

Aims Community College: Greeley Campus
INTRODUCTION TO SOCIOLOGY
SOC 101:G11/ Spring 2009 CRN #41018

Instructor: Ms. Cathy Beighey

Office: WSTV 653A

Class Time: TR 9:10am-10:25pm

Office Hrs: **M, W, F (in LV Rm. #211)** 1:30-3:30pm,

Where: WSTV #682

TR 12:00-2:00pm

Voice & e-mail: 339-6371/cathy.beighey@aims.edu

COURSE DESCRIPTION & OBJECTIVES

Sociology is the systematic study of the relationship between human beings and society; therefore, this course includes an examination of basic sociological principles, concepts, and theories as well as human culture, societies, the socialization process, various types of stratification (class, global, racial/ethnic, gender), race/ethnicity, minority groups, deviance and crime, gender, and age. Students explore and compare the various historic, cultural, and social frameworks of the world, which results in an appreciation for unique cultural identities. In addition, as societies around the globe undergo almost unprecedented rapid change, this course assists students in analyzing and interpreting historic as well as contemporary issues. By using 'the sociological imagination' to link micro-level individual experiences to macro-level social structures, you will be encouraged to explore your own perceptions, attitudes, prejudices, and issues regarding sexuality, diversity, class, gender, race/ethnicity, etc. This will be accomplished with the use of critical thinking skills that serve as sociological "tools" that help uncover the social construction of reality.

You will learn: 1) the framework, theoretical paradigms, and underlying assumptions central to sociology, 2) society as a dynamic system responsive to historical, economic, cultural, and political influences, 3) how your micro-level, everyday interactions are representative of and linked to macro-level social structures, 4) the social and cultural aspects of social behavior due to the socialization process, 5) about globalization and the ensuing changes underway in the U.S. as well societies around the globe, 6) a deeper appreciation for various cultures and how they interact in a larger global context, 7) a foundation from which to dissect minority-majority group relations in addition to how race/ethnicity, gender, and class are socially constructed concepts, 8) an understanding of western and non-western cultures, values, and social norms as well as the contributions and concerns of various groups (ethnic/racial, gender, etc.), 9) to express (written and orally) a well-informed interpretation of the social world based on sound sociological reasoning that also reflects critical thought, 10) sociological research methods and theories that also prepares you for more in-depth studies in sociology.

General Education Competencies

- Critical Thinking Skills
- To Read Critically and Thoughtfully
- Effective Written and Oral Communication

REQUIRED TEXTBOOK: John J. Macionis, *SOCIOLOGY* 11th Edition, Vol. I, Saddle River, NJ: Prentice Hall 2007.

SUPPLEMENTAL MATERIAL: Macionis' Companion Website at: http://wps.prenhall.com/hss_macionis_socCW_11. In particular, I recommend taking the practice quizzes on the Study Guide page.

REQUIRED READING ARTICLES (These articles are distributed in class and 'On Reserve' in the Aims Library):

Reading #1- Giddens, "Sociology: A Brief but Critical Introduction"

Reading #2- Miner, "The Body Ritual Among Nacirema"

Reading #3- Iyer, "The Global Village Finally Arrives"

Reading #4- Macionis, "Marx's Concept of Alienation versus Durkheim's Concept of Anomie"

Tested on Exam #1

Reading #5- Kilbourne, "Beauty and the Beast of Advertising"

Tested on Exam #2

Reading #6- Waldman, "Working Harder, Getting Nowhere"

Reading #7- Gibbs, "Welfare vs. Wealthfare"

Reading #8- Anderson, "Selling Crack"

Reading #9- Wilson, "Public Policy Research and the Truly Disadvantaged"

Reading #10- Snyder, "Self-Fulfilling Stereotypes"

Tested on Exam #3

Class Format: You are expected to have the reading completed before the beginning of class so that you can effectively participate. In addition, lectures and discussion are intended to supplement the reading, NOT substitute for it. The lecture notes are available via Web Services and the Course Home Page. (Log into Web Services. Click on "My Courses". Select our class. Click on "Files" on the navigation bar on your left. The lecture notes are listed by chapter in order.) Attendance and active participation expressed in class discussion will be worth a total of 29 points towards your final grade (10%). I suggest you make a concerted effort to: 1) ask and answer questions, 2) volunteer pertinent, thought-out discussion contributions, 3) comment based on the readings and, 4) in general, be an active, vocal participant of class. I cannot make anyone learn anything, I can only offer knowledge and facilitate learning.

