

SOC*K101: Principles of Sociology

Fall 2008
Tuesday 6:30 – 9:15
Room M313

Professor Tricia Sauter
Office hours: M 11:00 – 12:00
W 11:00 – 1:00
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I. Course Description

Sociology is the study of groups, organizations, institutions, and societies, and their influences 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 inequality, and the way they influence how we think and act both individually and collectively. 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 also be introduced to various prominent theorists in the history of sociology, such as Marx, Durkheim, Weber, Parsons, and Goffman.

II. Learning Outcomes

After successfully completing the course, a student should have the following skills and knowledge:

- An understanding of the sociological perspective
- An understanding of different research methods used in sociological research
- An understanding of different theoretical perspectives used in sociology
- An appreciation of the role of social factors in influencing individual behavior
- The ability to think about society from a critical perspective, especially how social positions in society shape how people think and act
- An understanding of inequalities in our society and their consequences for both dominant and subordinate groups
- A knowledge of major figures in the history of sociology

III. Course Readings

Assigned readings are to be done before coming to class. Discussion of the readings in class will be a significant part of your class participation grade. The required texts for the class are:

- Susan J. Ferguson, *Mapping the Social Landscape: Reading in Sociology, 5th Edition*. McGraw Hill, 2008.
- Lisa J. McIntyre, *The Practical Skeptic: Core Concepts in Sociology, 4th Edition*. McGraw Hill, 2008.

IV. Course Assignments and Evaluation

Course grades will be based on two assignments, a research paper and three take-home exams:

- The two assignments will each count for 10% of the final grade.
- The research paper 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.

Written work:

All written work MUST be word processed/double spaced/Gothic 11 or 12 font and correct margins. All submissions must have a cover page, internal citations and a complete and properly formatted work cited page consistent with APA guidelines. Unless a source provides historical information or is theoretical in nature all sources must be within the five year window.

All written work will be graded for content, format, appropriate vocabulary and grammar. If you experience difficulty with any of the above skills please avail yourself to the tutoring or writing centers.

Final Grade Scale

A	=	94 - 100
A-	=	90 - 93
B+	=	87 - 89
B	=	83 - 86
B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	00 - 59

Academic Dishonesty

ZERO TOLERANCE on Plagerism

Definitions of Academic Dishonesty

General Definition

(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)
Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Academic Dishonesty in a Service Learning, Practicum, Internship, Co-operative, or Fieldwork environment

Conduct in community settings entered by a student as part of coursework must be equally characterized by integrity and honesty. Dishonest conduct proscribed under this policy includes but is not limited to (a) making false statements to community partners about the student's skills, credentials and accomplishments, (b) making false statements to community partners or the instructor about progress in the work the student has agreed to do in the community, including supplying false documentation of work, (c) failing to abide by the rules and policies of the community partners that the student agreed to accept as a condition of entrance into the community setting, (d) failing to return materials belonging to the community partner or instructor (e) violating the ethical principles common to professional researchers, including violation of confidentiality or anonymity agreements with research subjects, deceiving or harming research subjects, or coercing participation in research

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.

Section 1: Sociology As Social Science

Week 1: Introduction to Sociology

Tues, 9/2: The Sociological Imagination

Thurs 9/4: Sociological Theory

Readings:

- Ferguson, pp. 1-32
- McIntyre, Chapters 1 and 2

Week 2: Deductive and Inductive Theory

Tues, 9/9: Labor Day Holiday--No Class

Thurs, 9/11: Deductive and Inductive Theory

Readings:

- Ferguson, pp. 32-42
- McIntyre, Chapter 5

Week 3: Research Methods

Tues, 9/16: Quantitative Research Methods

Thurs, 9/18: Qualitative Research Methods

Readings:

- Ferguson, pp. 43-61
- McIntyre, Chapter 6

Assignment #1 Handed Out; Due 9/25

Week 4: Theoretical Perspectives

Tues, 9/23: The Functionalist Perspective

Thurs, 9/25: The Conflict Perspective

Readings:

