Sociology 101-T1

**Principles of Sociology**

Fall 2018

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**Instructor:** Kathryn Brown-Tracy **Class:** M/W, 3:00-415 **Office**: D 205.4

**Home Phone:** (860) 303-9200 **Room:** D 211

**Email:** [**kbt56@tvc**c**onnect.net**](mailto:kbt56@tvcconnect.net) **Office Hours** M/W 1:30–2:30 and by Appointment\_\_\_

**Course Description**

This course is a study of the major concepts used in the field of sociology. A range of sociological topics to be covered is sociological perspectives, sociological methods, socialization, gender stratification, class inequality, and race and ethnic relations. By developing what C. Wright Mills calls a “sociological imagination,” you will gain an understanding of how history, culture, individuals, and institutions intersect in the shaping of your own experiences, life chances, and identities as well as of those of other individuals and groups in society. Throughout the semester, we will examine a number of macro and micro sociological “perspectives” that address people in groups. With a heavy emphasis on social inequality, we will look at the roles those variables such as race/ethnicity, gender, sexuality, social class as well as institutions such as the family, education, and the media in shaping our own lives and the larger society in which we live. We will critically examine the taken-for-granted world so as to illuminate how social norms, values roles and large-scale social structure and institutions impact the world around us, our location in society and that of other individuals and social groups.

**Required Reading**

SOCIOLOGY THE ESSENTIALS, 9th Edition, by Margaret L. Andersen, Howard F. Taylor with Kim A. Logio

**Course Goals**

* + To develop and use a sociological imagination as a tool to examine ourselves, others, groups and society, more generally.
  + To examine how various social forces, control and shape individual lives and whole cultures.
  + To apply critical thinking skills to understand social problems and relationships between social forces and individual perceptions.
  + To learn ways to transform personal, social relationships and structures.
  + Developing an understanding and tolerance for different peoples and viewpoints.
* To develop a critical understanding of how large-scale social institutions, shape our lives and the society in which we live.

**Class Format**

The in-class format will be a combination of small group discussion, some lectures, open discussion and small group activities. I will attempt in as much as possible to be a facilitator for student learning, rather than a disseminator of information. Class discussion in small groups and as a whole will form the most significant learning mode. **Participation is essential to making this class a success**. Each individual brings a wealth of knowledge and experience—we can all learn together through sharing our respective insights.

**Course Policies**

**Attendance:** Attendance is expected. To note attendance and absences sign-in sheets are provided. Missing class more than two times will result in 5 points taken off your final grade for each additional missed class. Lateness is disruptive. Two late arrivals and early departures are counted as one missed class.

Students are responsible for all missed materials in class and are responsible for getting notes from another student. *Do not contact the instructor for a review of class material covered.*

***When you miss class for whatever reason, it is your responsibility to find out what you missed by first asking your classmates.***

**Email Etiquette**

The best way to contact me is through email. **Make sure to write “Sociology 101” in the subject line.** Please do not email me to let me know you will be absent, unless of course there is some sort of emergency or illness that will result in missing more than one class period, for which you, you should bring documentation. Email questions should be short and to the point. Your professor is very busy, any questions that require a lengthy response should be asked in a face-to-face conversation during office hours or after class. Absolutely no assignments will be accepted via email.

**Inclement Weather/Illness:** In case of illness or inclement weather, I will send an email out alerting you that class is cancelled. In order to alleviate any confusion please check your email before coming to class as this will save you from making an unnecessary trip to the college. If there is any doubts, please check the college website to verify a class cancellation due to inclement weather.

**Participation:** Students are expected to actively engage in the course, by being prepared for and participating in all class sessions. **Reading the assignments before class is necessary for good discussions.** As you read, keep the following questions in mind:

What is the reading about? What is the main point?

Are the arguments persuasive?

Does the analysis apply to my life/culture?

What is the most interesting thing I learned from the reading?

