SOC100 E: Introduction to Sociology
Fall 2026
MWF, from 10:00–10:50

Professor Anna Zhang (she/hers)
Email: azhang@fandm.edu
Office Location: Gerhart House, Office #304
In-Person Office Hours: Monday, 1:30–2:30
Thursday, 11:30–12:30
Additional office hours are available upon request.

Course Description
This course examines the key concepts, theories, methodologies, and interventions of the field of Sociology. Sociology is the scientific study of the patterns of behavior, institutions, and systems that shape *social life*. Together, these encompass the collective forces that shape human behavior and our individual lives, and that influence how we see and encounter the world. Sociologists aim to understand what these forces are and how they are created, explain their effects, and make predictions about future behavior. Sociology was founded in part with the study of inequalities, or what sociologists sometimes call *social problems*. For example, sociologists have examined such questions as how race, gender, and class shape identities and social conditions; how people try to influence the outcome of face-to-face interactions; and how the system of industrial capitalism came to dominate the world. Researchers answer social questions using a range of research methods, including living on the streets, collecting questionnaires from thousands of random people, conducting interviews with personal acquaintances, or writing computer code to identify themes from texts. Studying sociology will allow you to develop a lens, a "sociological imagination" that you can apply to your own experiences.

Course Objectives
By the end of the course, you will be able to:
1. Recognize how society shapes your personal experiences, and be able to apply your sociological imagination to the world around you through reading, writing, and thinking.
2. Identify how the patterns, structures, and institutions of society influence the lives of all people, but not always evenly or fairly.
3. Describe basic sociological concepts and how to use them in your personal, professional, and academic lives.
4. Identify social problems and understand how interventions to address them could be designed.

Required Text:

The following book is available in the bookstore:
Ferguson, Susan J. 2021. Mapping the Social Landscape: Readings in Sociology. 9th edition. New York: McGraw Hill.
**Please note that other editions of this reader contain almost all of the required readings. However, if you have trouble accessing any readings for this course, please contact me as soon as possible.

Readings will be marked as R#, followed by the full title, reflecting the number of the reading in the Table of Contents. The numbers may vary across editions. If there are any discrepancies, refer to the title of the piece.

Other course materials will be available through Canvas.

Course Policies and Resources

Syllabus Policy
The syllabus should be your primary reference for readings, assignment deadlines, and course policies. This syllabus may be modified throughout the semester based on student needs and to ensure better learning outcomes.

Course Communications
I will strive to reply to all emails within 24 hours during the workweek, and within 48 hours within holidays or weekends. I also expect students to actively check course announcements on Canvas and to check their emails to stay up-to-date with course and assignment schedules.

In all emails to me, please include in the Subject Line the name of the course and course section as such: [NAME OF COURSE] [SECTION NUMBER]
Additionally, please use your F&M email account for all course-related communications to ensure your message does not get automatically flagged as Spam and diverted from my inbox. Following these practices helps me to respond to you more efficiently.

Please note that emails sent after 10pm will generally be responded to the next morning. Please plan accordingly for time-sensitive requests.

Class Materials
You will need access to a writing utensil and paper for some of the graded in-class activities in this class. Please ensure that you have access to these materials during class.

Accommodations

Students should notify the professor within the first three class meetings of their need for accommodations. Such requests should be accompanied by the appropriate paperwork from the Accessibility Center.

Readings
This course will be discussion-heavy, and it is important that you complete the assigned readings before class to ensure you can fully participate. Reading academic writing may be challenging at times, and often takes longer than you might at first expect. I strongly suggest setting aside slightly more time than you might initially think you need, and to take notes of any questions or comments that emerge as you read. This will help you to be more successful in class.

Academic Honesty and Integrity Policy
You are expected to adhere to Franklin and Marshall College's Academic Integrity Policy, which defines expectations regarding cheating, plagiarism, and academic honesty. In principle, all of your academic work must be your own, and completed according to the academic guidelines of the assignment. Any significant acts of academic dishonesty will result in a grade of 0 for the assignment and will be referred for disciplinary action. Plagiarism is a serious offense and will be treated as such in this course. Although proper citation and use of scholarly and other sources will be discussed when needed, please address questions as they arise. If you are uncertain about something, reach out to the professor as soon as possible. Papers are routinely checked for plagiarism when they are submitted to Canvas.

Smart glasses and other similar technologies are not permitted during quizzes and exams. Students with prescription smart glasses should bring other glasses (non-technology-enabled) to quizzes and exams.

