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## INTRODUCTION TO SOCIOLOGY

SOCY 1001, Spring Semester, 2008

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Course Web Page: <http://sobek.colorado.edu/~hunterlm/IntroSoc/SOCY1001.htm> (*capitalization is necessary*)

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**OVERVIEW:** This course provides an introduction to Sociology as a social science. During the semester, we will make use of various sociological perspectives to examine social processes, institutions, as well as social problems. We will learn of the ways in which Sociology can help us make sense of our world, social issues, and social problems. We especially hope that after this course, you can apply your “Sociological Imagination” to better understand the ways in which social forces shape all of our lives.

**SPECIFIC AIMS:** It is hoped that you will leave this course with:

- ◆ an understanding of several different sociological perspectives;
- ◆ the ability to apply these perspectives to understand society generally, as well as to understand the causes and consequences of various social problems;
- ◆ insight into the critical link between societal and individual circumstances;
- ◆ appreciation of the myriad components of society and the influence these components have on societal members.

**REQUIRED TEXTS:**

Joan Ferrante. 2008. *Sociology: A Global Perspective* (7E), Thomson Wadsworth.

Patricia A. Adler and Peter Adler. 2007. *Sociological Odyssey: Contemporary Readings in Sociology*. Wadsworth.

**FORMAT:**

The course is composed of lectures and recitation sections. Lectures take place in Chem 140, Tuesdays and Thursdays, 11:00-11:50. In addition, you **must** be enrolled in a recitation section, otherwise you are not enrolled in the general course. Recitations meet weekly and are led by one of the course’s Teaching Assistants. For most weeks, weekly readings are assigned for discussion in recitation, with textbook material to provide a guide for critical consideration of the recitation’s reading. Recitation sections provide an important opportunity for you to apply your Sociological Imagination to contemporary research overviews. As such, your grade for attendance and participation in recitation sections, as well as grades on your recitation assignments, will comprise 35% of your overall course grade.

It is imperative in a class of this nature that procedures and expectations be clearly outlined. The information set forth below is designed to clearly specify the structure of this course. In order to be fair to all students, this structure is not flexible except for particularly extenuating circumstances. Unless this is the case, **please do not request “bending” of the rules**. It’s just not fair.

**EXPECTATIONS:**

You are responsible for the material and announcements presented during all lectures, therefore it is your responsibility to arrange to get missed notes and announcements from fellow students. Professor Hunter makes “housekeeping” announcements detailing administrative information at the **beginning** of each lecture. Also, do not disrupt the ability of other students to learn from the lectures; **do not** arrive late, leave early, read the paper, talk during class, or forget to turn your cell phone off. These

behaviors are distracting and disrespectful. Even though it's horribly embarrassing for all involved, Professor Hunter **will** ask disruptive students to leave the lecture hall!

**MAKE-UPS:** **ABSOLUTELY NO MAKE-UPS** will be provided for unexcused absences from recitation sections and exams.

Students are allowed **two excused absences** from recitation, with an excused absence meaning **prior notification** of your TA that you will be absent (an email sent *prior to start of class* is considered appropriate prior notification). Excused absences authorize a student to turn in class assignments without penalty *within 4 days* of the missed class. Other absences will be considered unexcused and will affect your recitation attendance/participation grade. In addition, as mentioned above, **no make-ups** will be allowed for assignments due during a recitation session for which the student has an unexcused absence.

There can be no more than 2 excused absences in the semester, so try not to use them up early (unless you must!) This policy is quite generous but requires that you think ahead and plan appropriately.

The exam dates are provided below. This calendar is provided early in order that you can identify any potential conflicts. Excused absences from exams are **rarely granted**, must be a result of **extenuating circumstances**, and must be coordinated with Professor Hunter **at least one week in advance** of the absence.

Anyone **NOT** taking the final, Exam 4, will fail the course, no exceptions.

**MISC:** On weekly writing assignments, it is fine to discuss the material and explore shared ideas with fellow students. However, it is imperative that the written work submitted represents your individual effort. To do otherwise constitutes **plagiarism** which is defined as "the use of another's ideas or words without appropriate acknowledgment." (<http://www.colorado.edu/policies/acadinteg.html>; Dec 2005). Plagiarism of any nature (including from the internet) will result in a Violation Report being filed with the University's Honor Code office. We take this very seriously.

Students are responsible for keeping copies of all returned, graded work in the event there is a grade dispute at semester's end. For example, if our course records show an exam score of "85" but you claim you received a "91" but don't have the returned exam, your grade will remain "85."

If you qualify for accommodations because of a **disability**, please submit to Professor Hunter a letter from Disability Services (DS) early in the semester (**by the end of the 3<sup>rd</sup> week**) so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)).