- Ferguson, pp. 441-478
- McIntyre, Chapters 3 and 4

Section 2: Culture and Social Structure

Week 5: Culture

Tues, 9/30: Culture

Thurs, 10/2: Culture

Readings:

- Ferguson, pp. 62-101
- McIntyre, Chapter 7

Week 6: Socialization

Tues, 10/7: Subcultures and Countercultures

Thurs, 10/9: Socialization

Readings:

- Ferguson, pp. 127-154
- McIntyre, Chapter 10

Assignment #2 Handed Out; Due 10/15

Week 7: Deviant Behavior and Social Control

Tues, 10/14: Theories of Deviance

Thurs, 10/16: Social Control

Readings:

- Ferguson, pp. 209-255
- McIntyre, Chapter 11

Week 8: Social Structure

Tues, 10/21: Roles and Statuses

Thurs, 10/23: Groups and Organizations

Readings:

- Ferguson, pp. 155-208
- McIntyre, Chapter 8

Week 9: Urbanization and Social Change

Tues, 10/28: The Decline of Community

Thurs, 10/30: Social Change

Readings:

- Ferguson, pp. 650-680

Section 3: Social Inequality and Privilege

Week 10: Social Inequality

Tues, 11/4: *Roger and Me*

Thurs, 11/6: Social Inequality

Readings:

- Ferguson, pp. 256-265; 428-440; 479-493
- McIntyre, Chapter 13

Service Learning/Final Paper Instructions Handed Out; Due 12/9

Week 11: Social Stratification

Tues, 11/11: Caste vs. Class Systems

Thurs, 11/13: Social Class

Readings:

- Ferguson, pp. 114-127; 266-279; 292-305; 630-649
- McIntyre, Chapters 12

Week 12: Education and Social Inequality

Tues, 11/18: The Sociology of Education

Thurs, 11/20: Education and Social Inequality

Readings:

- Ferguson, pp. 571-604
- McIntyre, Chapter 13 (continued)

Week 13: Racial and Ethnic Relations

Tues, 11/25: Race and Racism

Thurs, 11/27: Thanksgiving Holiday

Readings:

- Ferguson, pp. 359-382
- McIntyre, Chapters 14

Week 14: Racial and Ethnic Inequality (continued)

Tues, 12/2: Prejudice and Discrimination

Thurs, 12/4:

Readings:

- Ferguson, pp. 280-291; 383-406
- McIntyre, Chapters 14 (continued)

Week 15: Gender Inequality

Tues, 12/9: Sex vs. Gender

Thurs, 12/11: Gender Inequality

Readings:

- Ferguson, pp. 102-114; 306-359
- McIntyre, Chapters 14 (continued)

Institutional and course policy statements:

Disabilities Statement:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 383-5240. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

Cellular Phones and Beepers

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.

College Withdrawal Policy

A verbal "drop or withdrawal" from course(s) will be accepted through the 10th week of classes in accordance with the designated withdrawal deadlines. Students will need to provide the following information: full name, address, date of birth, student identification number and social security number, course reference number (CRN), description/subject and instructor's name, if VA / FA benefits, Verbal drops or verbal withdrawals are processed through the Registrar's Office and Subase site ONLY.

Instructor's Attendance Policy

Consistent attendance at class meetings is crucial to success in this course. You are expected to attend all classes in order to receive full benefit from instruction.

Gratuitous cutting is strongly discouraged. You are permitted to miss up to six hours (two 3-hour classes) of class time for illness or personal business. A student who must miss more than six hours should formally withdraw from the course through the Registrar's Office to avoid penalty. Students who miss more than six hours and who do not formally withdraw may receive an "F" for the course. Students having attendance problems should speak with the instructor before taking any action.

Additional Responsibilities

Students are expected to participate in class discussions, role play and material review. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are expected to practice common courtesy, recognizing each person's right to learn in an atmosphere that is respectful and conducive to learning. Students who violate the rules of courtesy, and/or professional demeanor may be asked to leave.

Early warning notification:

Students experiencing academic difficulty and/or chronic absenteeism will be notified of their class standing.

Section 2: Culture and Social Structure

Week 5: Culture

Tues, 9/30: Culture

Thurs, 10/2: Culture

Readings:

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