AI Policy
Usage of AI for quizzes and tests is strictly prohibited and will automatically result in a 0. For use of AI in written assignments, according to the U.S. Copyright Office's official guidance on the copyright of AI-generated materials, any work generated by AI is currently in a legal gray area. As such, in order for your coursework to be counted as your own, students should avoid using AI-generated text in their submissions unless required to by assignment guidelines.
This means that you must apply your own critical thinking skills and write the final submission **in your own words**. To avoid being marked as plagiarism, any work that uses AI such as ChatGPT or other such services in the writing process should include the following:

- The prompt submitted to the AI
- The output generated by the AI
- A few sentences annotating how the output was used in your assignment, demonstrating that the final product is a result of your own creative process.

Assignments that are found to include AI-generated content without the above materials will be automatically marked as plagiarism and reported to Academic Affairs.

Late Policy
Unless otherwise announced to the class, all deadlines are final. All late submissions will be subjected to a 1/3 letter grade deduction for each day past the deadline. For major assignments, the late penalty is 1/2 letter grade deduction for each day past the deadline. Please review the Syllabus for assignment deadlines. You will also receive reminders in class.

Submissions that are late within an hour of the deadline will **not** receive point deductions out of consideration for any technical issues or last-minute challenges. Resubmissions will also be accepted within this timeframe (usually 1 am the day after the deadline). **No resubmissions will be accepted past an hour after the deadline without an extension.**

That being said, I understand that various obligations in life can get overwhelming, and I am committed to making this class accessible while maintaining rigorous standards. To that purpose, I am generally willing to grant extensions of 24-48 hours without needing an excuse or explanation for **2 times** a semester, provided that they are requested ahead of time. If you need an extension, please email me at least **24 hours** before the assignment deadline. Any late assignments beyond these two extensions will receive point deductions except for emergencies or extenuating circumstances.

Classroom Conduct
Some of the content discussed in this course may cause feelings of discomfort. This is an important and expected part of the learning process as we encounter new information and ideas, and I am happy to discuss with students any feelings of discomfort they experience in this course.

I expect that everyone will participate in discussions respectfully, and act in a considerate and courteous way towards one another. Disagreement during discussions is expected to occur, and can be an excellent way to encounter new ideas and challenge existing assumptions. This class should be a space in which everyone feels comfortable expressing their views and engaging in thoughtful discussion. If you have any concerns about the course, or how lectures, discussions or class in general are being conducted, please feel free to reach out.

Please respect the right of your classmates to a distraction-free learning environment, and minimize interruptions. This includes the following:

- Avoid causing loud noises or disruptions if you need to leave or enter the room when class is underway.

- Avoid eating or drinking foods with strong smells or that cause continuous sounds during consumption (ex: Chips, crunchy items, etc.)
- Do not use your phones, tablets, laptops, or other electronic devices for non-class related purposes, or to display flashing images.

Attendance
Students are expected to attend all classes unless otherwise excused. Attendance may be checked through roll calls or in-class written activities. If you need to miss class, please let me know via email beforehand. You are responsible for catching up on any content you have missed due to an absence. To this end, please ensure you have the contact information of at least two other members of this class by filling out the section below:

Classmate 1: Name _____ Phone Number _____
Classmate 2: Name _____ Phone Number _____

Laptop Policy
Laptops, tablets, and other electronic devices provide many technological benefits that may be of use to you in the learning process. However, studies have also shown that their usage can often be distracting to students, with detrimental effects on their learning outcomes. As such, this course allows for limited laptop usage. You may be asked at times to engage with digital content during class, but I will ask you to limit usage of your laptops or other electronic devices outside of those activities. Please avoid using your electronic devices for purposes unrelated to the class to avoid distracting yourself and the other students around you.

Privacy and Recording Policy
The materials of this should not be shared without written permission of the professor, nor can students share assignments completed by other members of the class without their written permission.

To protect the privacy of your classmates and to foster a welcoming learning environment, please do not circulate any personal information shared by members of the class that may come up in discussions.

Additionally, no audio or video recording is allowed in the classroom unless it meets the following conditions:
- The recording officially approved by the professor
- The recording is taken with the consent of the class.

In the case that members of the class do not wish to be recorded during an approved instance, the recording must not include the voice or image of those students. This may require positioning the recording device, as well as pausing and resuming recording as needed. Any recordings taken in

class may **NOT** be shared unless exceptions are explicitly provided (ex: For a creative assignment, etc.).

The use of smartphones, smart glasses, camcorders, and other devices for the purpose of recording without permission is not permitted, and discovery of such usage in violation of course policy will result in a request to desist and to delete the recording. If the person recording does not comply, they will be asked to leave the classroom.