You will be responsible for reading all of the chapters assigned in the textbook even if class lectures do not cover each chapter in depth. Rather than try to cover everything on the surface we will delve deeper into select chapters as time allows.

**In-Class Conduct:** Use of cell phones is not allowed during classroom hours. Anyone texting or using their cell phone during class may be asked to leave the class. Keep cell phones turned off or in your purse or backpack so as to not be tempted to use them. Class time is not when one should use their phone for texting, playing games, or watching videos. Following this rule will keep embarrassment out of the class room.

**Academic Integrity at Three Rivers**

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond the College. In this class and in the course of your academic career, present only your own best work, clearly document the sources of the material you use from others; and act at all times with honor (TRCC Faculty Handbook, 2011-2012: 2).

**Writing Center/Tutoring Center:** If you find yourself struggling with any aspect of the course work, please make an appointment to see me or seek help from the Writing Center or the Tutoring and Academic Success Center.

**Disabilities statement:** If you have a question regarding a disability that may affect your progress in this course, please contact one of the college’s Disability Service Providers as soon as possible. Chris Scarborough (215-9289) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Gray (215-9248) generally works with students who have physical, visual, hearing, medical, mobility, and psychiatric disabilities. Matt Liscum (215-9265) also works with students who have disabilities.

**Digication:**

As a student, you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication Template and please post your own choices, as well. Have fun in learning!

**Assignments:**  I expect all assignments to be turned in by the **due date** as indicated in this syllabus. Late work will have a penalty of up to a full letter grade deducted depending on lateness.

**Course Requirements and Grading Scale**

**Grading System:** This course uses a point system, with a total of 700 points. Your grade is based on the total points you earn on all graded items, according to this scale:

A 93 – 100% B 83 – 87% C 73 – 77% D 63 – 67%

A- 90 – 92% B- 80 – 82% C- 70 – 72% D- 60 – 62%

B+ 88 – 89% C+ 78 – 79% D+ 68 – 69% F Below 60%

**Specific Assessments:**

3 Exams (*100 points each)* 300 points *(43%)*

3 Assignments *(75 points each)* 300 points *(32%)*

10 Homework assignments (1*0 points each) 100* points *(25%)*

Total 700 points

**Course Schedule:** The following is a tentative list of the range of topics we will cover each week. The instructor with appropriate student notification may make Adjustments or changes to the syllabus