Please review the course schedule ASAP. If you have conflicts between **religious observance** dates and course examinations or assignments, let Professor Hunter or your TA know **by the end of the 3<sup>rd</sup> week of the semester**.

The University has a **classroom behavior** policy. Students are required to adhere to the behavior standards listed in the Rights and Responsibilities Regarding Standards of Conduct and to refrain from disrupting classes and other academic settings. The specific policy may be found at: <http://www.colorado.edu/policies/classbehavior.html>.

Finally, the University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty

member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/odh/>.

EVALUATION: Many different components, from both lecture and recitation sections, will make up your course grade.

Exam 1 (Feb 12<sup>th</sup>, during lecture session).....10%  
Exam 2 (March 6<sup>th</sup>, during lecture session) .....15%  
Exam 3 (April 10<sup>th</sup>, during lecture session) .....15%  
Final (Exam 4) (May 5th, 1:30) .....25%  
Recitation attendance/participation.....15%  
Recitation written responses .....20%

*Questions about grades should first be addressed to your TA since he/she has your records. Contact Prof. Hunter if questions remain.*

Exams must be taken on the day, time, and in the place that they are scheduled. Exams will contain both multiple-choice and short answer questions. Again, anyone **NOT** taking the Final (Exam 4) will fail the course, no exceptions.

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## General Topics and Assigned Readings

- ◆ **IMPORTANT:**  
A calendar reflecting lecture and recitation topics for specific days can be found following this list.

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### UNDERSTANDING SOCIOLOGY

- ◆ So, what *is* Sociology?
- ◆ What is the “Sociological Imagination”?
- ◆ Is Sociology a science?

#### *Readings:*

1. Chapter 1, “The Sociological Imagination” (Ferrante)
2. Mills, “The Promise of Sociology” (Adler and Adler)

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### SOCIOLOGICAL RESEARCH

- ◆ What are the core theoretical perspectives used by Sociologists?
- ◆ What are the steps of the Scientific Method?
- ◆ What types of data and analytical techniques are used by Sociologists?
- ◆ What types of ethical considerations guide social research?

#### *Readings:*

1. Chapter 2, “Theoretical Perspectives and Methods of Social Research: With Emphasis on Mexico” (Ferrante)
2. Lovaglia, “From Summer Camps to Glass Ceilings: The Power of Experiments” (Adler and Adler)

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### CULTURE

- ◆ What is culture and what influence does it have upon social life?
- ◆ What is the difference between material and nonmaterial culture?
- ◆ What is the difference between norms and values? What roles do they play within culture?
- ◆ What are subcultures? How do they form? What are their social implications?

#### *Readings:*

1. Chapter 3, “Culture: With Emphasis on North and South Korea” (Ferrante)
2. Valliquette and Murray, “The New Tattoo Subculture” (on course website)

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### SOCIALIZATION

- ◆ What is socialization and how does it happen?
- ◆ Why is socialization an important social process?
- ◆ What are some specific agents of socialization?
- ◆ What is the debate over “nature” vs. “nurture”?
- ◆ How do Sociologists study the “self” and what does the “self” have to do with socialization?

#### *Readings:*

1. Chapter 4, “Socialization: With Emphasis on Israel and the Palestinian Territories” (Ferrante)
2. Cahill, “Fashioning Gender Identity.” (Adler and Adler)

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## **SOCIAL INTERACTION**

- ◆ What role does social interaction play in defining reality?
- ◆ What are the elements of social structure? What are the implications of social structure?
- ◆ What is a social status? role? network?

### *Readings:*

1. Chapter 5, “Social Interaction: With Emphasis on the Democratic Republic of the Congo” (Ferrante)
2. Cahill et al., “Meanwhile Backstage: Behavior in Public Bathrooms” (Adler and Adler)

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## **DEVIANCE, CONFORMITY, AND SOCIAL CONTROL**

- ◆ How do Sociologists define deviance?
- ◆ What different perspectives are used to understand deviance?
- ◆ What are some forms of social control?
- ◆ What is conformity? Obedience?

### *Readings:*

1. Chapter 7, “Deviance, Conformity and Social Control: With Emphasis on the People’s Republic of China” (Ferrante)
2. Pager, “The Mark of a Criminal Record,” (Adler and Adler)

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## **STRATIFICATION**

- ◆ What exactly is stratification? What are some different forms of stratification?
- ◆ How does stratification shape “life chances?”
- ◆ How do Sociologists measure social class? What are consequences of social class?
- ◆ What is social mobility? What type of social mobility characterizes the U.S.?