So that you learn to more effectively state your opinions, beliefs, and ideas on controversial issues there will be several occasions for small group discussions, debates, and group exercises, which will count towards your participation grade. Be prepared that some discussion topics or comments may make you feel uncomfortable and challenge what you believe to be true or right. However, it is my belief that such confrontation is an integral part of learning and the classroom is the ideal forum for such an exploration. Also, listening to and learning from diverse views can enrich us all; therefore, one must feel safe to express oneself. The environment of this class must be one that facilitates open, non-judgmental discussion. No disparaging remarks will be tolerated in regards to ethnic

background, gender, sexual preference, age, socioeconomic background, etc. This includes not repeatedly interrupting or talking during lecture (or when another student is talking), and having tolerance for differences of opinion. If you are what I consider discourteous to another student or myself, it will be reflected in your class participation grade and you may be asked to leave the class. (For further details please refer to the Standards of Student Conduct in the 2008-2009 Aims Community College Catalog). In return, I will do my best to uphold this tenet and treat everyone's interpretations/educated opinions with due respect. If you experience a particularly difficult time or feel uncomfortable with some issue, fellow student (myself included), interaction, commentary, or topic, PLEASE talk to me personally so we can work it out immediately. Lastly, students with disabilities that need accommodations are encouraged to contact the Disability Access Center in Horizon Hall #327 or call 339-6388 as soon as possible to ensure that these accommodations are implemented in a timely fashion. Students interested in tutoring are encouraged to contact the Academic Resource Center in Horizon Hall #301 or call 339-6465.

Attendance Policy: Obviously, you are unable to contribute to class if you are consistently absent; therefore, attendance is MANDATORY. Be forewarned that the nature of this course requires consistent attendance and involvement. You are entitled to TWO absences for whatever reason (sick, appointments, etc.) with no penalties reflected in your grade. (I average taking attendance once a week). If you have more than two absences, points will be subtracted from your participation grade. (Poor attendance is the easiest way to lose points). If you experience an unforeseeable, extenuating problem (extended illness, death, injury, etc.), please inform me so that I am aware of your predicament and perhaps, with proper verification, we can arrange an additional excused absence. You are responsible for the material covered in class.

GRADING AND EXAMINATIONS:

The exams will reflect the reading from the textbook, the required reading articles, lectures, films shown to illustrate the material, and poignant class discussions. All exams will consist of 40 multiple-choice questions (worth one point each) and a ten point brief essay (approximately two-three paragraphs). You will have the option to choose between at least two essay questions (you write one essay). You will not be graded on the length per se, but on how well you illustrate your knowledge of the subject matter because advanced academic work demands writing skills necessary for effectively expressing oneself. Specifically, your essay grade will be indicative of your critical and effective application of sociological concepts, examples, or theories. Prior to each exam, I will distribute a review guide. The final exam is cumulative and worth 28% of your final grade. There is not an essay question on the final exam and it consists of 85 one-point multiple-choice questions. Any form of cheating or plagiarism on any of the exams will result in a zero on that exam, and possibly an 'F' as a final grade.

Exam Make-up Policy: You must make arrangements with me prior to the exam in order to be eligible for a make-up exam. If a dire emergency befalls you immediately before the exam, I at least expect a voice message, or an e-mail. (Do not allow days to go by and then request a make-up exam). You may be required to submit verification of

your emergency. Makeup exams will be taken in the Academic Resource Center Horizon Hall #301 as soon as possible.

Critical Thinking Reaction Papers: You will be required to submit three two-page reaction papers (12pts./ paper). By questioning accepted tenets of truth, morality, and the status quo in general, these short papers are designed to assist you in looking at your social world from a critical perspective. Generally, you will be asked to look at yourself, the social construction of reality, agents of socialization, and the relationship between them. In most instances, it will be difficult to effectively answer all aspects of the question in less than one page, but it can not be longer than two well-written pages. I expect you to type and double-space (1.5 space is acceptable) all your papers. Use font size 12. In addition to the sociological content, proper grammar and spelling will be taken into account when assessing a grade. I realize that this can be a potentially frustrating or intimidating exercise, but I believe that writing is just that, an exercise in which one improves with practice and I am more than willing to assist anyone. Feel free to utilize the Writing Center in Horizon Hall #305, and <http://owl.english.purdue.edu>. I do not accept papers electronically (i.e., as email attachments), and unless you experience unforeseen extenuating circumstances and obtain prior approval, reaction papers will NOT be accepted late.