Sociology 101-11

Course Outline

8/29Class Overview/Introduction

Week 1 9/3 Labor Day/no class

9/5 The Sociological Perspective

Andersen, Taylor, Logio, Chapter 1

Week 2 9/10 The Sociological Perspective

Andersen, Taylor, Logio, Chapter 1

9/12 Culture and the Media

Andersen, Taylor, Logio, Chapter 2

Week 3 9/17 Culture and the Media

Andersen, Taylor, Logio, Chapter 2

9/19 Doing Sociological Research

Andersen, Taylor, Logio, Chapter 3

Week 4 9/24 Doing Sociological Research

Andersen, Taylor, Logio, Chapter 3

9/26 Socialization and The Life Course

Andersen, Taylor, Logio, Chapter 4

Week 5 10/1Socializationand the Life Course **Assignment** 1 **due**

Andersen, Taylor, Logio, Chapter 4

10/3 Social Structure and Social InteractionAndersen, Taylor, Logio, Chapter 5

Week 6 10/8 **Exam 1 (chapters1-4)**

10/10 SocialStructure and Social Interaction

Andersen, Taylor, Logio, Chapter 5

Week 7 10/15 Groups and Organizations

Andersen, Taylor, Logio, Chapter 6

10/17 Deviance and Crime

Andersen, Taylor, and Logio, Chapter 7

Week 8 10/22 Movie: Cheaters

Out-of-class Assignment

10/24 Deviance and Crime discussion

Andersen, Taylor, and Logio, Chapter 7

Week 9 10/29Social Class and Social Stratification

Andersen, Taylor, Logio, Chapter 8

10/31 Social Class and Social Stratification,

**Activity: Stratification, Social Class, and Distribution of Wealth**

Week 10 11/5 Social Class and Social Stratification **Assignment 2 due**

Andersen, Taylor, and Logio, Chapter 8 Class Discussion

11/7 Global Stratification

Andersen, Taylor, and Logio, Chapter 9

Week 11 11/12 **Exam 2 (Chapters 5-9)**

11/14 Race and Ethnicity

Andersen, Taylor, and Logio, Chapter 10

Week 12 11/19 Race and Ethnicity

Andersen, Taylor, Logio, Chapter 10

11/21 **No Class**

11/22-25 **Thanksgiving Recess/No classes**

Week 13 11/26 Gender

Andersen, Taylor, Logio, Chapter 11

11/28 Sexuality

Andersen, Taylor, Logio, Chapter 12

Week 14 12/3 Family and Religions

Andersen, Taylor, Logio, Chapter 13

12/5 Relationships and Domestic Violence

Week 15 12/10Environment and Social Change

Andersen, Taylor, Logio, Chapter 16

12/12 **Assignment 3 due**

Week 16 12/17 **Exam 3 (Chapters 10-14, 16)**

Assignments

The projects you must complete for this course are designed to make you conscious of what it means to act as a sociologist. The projects are also aimed at personal growth. It is not a term paper, but is to be a brief report of around 5 to 6 pages. The project must be typed, double-spaced on one side of the paper only. Neatness and proper grammar are assumed expectations.

Assignment 1

This assignment will be handed out in class.

Assignment 2

**1. Mapping Your Own Status/Role Sets**

Answer the following in chronological order:

1. In one column, list all of your current positions or statuses in order of their importance to you, starting with most important, and then going to least important. In a second column, next to the first, list the role-sets related to each status. For each status, note whether it is primarily ascribed, primarily achieved, or mixture.

2. Now discuss" Who Am I?" on the basis of the mapping you just did. Discuss why you rank-ordered as you did and why you seem to identify with them. Do you have a master status? Which one?

3. Now discuss the presence of conflicts you experience between the statuses and also between a status and its role reciprocals within the role set. How do you usually handle and relieve such strain? Some say that, when we are confronted with conflicting expectations, we follow the one which is more important to us, involves the strong sanctions, and carries the more specific obligations. Comment in relation to your situations.

4. Finally, comment on the applicability of social control. For example, how much do you feel controlled by the expectations of your status? Do you feel you can reject some of them if too controlling? How much of a voice do you have in determining who you are? Does this vary by the age, sex, etc. of the person involved? Finally, are you pretty much the sum of your statuses, or are you more than these?

Assignment 3

**2. Description of Change in Two Generations of the Same Family**

This assignment involves exploring your cultural heritage by analyzing your family across two generations. Specifically, you are asked to compare your family (as it was when you were in high school) with the family of one of your parents (as it existed when your parent was of high school age). Rather than relying on your own impressions and recollections to answer the following questions, you will find it helpful to interview as many of your relatives as possible.

1. *Family composition*: Outline the kinship structure of each household. Specify the age of each family member.

2. *Cultural heritage*: What are the ethnic and religious ties of each family member? Specify how and to what extent these ties permeated family life, including your family and your parent's family.

3. Social Class Position: Specify the occupation, income and education of each parental pair to determine the socioeconomic status of their respective households, including your family and your parent's family.

4. *Sex-roles*: What were the sex-role patterns in each family? How and to what extent were these patterns reflected in the division of labor and the authority structure of each? Examine your family and your parent's family.

5. *Parent-Child Relation*: What kind of parent-child interactions were encouraged? What differences existed between the maternal and paternal roles? What was expected of children, and what types of discipline were employed? Examine your family and your parent's family.

6. *Family solidarity*: What is your assessment of the character and strength of the family bond? Examine your family and your parent's family.

7. *Specify the procedures* you employed to gather information. What difficulties did you encounter? Also, if there are areas where the respondents did not want to answer, please report that.