### *Readings:*

1. Chapter 8, “Social Stratification: With Emphasis on the World’s Richest and Poorest Countries” (Ferrante)
2. Rank, “Welfare Recipient Living on the Edge” (Adler and Adler)

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## **RACIAL AND ETHNIC INEQUALITY**

- ◆ What is the difference between race and ethnicity?
- ◆ What is the difference between prejudice and discrimination? What are their implications?
- ◆ How do Sociologists study race and ethnicity?
- ◆ What types of patterns characterize intergroup relations?
- ◆ How do race and ethnicity shape social relations in the U.S.?

### *Readings:*

1. Chapter 9, “Race and Ethnicity: With Emphasis on the Peopling of the United States (A Global Story)” (Ferrante)
2. Garza, “Mexican-American Domestic Workers” (Adler and Adler)

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## **GENDER**

- ◆ What is the difference between sex and gender?
- ◆ What is the “social construction” of gender?
- ◆ How is gender related to social stratification? What are the implications of this association?

### *Readings:*

1. Chapter 10, “Gender: With Emphasis on American Samoa” (Ferrante)
2. Tannen, “Men and Women in Conversation” (Adler and Adler)

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## **THE FAMILY**

- ◆ What is the “family” and what roles does the family play in society?
- ◆ Is there only one type of “family”?
- ◆ What type of unique insights are provided by studying the family from different theoretical perspectives?
- ◆ What are the patterns of courtship and mate selection?
- ◆ Why is divorce a social issue?

### *Readings:*

1. Chapter 12, “Family: With Emphasis on Japan” (Ferrante)
2. Arnaut et al., “Biological Parents in Stepfamilies” (Adler and Adler)

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## **POPULATION AND URBANIZATION**

- ◆ What is demography and what do demographers study?
- ◆ What types of patterns characterize world population?
- ◆ What was the “baby boom” and what are its implications?
- ◆ Why is urbanization an important social phenomenon?

### *Readings:*

1. Chapter 15, “Population and Urbanization: With Emphasis on India” (Ferrante)
2. Recitation reading to be determined.

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## **THE ENVIRONMENT**

- ◆ What is human ecology and what insights does it offer on the association between society-environment?
- ◆ Why is the environment a social issue?
- ◆ What are trends in public concern with environmental issues?

*Readings:* To be determined.

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## **SOCIAL MOVEMENTS, SOCIAL CHANGE**

- ◆ What are social movements and how do they develop?
- ◆ What are some of the major contemporary forces of social change?
- ◆ What forces resist social change? What are the consequences of social change?

### *Readings:*

1. Chapter 16, “Social Change: With Emphasis on Greenland” (Ferrante)
- No recitation reading for this week.

**JANUARY**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lectures:</b>	14	15 <b>Review syllabus</b>	16	17 <b>Ch. 1 (Ferrante) Soc Imagination</b>	18
<b>Recitations:</b>	<i>TAs Agenda</i>	<i>Introductions, overview Reading: Mills (Adlers)</i>	<i>Introductions, overview Reading: Mills (Adlers)</i>	<i>Introductions, overview Reading: Mills (Adlers)</i>	<i>Introductions, overview Reading: Mills (Adlers)</i>
<b>Lectures:</b>	21	22 <b>Chs 1 &amp; 2 (Ferrante) Soc Imagination Theory and Methods</b>	23	24 <b>Ch 2 (Ferrante) Theory and Methods</b>	25
<b>Recitations:</b>	<i>Introductions, overview Reading: Mills (Adlers)</i>	<i>TAs Agenda</i>	<i>Research Methods: Lovaglia (Adlers)</i>	<i>Research Methods: Lovaglia (Adlers)</i>	<i>Research Methods: Lovaglis (Adlers)</i>
<b>Lectures:</b>	28	29 <b>Ch 3 (Ferrante) Culture</b>	30	31 <b>Ch 3 (Ferrante) Culture</b>	1
<b>Recitations:</b>	<i>Research Methods: Lovaglia (Adlers)</i>	<i>Research Methods: Lovaglia (Adlers)</i>	<i>Culture: Valiquette (website)</i>	<i>Culture: Valiquette (website)</i>	<i>Culture: Valiquette (website)</i>