Choose 3 of the 6 Reaction Papers:

#1: Analyze Miner's article (Required Reading #2) by using the concepts of ethnocentrism and cultural relativism. Specifically, what is ethnocentrism and cultural relativism and cite examples of each from the article. (Ethnocentrism and cultural relativism are NOT about establishing similarities or differences between cultures). Lastly, what do you suggest to overcome feelings of ethnocentrism when encountering a "different", seemingly "odd" culture?

#2: Write an autobiography that reflects the people, places, and social institutions (i.e., family, education, the mass media, religion, etc.) that have strongly influenced and shaped your socialization. Specifically, what cultural values, social norms, and beliefs did you learn from them?

#3: Give example(s) of how you utilize impression management/ "presentation of self" techniques in your daily life, which varies depending on the social role you are performing. Clearly state the social role you are performing at that time, the desired impression, and what specific 'presentation of self' techniques you use to make that impression.

#4: Sociologists are interested in how people behave in the world on a micro-level as well as the generalizations, stereotypes, and social assumptions that people often have about different genders. In this non-participatory, fieldwork you will observe the behavior of men and women in a public place, and then write a report summarizing your observations. Details will be distributed later in the semester.

#5: How has sexism influenced your life? Where/ how do you perceive sexism and resulting issues? (Men this includes you too!) Be sure to apply sociological concepts (sexism, gender roles, gender socialization, etc.).

#6: Analyze a song (from any musical genre) by establishing connections between the song's lyrics and *relevant* sociological concepts, terms, or theories. Specifically,

analyze how the lyrics directly illustrate the sociological concepts, terms, or theories. (You will need to get the lyrics, most easily found on the Internet, and I recommend coding the lyrics in terms of related sociological concepts). In your paper include the definitions of the illustrated sociological concepts because defining and describing the terms will help you *correctly* apply them. Also, include brief ‘supporting’ quotes from the lyrics. (Focus your paper on a quality analysis more than quantity). The details will be distributed later in the semester.

***** See below for the due dates of your chosen reaction papers.**

Reaction Paper Grading Guidelines:

12-11 points- Use an excellent, well-thought example(s), illustrate applied theory, exhibit insight by making connections to the lectures and/or reading material with only minimal grammar mistakes, 10 points- An excellent example (s), including a solid reference to class material and related concepts, minimal grammar errors, 9 points- Very good example(s) that expand upon textbook and class discussion material, but exhibit a lack of conceptual or theoretical understanding, 8 points- A satisfactory example (s) that illustrates concepts but a weak connection to class material or the reading, several writing errors, 7 points- Failing to make connection(s) to class/lecture, appearing to have minimal understanding of terms, many writing errors, did not follow reaction paper guidelines, 6-1 points- Substantively false comments, or seeming to have no sociological understanding of terms, poorly written.

Exam #1: 50 points (17%)

Exam #2: 50 points (17%)

Exam #3: 50 points (17%)

Cumulative Final Exam: 85 points (28%)

Three Reaction Papers (12pts./ paper): 36 points (12%)

Class Attendance & Participation: 29 points (10%)

Final Grade: Will be determined on the percentage of the total points (300) you obtain throughout the semester: 300-269 total points = 100%-90%= A, 268-239= 89%-80%= B, 238-209= 79%-70%= C, 208-179 = 69%-60%= D, 178= 59% = F

*** Per Aims’ policy: I can NOT grant Administrative Withdrawals (AW) after the withdrawal date. Also, if a student is not on the roster and has not registered for the class, he/she must see the Registrar immediately.

READING, CLASS & EXAM SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
1/13	Overview/ What’s Sociology?	Read Syllabus
1/15	“The Sociological Imagination” & Sociology’s Origins	Ch. #1
1/20	Theoretical Paradigms	Reading #1
1/22	Sociologically Analyze a Social Issue	Theoretical Analysis Homework
1/27	The Components of Culture	Ch. #3
1/28	****Last Day to Drop****	
1/29	Assimilation vs. Multiculturalism	Readings #2-#3 & Paper #1 Due

