues' ideas
- Participate in small-group activities and discussions

Participation is evaluated holistically. Speaking frequently is not the only way to demonstrate engagement—listening carefully, asking questions, and responding thoughtfully to others all count.

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 [General](#) 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. You can access your grades on Microsoft Teams.

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
1/21	Introducing one another and the syllabus	<ul style="list-style-type: none"> • Syllabus
1/23	What is Sociology? (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 1: An Introduction to Sociology • This video on the three paradigms. • Due: Syllabus quiz

1/26	Methods & ethics (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 2: Sociological Research
1/28	Sociology in practice (Lecture)	<ul style="list-style-type: none"> • Watch this video in which Dr. Chris Bail discusses the challenges of conducting computational social science. • Watch this video as Dr. Devah Pager discusses the experimental method through audit studies. • Read this Pew Research page on U.S. teens' social media use. • Watch this video, in which Dr. Shamus Khan discusses how he uses ethnography to study how upper-class students are socialized.
1/30	Exercising your sociological imagination (Discussion/activity)	<ul style="list-style-type: none"> • Chapter 1 of <i>The Sociological Imagination</i> by C. Wright Mills • Due: Journal #1
2/2	Social structures (Lecture)	<ul style="list-style-type: none"> • A Sociology Experiment: <i>Social Structure and the Individual</i> by Halasz and Kaufman (on Teams)
2/4	Individuals and socialization (Lecture)	<ul style="list-style-type: none"> • Listen to the podcast episode: Coping with Retirement, an interview with Michelle Silver • Listen to the podcast on "Polished" by Osborne (2024)
2/6	Social Structures, socialization, and the individual in practice (Discussion/activity)	<ul style="list-style-type: none"> • Due: Journal #2
2/9	Culture (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 3: Culture
2/11	Groups and organizations (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 6: Groups and Organizations
2/13	Quiz 1	
2/16	NO CLASS	
2/18	Stratification (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 9: Social Stratification in the U.S.
2/20	Stratification (Discussion)	<ul style="list-style-type: none"> • Watch this video with Dr. Raj Chetty discussing income inequality in the United States.

		<ul style="list-style-type: none"> • Assignments continued on next page • Read this Pew Research Report on how U.S. residents view inequality. • Due: Journal #3
2/23	Gender, sex, and sexuality (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 12: Gender, Sex, and Sexuality
2/25	Gender, sexuality, and social structures (Lecture)	<ul style="list-style-type: none"> • Watch this video with Judith Butler on Gender Theory • Listen to Claudia Goldin discuss the Gender Pay Gap • Read Walker and Kuperberg (2025) (PDF in Teams)
2/27	Gender, sex, and sexuality (Discussion/activity)	<ul style="list-style-type: none"> • Due: Journal #4 Please bring a device (laptop/tablet/phone) to class
3/2	Race, ethnicity, and nation (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 11: Race & Ethnicity
3/4	Stages of U.S. race relations (Lecture)	<ul style="list-style-type: none"> • Dream Land: Little Rock's West 9th Street
3/6	Quiz 2	
3/9	Education (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 16: Education
3/11	Religion (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 15: Religion
3/13	Comparing sports and religion (Lecture/discussion)	<ul style="list-style-type: none"> • Due: Journal #5
3/16	Relationships, marriage, and family (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 14: Relationships, Marriage, and Family
3/18	Work and the economy (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 18: Work and the Economy
3/20	Quiz 3	
3/23-3/27	NO CLASS (SPRING BREAK)	

