

SYLLABUS FOR SOC101: PRINCIPLES OF SOCIOLOGY

Course: SOC*K101 Principles of Sociology

Course Schedule: TR 2:30 – 3:45 p.m.

Location: D211

Instructor: Steven Neufeld

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Office Hours: Tues and Thurs 9-11 a.m. p.m., and by appointment (please always confirm with me first!)

I. Course Description

Sociology is the study of groups, organizations, institutions, and societies, and their influence on human behavior. Sociology goes beyond individual and psychological explanations of human behavior to look at social factors and trends that shape individual behavior and the behavior of groups and societies. These social trends and factors include cultural aspects of societies, such as beliefs, values, and social norms. They also include structural aspects of societies, which refers to the positions and roles people occupy in groups, institutions, and societies as a whole. In particular, sociology focuses on patterns of social inequality, especially class, racial and ethnic, and gender inequalities in society—how they are created and maintained and how they affect our opportunities, beliefs and attitudes, and behavior in society. Overall, sociology allows us to analyze societies and social behavior from a critical perspective, thereby providing us with a better understanding of social problems and issues.

The course is divided into three parts, with an exam after each part. The first part of the course will examine how sociologists study the social world. This will discuss the idea of sociology as a science, the research methods used by sociologists to study the social world, and theoretical perspectives on society and social behavior. The second part of the course will explore the sociological concepts of culture and social structure. In terms of culture, we will look at issues such as culture and socialization, deviance, crime, and social control. In terms of social structure, we will examine concepts such as statuses and roles, groups and organizations, total institutions, and community. The final part of the course will study social inequality, including class inequality, racial and ethnic inequality, and gender inequality. Along the way, students will be introduced to a number of prominent classical theorists in the history of sociology, such as Marx, Durkheim, Weber, Parsons, Goffman, Merton, and Becker, as well as a variety of prominent theorists and researchers today.

II. Learning Outcomes

Learning outcomes refer to knowledge, skills, and abilities you are expected to develop and demonstrate in this course. In this course, you will:

- Demonstrate knowledge of research methods used in sociology
- Understand and apply major theoretical perspectives in sociology

- Demonstrate knowledge of major figures, concepts, and theories in the field of sociology
- Demonstrate an understanding of how social factors as a whole influence individual and group values, attitudes, and beliefs
- Develop an awareness of cultural differences within American society and around the globe
- Understand trends in social inequality in American society
- Understand causes and consequences of social inequality in American society
- Understand causes and consequences of racial/ethnic inequalities in American society
- Understand causes and consequences of gender inequalities in American society
- Learn about real world settings and situations that reflect and illustrate sociological concepts and perspectives

III. Course Readings

The required book for the class is:

- Susan J. Ferguson, *Mapping the Social Landscape: Reading in Sociology, 7th Edition*. McGraw Hill, 2013.

This book is an edited volume of readings, rather than a traditional textbook. While there is no required traditional text book, you may find it useful to consult a textbook as an additional source of information. One textbook that I have used in the past and found useful is Lisa J. McIntyre, *The Practical Skeptic: Core Concepts in Sociology, 4th Edition*, McGraw Hill, 2008. Copies of it are available on reserve in the TRCC library. You may also purchase a copy of this or any other textbook on-line if you wish.

Some of the required weekly readings are available on-line as listed in the Course Schedule in Section VI. If you are unable to access the website by clicking on the link in the syllabus, you should copy and paste the website address into your browser. Assigned weekly readings should be done by the beginning of the week.

IV. Course Assignments and Evaluation

Your course grade will be based on two assignments, a final project consisting of either a traditional research paper or a service learning project, and three take-home exams:

- The two assignments will each count for 10% of the final grade.
- The final project will count for 20% of the final grade.
- The first exam will count for 15% of the final grade, the second exam will count for 20% of the final grade, and the third exam will count for 25% of the final grade. The third exam will be your final exam, although it will not be a cumulative exam.
- **Class participation will help boost your final GPA for the course.**

All assignments and exams involve written work, and the quality of your writing, including spelling and grammar and proper paragraph construction, will be a factor in your

overall grade. At a minimum, you should spell check all work before it is submitted. **If your writing skills are not strong, I strongly encourage you to visit The Writing Center in room C117 for assistance to avoid deductions in your grade.** I am also willing to review early drafts of papers and assignments provided you send them to me several days in advance of the due date.

Late work will be penalized up to a full letter grade deduction depending on the severity of the infraction. Exams cannot be submitted after I have returned the graded exams, which is usually one week after the exams are due, without explicit permission from me. **Failure to complete assignments and/or exams will hurt your final grade more than submitted work that receives an F but reflects some level of effort.**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 383-5240	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 892-5751	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

Students are expected to follow to standards of academic honesty. If there is a question about cheating or plagiarism, the college’s **Academic Integrity Policy** (revised 8 January 2003) will be followed.