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
2/3	Societies around the Globe	Ch. #4
2/4	Extra Credit Exam #1 Review Session	Take Practice Quizzes
2/5	Social Change Theories- Marx, Durkheim, Weber	Reading #4
2/10	Exam #1	
2/12	Socialization	Ch. #5 & Reading #5
2/17	Nature vs. Nurture	In-class debate
2/19	Theories of Socialization	Paper #2 Due
2/24	The Social Construction of Reality	Ch. #6 & What's Reality?
2/26	Impression Management & 'Presentation of Self'	Paper #3 Due
3/3	Sociological Investigation	Ch. #2
3/4	Extra Credit Exam #2 Review Session	Take Practice Quizzes
3/5	Qualitative & Quantitative Research Methods	Paper #4 Due
3/10	Exam #2	
3/12	Principles of Stratification Systems	Ch. #10
3/16-3/20	SPRING BREAK	NO CLASS
3/24	SES & Life Chances	Reading #6 & In-class activity
3/26	Global Stratification	Ch. #12
3/31	Theories of Global Inequality	Compare & Contrast Theories
4/2	U.S. Social Class	Ch. #11
4/7	Class Inequality	Readings #7-#8 & SES & Life Chances
4/9	What Race or Ethnicity Are You?	Ch. #14
4/10	****Last day to Withdraw****	
4/14	Prejudice & Discrimination	Readings #9-#10
4/16	Affirmative Action Debate	Commercials
4/21	Sex & Gender	Ch. #13
4/22	Extra Credit Exam #3 & Final Review Session	Take Practice Quizzes
4/23	Patriarchy, Sexism, & Gender Stratification	Paper #5 Due
4/28	Exam #3	
4/30	Deviance & Crime	Ch. #9 & Paper #6 Due
5/5	Cumulative Final Exam	(No Essay or Required Reading Articles)

KEY:

Ch. #= Textbook Chapter #

Reading #= Required Reading Article

Paper #= Reaction Paper # (Refer to the corresponding question in the syllabus)

***BOLD-TYPE IS USED TO HIGHLIGHT EXAM AND REACTION PAPER DUE DATES**

ATTACHMENT A

STUDENT OUTCOMES:

1. Define sociology and explain the basic insight of sociology.
2. Explain the meaning and the importance of the "sociological imagination."
3. Contrast the views that Comte, Spencer, and Marx held regarding society and the role of the sociologist.
4. Compare and contrast three major theoretical perspectives of sociology.
5. Identify the contributions of theory and research to sociological knowledge.
6. Describe the logic of cause and effect between variables; state the conditions necessary for correlation and for causation.
7. Identify the advantages and disadvantages of laboratory and field experiments.
8. Distinguish between a population and a sample and explain the connection between them; specify ways to ensure that a sample is representative.
9. Describe the relationship between culture and society.
10. Distinguish between instincts, reflexes, drives, and culturally learned behavior.
11. Discuss norms and their importance on society.
12. Define ethnocentrism and discuss its consequences for a culture. Describe cultural relativism and its appropriate use.
13. Indicate how subcultures and countercultures relate to the dominant culture.
14. Summarize the ways in which culture affects human interaction and the ways humans change culture.
15. Define socialization.
16. Describe the ways in which biological pre-dispositions and social influence are intertwined.
17. Discuss the concept of "self" and how it develops.
18. Describe Cooley's theory of the looking glass self.
19. Describe Mead's theory of the formation of the self through symbolic interaction, role-taking, and the generalized and particular other.
20. Identify the key agents of socialization.
21. List the characteristics of a group that distinguish it from an aggregate or category.
22. Contrast the features of primary and secondary groups.
23. Identify ways in which individuals conform to groups.
24. List the functions of in-groups and outgroups.
25. Explain the importance of reference groups.
26. Characterize formal organizations.
27. Define deviance as a sociological concept.
28. Discuss the concept of stigma.
29. Identify means of social control and how they work.
30. Characterize Merton's five-part typology of deviance.
31. Explain why mental disorder is classified as a form of deviance.
32. List four functions of deviance.
33. List four dysfunctions of deviance and their effects on society.
34. Define social stratification.
35. Explain the concept of social mobility.

36. Describe how sociologists use socioeconomic status (SES) as a measurement of social position.
37. Explain how stratification systems are maintained.
38. Discuss social stratification in the United States.
39. Identify the social classes in the United States and the features of each.
40. Specify some of the factors that are correlated with social-class membership.
41. Explain the two ways poverty is defined and indicate which groups in the United States are most likely to experience poverty.
42. Cite biological evidence in discussing differences between the sexes.
43. Cite psychological evidence in discussing difference between the sexes.
44. Cite cross-cultural evidence in discussing the difference between the sexes.
45. Discuss the implication of America's transformation from an agricultural to an industrial economy for gender roles.
46. Discuss ageism in American society.
47. Describe the field of social gerontology. Assess the situation of the aged in America today; list three major problems the elderly face.
48. Give a social definition of race and ethnic group.
49. List the important features of minority group. Distinguish between prejudice and discrimination.
50. Summarize social-science research on stereotypes, authoritarian personality, irrationality, scapegoating, and social environment as a source of prejudice.
51. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information in the study of Sociology.
52. Write and speak clearly and logically in presentations and essays about topics related to Sociology.