**FEBRUARY (NOTE FEB 1 IN LAST WEEK OF JAN CALENDAR)**

<b>Lectures:</b>	4	5 <b>Ch 4 (Ferrante) Socialization</b>	6	7 <b>Ch 4 (Ferrante) Socialization</b>	8
<b>Recitations:</b>	<i>Culture: Valiquette (website)</i>	<i>Culture: Valiquette (website)</i>	<i>Socialization: Cahill (Adlers)</i>	<i>Socialization: Cahill (Adlers)</i>	<i>Socialization: Cahill (Adlers)</i>
<b>Lectures:</b>	11	12 <b>TEST #1 Covering Lecture &amp; Recitation Material</b>	13	14 <b>Ch 5 (Ferrante) Social Interaction &amp; Social Construction</b>	15
<b>Recitations:</b>	<i>Socialization: Cahill (Adlers)</i>	<i>Socialization: Cahill (Adlers)</i>	<i>No Recitation Today</i>	<i>No Recitation Today</i>	<i>Interaction &amp; Structure: Cahill et al. (Adlers)</i>
<b>Lectures:</b>	18	19 <b>Ch 5 (Ferrante) Social Interaction &amp; Social Construction</b>	20	21 <b>Ch 7 (Ferrante) Deviance &amp; Social Control</b>	22
<b>Recitations:</b>	<i>Interaction &amp; Structure: Cahill et al. (Adlers)</i>	<i>Interaction &amp; Structure: Cahill et al. (Adlers)</i>	<i>Interaction &amp; Structure: Cahill et al. (Adlers)</i>	<i>Interaction &amp; Structure: Cahill et al. (Adlers)</i>	<i>Deviance: Pager (Adlers)</i>

	<b>25-Apr</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>Lectures:</b>		<b>Ch 7 (Ferrante) Deviance &amp; Social Control</b>		<b>Ch 8 (Ferrante) Stratification</b>	
<b>Recitations:</b>	<i>Deviance: Pager (Adlers)</i>	<i>Deviance: Pager (Adlers)</i>	<i>Deviance: Pager (Adlers)</i>	<i>Deviance: Pager (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>

**MARCH**

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Lectures:</b>		<b>Ch 8 (Ferrante) Stratification</b>		<b>TEST #2 Lectures &amp; Recitation Since Test #1</b>	
<b>Recitations:</b>	<i>Stratification: Rank (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>	<i>No Recitation Today</i>

	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>Lectures:</b>		<b>Ch 9 (Ferrante) Race &amp; Ethnicity</b>		<b>Ch 9 (Ferrante) Race &amp; Ethnicity</b>	
<b>Recitations:</b>	<i>TA's Agenda ...</i>	<i>No Recitation Today</i>	<i>Race &amp; Ethnicity: Garza (Adlers)</i>	<i>Race &amp; Ethnicity: Garza (Adlers)</i>	<i>Race &amp; Ethnicity: Garza (Adlers)</i>

	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>Lectures:</b>		<b>Ch 10 (Ferrante) Gender</b>		<b>Ch 10 (Ferrante) Gender</b>	
<b>Recitations:</b>	<i>Race &amp; Ethnicity: Garza (Adlers)</i>	<i>Race &amp; Ethnicity: Garza (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>

<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>

**APRIL**

	<b>31-Mar</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Lectures:</b>		<b>Ch 10 &amp; 12 Gender -- Family</b>		<b>Ch 12 (Ferrante) Family</b>	
<b>Recitations:</b>	<i>Gender: Tannen (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>	<i>Family: Arnaut et al. (Adlers)</i>	<i>Family: Arnaut et al. (Adlers)</i>	<i>Family: Arnaut et al. (Adlers)</i>

	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Lectures:</b>		<b>Ch 12 (Ferrante) Family</b>		<b>TEST #3 Lectures &amp; Recitations since Test #2</b>	
<b>Recitations:</b>	<i>Family: Arnaut et al. (Adlers)</i>	<i>Family: Arnaut et al. (Adlers)</i>	<i>TAs Agenda ....</i>	<i>TAs Agenda ...</i>	<i>TAs Agenda ..</i>

	<b>14-Apr</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>Lectures:</b>		<b>Ch 15 (Ferrante) Population &amp; Urbanization</b>		<b>Ch 15 (Ferrante) Population &amp; Urbanization</b>	
<i>Recitations:</i>	<i>TAs Agenda ....</i>	<i>TAs Agenda ...</i>	<i>Population: to be announced</i>	<i>Population: to be announced</i>	<i>Population: to be announced</i>

	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>Lectures:</b>		<b>Environment No Ferrante Chapter, Reading to be announced</b>		<b>Environment No Ferrante Chapter, Reading to be announced</b>	
<i>Recitations:</i>	<i>Population: to be announced</i>	<i>Population: to be announced</i>	<i>Environment: to be announced</i>	<i>Environment: to be announced</i>	<i>Environment: to be announced</i>

	<b>28</b>	<b>29</b>	<b>30</b>	<b>1</b>	<b>2</b>
<b>Lectures:</b>		<b>Ch 16 (Ferrante) Social Change</b>		<b>Ch 16 (Ferrante) Social Change</b>	
<i>Recitations:</i>	<i>Environment: to be announced</i>	<i>Environment: to be announced</i>	<i>TAs Agenda ...</i>	<i>TAs Agenda ...</i>	<i>TAs Agenda ...</i>

\*\*\*\*\* **COMPREHENSIVE FINAL EXAM: Monday, May 5th, 1:30**