V. Cell Phone Policy

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

VI. Course Schedule

The following schedule is a tentative list of the lecture topics that are intended to be covered each week as well as the required readings for the week. Since the schedule is tentative, the dates for specific topics and readings may be revised during the course. Changes to the schedule will be announced in class.

Part I: Sociology As Social Science

Week 1: The Sociological Perspective
Tues 9/1: The Sociological Perspective
Thurs 9/3: Sociology as Social Science

Readings: Ferguson readings 1, 2, and 3

Week 2: Sociological Theory
Tues 9/8: Deductive and Inductive Theory
Thurs 9/10: Durkheim's Theory of Suicide

Readings:

- Ferguson reading 7
- "Inductive or Deductive? Two Different Approaches", on-line at <http://2012books.lardbucket.org/books/sociological-inquiry-principles-qualitative-and-quantitative-methods/s05-03-inductive-or-deductive-two-dif.html>
- "Operationalization", Wikipedia entry at <http://en.wikipedia.org/wiki/Operationalization>
- "Emile Durkheim on Suicide" at <http://www2.uvawise.edu/pww8y/Soc/-Theorists/Durkheim/Suicide.html>

Week 3: Research Methods
Tues 9/15: Quantitative Research Methods
Thurs 9/17: Qualitative Research Methods

Readings:

- Ferguson reading 8
- Grimes, "If You Want to Observe 'Em, Join 'Em," The New York Times, June 16, 2008, at http://www.nytimes.com/2008/01/16/books/16grimes.html?_r=0

Assignment 1 handed out: due 9/25

Week 4: Theoretical Perspectives
Tues 9/22: The Functionalist and Conflict Perspectives
Thurs 9/24: The Symbolic Interactionist Perspective

Readings: Ferguson readings 4, 5, 19, 38, and 40

Exam 1 handed out; due 10/1

Part II: Culture and Social Structure

Week 5: Culture

Tues 9/29: *Happy*

Thurs 10/1: *Happy* (cont'd)

Readings: Ferguson readings 10 and 11

Week 6: Subcultures, Countercultures, and Socialization

Tues 10/6: Subcultures and Countercultures

Thurs 10/8: Socialization

Readings: Ferguson readings 12, 13, 14, and 16

Assignment 2 handed out; due 10/29

Week 7: Deviant Behavior and Social Control

Tues 10/13: Deviant Behavior

Thurs 10/15: Social Control

Readings: Ferguson readings 6, 20, 21, and 22

Week 8: Social Structure

Tues 10/20: Statuses and Roles

Thurs 10/22: Groups and Organizations

Readings: Ferguson readings 17 and 18

Final project instructions posted; due 12/5

Week 9: Community and Its Decline

Tues 10/27: Community

Thurs 10/29: The Decline of Community

Readings:

- Ferguson reading 56
- Robert D. Putnam, "Bowling Alone: America's Declining Social Capital", *Journal of Democracy* 6:1, Jan 1995, 65-78, at <http://xroads.virginia.edu/~HYPER/DETOC/assoc/bowling.html>
- Joseph Stromberg, "Eric Klinenberg on Going Solo", Smithsonian.com, at <http://www.smithsonianmag.com/science-nature/Eric-Klinenberg-on-Going-Solo.html?c=y&page=1>

Exam 2 handed out; due 11/5

Part III: Social Inequality

Week 10: Social Inequality
Tues 11/3: Social Inequality
Thurs 11/5: Functionalist and Conflict Perspectives

Readings: Ferguson readings 23, 41, and 43

Week 11: Stratification and Social Class
Tues 11/10: Social Stratification
Thurs 11/12: Social Class

Readings: Ferguson readings 24, 26, and 55

Week 12: Education
Tues 11/17: The Functionalist Perspective
Thurs 11/19: The Conflict Perspective

Readings: Ferguson readings 50, 51, and 52

Week 13: Racial and Ethnic Inequality
Tues 11/24: Race and Ethnicity
Thurs 11/26: No Class—Thanksgiving Holiday

Readings: Ferguson readings 25, 31, 32, 33, and 34

Week 14: Racial and Ethnic Inequality (cont'd)
Tues 12/1: Racial Inequality
Thurs 12/3: No Class—Thanksgiving

Readings: Ferguson readings 25, 31, 32, 33, and 34 (cont'd)

Week 15: Sex Inequality
Tues 12/8: Sex vs. Gender
Thurs 12/10: Sex Inequality

Readings: Ferguson readings 9, 27, 28, 29, and 42

Final Project Due 12/10

Week 16: Conclusion
Tues 12/15: Concluding Remarks: The Sociological Perspective and You

Final Exam handed out; due Monday 12/21 by 9:00 a.m.