Mandated Reporting of Sexual Misconduct

All faculty and staff (including currently employed students who become aware of misconduct while in their working roles) at Franklin & Marshall College are mandated reporters of sexual misconduct. Two federal laws, the Clery Act and Title IX, create this requirement. Mandated reporters who witness or hear about instances of possible sexual misconduct are required to report to the Title IX Coordinator what they saw or observed. The Title IX Coordinator will determine whether the situation constitutes an ongoing threat, and, if so, will contact the affected student before informing others of the event and possibly proceeding with an investigation. Safety is of the utmost importance to Franklin & Marshall's faculty and staff. We want to do everything we can to prevent incidents, and to help those who have witnessed or experienced such incidents. Please contact the Title IX Coordinator with any questions about mandated reporting of sexual misconduct

Additional Resources and Support

I am happy to discuss any concerns you may have for this course. If you need any support with understanding course content, concepts, or assignments, please come to office hours where I can provide additional clarification. Don't avoid office hours for fear of not knowing what to ask or how to ask. Even if you don't know what you don't know, this is the space to figure it out together.

The Canvas page also links to additional resources provided by F&M College under the Modules page for a variety of different needs.

Acknowledgements

I would like to acknowledge Caroline Faulkner, Amy Singer, and Samuel Maron as sources for some of the content of this syllabus, including but not limited to: Course Policies, Grading, and Weekly Readings.

Grading and Assignments

Grading

Class Participation	
Participation	10%
In-Class Group Activities and Writing	15%
Reflection Papers (10 pts each)	30%
Exams	
Midterm Exam	20%
Final Exam	25%

Grading Policy

Your final letter grade will be based on the scale below. In the circumstance that your grade is within 1 point difference of a *higher* letter grade, I will automatically round **up** to the higher grade.

I do not offer regrades unless extenuating circumstances apply, which will be determined on a case-by-case basis. However, if you see a grade that you believe is the result of a Canvas technical issue (ex: A completed assignment is automatically graded as 0 or is on a scale that does not align with the assignment's points) please contact me immediately.

94–100 = A	80–83 = B-	67–69 = D+
90–93 = A-	77–79 = C+	64–66 = D
87–89 = B+	74–76 = C	60–63 = D-
84–86 = B	70–73 = C-	59 and below = F

Course Assessments

Participation (10%)

Your participation during the full class meeting time is essential to your learning and the learning of your classmates who rely on hearing your contributions to group work, discussions, and other activities. Your overall grade for this portion of the class will include your attendance, in-class writing responses and groupwork, and my assessment of your participation in class during the semester.

- Participation: This class relies on our learning together from the contributions of everyone. Participation can take many forms. It can include speaking in full-class and small group- discussions, asking questions, responding to questions, and participating in activities. At the end of the semester, your level of engagement with the class will be factored into your grade. You have to actually participate in class to get credit for participation!

In-class writing and groupwork (15%): We will write regularly in class as part of our learning process as a way to explore and apply your own understanding of the topics and readings. We will spend a few minutes responding to a question prompt about the readings and course topics

for that day, or conduct groupwork related to the class. You may be asked to begin a short reflection in class and complete it after class.
In lieu of in-class writing, you may also be asked to submit output from in-class groupwork. This may include group quizzes (no electronic devices, on paper, but you may discuss within and between groups). These assignments are noted in the syllabus, but may be added to or otherwise adjusted at the instructor's discretion.

Reflection Papers (30%)

You will write three reflection papers, around 1-2 pages each. These reflection papers will address prompts based on core concepts in the readings and lectures. The reflection papers will be worth a combined total of 30% of your final grade. Reflection papers must include proper citations. Rubrics will be provided over the course of the semester.

Exams (45%)

There will be two exams in this course. This includes:

- Midterm Exam: This will be an in-class exam that consists of multiple choice, short-answer, and short essay questions. You will have the full class time for the exam
- Final Exam: This will be an in-person exam that consists of multiple choice, short-answer, and short essay questions.

Course Schedule

Unit 1: What is Sociology?

Week 1

8/24 **M** Welcome

8/26 **W** The Sociological Imagination
R1: The Promise

8/28 **F** The Sociological Imagination
R3: Romero: An Intersection of Biography and History"

Week 2

8/31 **M** Social Research
R7 Finding out How the Social World Works

9/2 **W** Social Research and Ethics
R8 Haney, Banks, & Zimbardo, "Interpersonal Dynamics in a Simulated Prison

9/4 **F** Sociological Theory
R4 Hunter & McClelland, "Theoretical Perspectives in Sociology

Week 3

9/7 **M** Sociological Theory
Reading: R5 Marx and Engels, "Manifesto of the Communist Party

In-class: Theory Memo

Unit 2- Individuals and Society

9/9 **W** Culture
Reading: R10 Becker, "Culture: A Sociological View

9/11 **F** Culture
Video: The Dull Men's Club

Week 4

9/14 **M** Social Structures
Reading R13: Kane, "'No Way My Boys Are Going to Be Like That!'