3/30	Media and technology (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 8: Media & Technology
4/1	Health and medicine (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 19: Health and Medicine
4/3	Media, technology, and health (Discussion/activity)	<ul style="list-style-type: none"> • Due: Journal #6 Please bring a device (laptop/tablet/phone) to class
4/6	Population, urbanization, and the environment (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 20: Population, Urbanization, and the Environment
4/8	Social change and movements (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 21: Social Movements and Social Change
4/10	Quiz 4	
4/13	Government and Politics (Lecture)	<ul style="list-style-type: none"> • Sociology 3e – Chapter 17: Government and Politics
4/15	Deviance and Criminology (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 7: Deviance, Crime, and Social Control
4/17	Drugs and society (Discussion/activity)	<ul style="list-style-type: none"> • Due: Journal #7
4/20	Computational Social Science (Lecture)	<ul style="list-style-type: none"> • Watch this video with Dr. Chris Bail discussing extremism on the internet. • Listen to Safiya Noble discuss search engines • Read the Ledford (2020) (in Teams)
4/22	Aging and the life course (Lecture)	<ul style="list-style-type: none"> • Sociology 3e - Chapter 13: Aging and the Elderly
4/24	Quiz 5	
4/27	Writing hour	
4/29	Op-Ed peer review (Activity)	<ul style="list-style-type: none"> • Bring a draft of your op-ed to class
5/1	Op-Ed workshops (Discussion)	<ul style="list-style-type: none"> • Due: Op-ed (5 pm)

Hendrix Resources and Policies

Academic integrity: Our academic integrity policy may be found in the 2025-26 Catalog in section [D.6.c.Academic Integrity](#). 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. Using a large language model (e.g., ChatGPT, Google's Bard) to produce work is prohibited.

Attendance: Attending class and being an active participant in the class community is one of the **most important contributors to your learning at Hendrix**. Attendance is especially important in this class since you will often engage in group learning activities. Active participation is expected in order to achieve higher grade levels in the course.

If you must miss class, **you should email Dr. Axxe before class** whenever possible. Absences without prior notification are considered unexcused, except in the case of genuine emergencies. Absences related to religious observances, illness, mental or physical health needs, athletic competition, or other institutionally recognized activities (e.g., conference travel or Model UN) are excused. You do not need to provide third-party documentation for absences related to illness. Providing inaccurate or misleading information about an absence is a violation of the Academic Integrity Policy.

When you are absent, you are responsible for reviewing missed materials and staying current with the course. In-class assignments may be made up for excused absences but not for unexcused absences. Because repeated absences—regardless of reason—can interfere with meeting course learning goals, I may reach out to you and your advisor if attendance becomes a concern. You may also be asked to complete additional work to demonstrate progress toward course objectives. If attendance does not improve and learning goals are not being met, the Office of Academic Success will be notified.

In accordance with Hendrix policy, after following this procedure I may, at my professional discretion, remove you from the course if unexcused absences over any three-week period reach or exceed 50%. In such cases, the Registrar will notify you via your Hendrix email prior to the withdrawal deadline. You may appeal this decision by contacting the Registrar within three business days of the notification; appeals are reviewed by the Academic Appeals Committee.

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 or submit a [Title IX report](#). 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.

[Title IX Reports of Discrimination Based on Sex, including Sexual Harassment, Sexual Assault, Stalking, Dating Violence, or Gender-Based Harassment.](#) (Follow link to see details.)

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 the office of Academic Success (AcademicSuccess@hendrix.edu). To maintain optimal health, please utilize campus resources like Hendrix Medical Clinic or Counseling Services (501.450.1448). [Student Health Services](#) provides free healthcare to Hendrix students. Services are provided by an Advanced Practice Registered Nurse (APRN) in collaboration with a local physician. Hendrix Student Health Services is now located in Conway Regional's Hendrix Medical Clinic at 1700 Altus in The Village at Hendrix. Your health and wellbeing are important.

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 the Office of Advising & Academic Success (AcademicSuccess@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.”

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 <http://www.hendrix.edu/writingcenter/> or contact 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.

Technology: 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. **Technology (phone, laptop, tablet, etc.) is not permitted during class time unless otherwise stated.**

Additional 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.

- **Food Pantries:** [Here's](#) a list of local food pantries.
- **Zotero:** [Zotero](#) is a free citation management software.
- **Grammarly:** [Grammarly](#) is a free software that checks and suggests fixes to grammatical errors.
- An [inclusive data resource hub](#).