9/16 **W** Socialization
Reading: R14: Using Racial and Ethnic Concepts: Critical Case of Very Young Children

9/18 **F** Groups and Social Interaction
Reading: R17 Conley, "The Birth of the Intravidual"

Due: Reflection Paper 1 due on Sunday, 11:59 PM

Week 5
9/21 **M** Social Interactions and Networks
Reading: R22 (NM Prison Riot)
In-Class Memo: Mapping your social networks

9/23 **W** Deviance and Social Control
Reading: R6 Rosenhan, "On Being Sane in Insane Places

9/25 **F** Deviance and Social Control
Reading: Becker, Becoming a Marijuana User

Week 6
9/28 **M** Deviance and Social Control
Reading: Visher and Eason: Changing Prisons to Change People

In-class: Social Structure and Socialization Assignment

Unit 3: Social Inequalities

9/30 **W** Social Class
Reading: R24 Who Rules America?: The Corporate Community and the Upper Class

10/2 **F** Social Class and Poverty
Reading: R55 Unequal Childhoods: Class, Race, and Family Life

Week 7
10/5 **M** Poverty
Reading: R26 Understanding The Dynamics Of $2-A-Day Poverty In The United States
In Class: SPEND Activity

10/7 **W** Midterm Review

10/9 **F Midterm**

Week 8
10/12 **M** Fall Break No Class

10/14 **W** Racial Inequality
Reading: R25 Shapiro, "Race, Homeownership, and Wealth"

10/16 **F** Racial Inequality
Reading: Selod, S., & Embrick, D. G. (2013). Racialization and Muslims: Situating the Muslim experience in race scholarship. Sociology compass, 7(8), 644-655.

Due: Reflection Paper 2: Redlining Maps at SUNDAY, 11:59 PM

Week 9
10/18 **M** Racial Inequality
Reading: Zamora, S. (2016). Racial remittances: The effect of migration on racial ideologies in Mexico and the United States. Sociology of Race and Ethnicity, 2(4), 466-481.

10/20 **W** Gender
Reading: R27 Risman, Gender as Structure

10/22 **F** Gender
Reading: R28 Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System
Video: The Problem With Sex Testing in Sports

Week 10

10/25 **M** Gender
Reading: R30 Because She Looks Like A Child

10/27 **W** Intersectionality
Reading: R32 (LeDuff, "At a Slaughterhouse Some Things Never Die").
Video: Kimberlee Crenshaw, "The Urgency of Intersectionality" 18 min

In class: Intersectionality Assignment

Unit 4 Social Institutions

10/29 **F** Families
Reading: R53 Cherlin, "The Deinstitutionalization of American Marriage"
Week 11

11/2 **M** Families
Reading: Spell, S. A. (2017). Not just black and white: How race/ethnicity and gender intersect in hookup culture. Sociology of Race and Ethnicity, 3(2), 172-187.

11/4 **W** Education
Reading: R50 Civilize Them With A Stick

11/6 **F** Education
Reading: R52 Bad Boys: Public Schools In The Making of Black Masculinity
Video: https://www.pbs.org/wgbh/frontline/documentary/separate-and-unequal/

In Class: Stratification and Outcomes

Week 12
11/9 **M** Health and Illness
Reading: R47 Racism and Health Pathways and Scientific Evidence
In Class: Food Deserts and Food Maps

11/11 **W** Health and Illness
Reading: R49: A Slow, Toxic Decline: Dialysis Patients, Technological Failure, and the Unfulfilled Promise of Health in America
Video: https://www.scrippsnews.com/deserts (Maternity Deserts)

11/13 **F** Institutions and Inequality

Reading: Monnat, S. M., & Chandler, R. F. (2015) Long-term physical health consequences of adverse childhood experiences.

Due: Reflection Paper 3 Stratification and Outcomes by SUNDAY 11:59 PM

Unit 5 Social Change
Week 13
11/16 **M** Globalization
Reading: Davis, M. (2013). Planet of slums. New Perspectives Quarterly, 30(4), 11-12.

11/18 **W** Globalization and Climate Change
Reading: Lustgarten, A. 2020. The great climate migration. New York: New York Times Magazine.

11/20 **F** Climate Change
Reading: R57 Superstorm Sandy

Week 14 Thanksgiving No Class

Week 15
11/30 **M** Social Movements
Reading: R56 Revolutions and Regime Change

12/1 **W** Social Movements
Reading: R58 A New Political Generation: Millennials and the Post-2008 Wave of Protest

12/3 **F** Final Review