
INTRODUCTION TO SOCIOLOGY

SOCY 1001, Spring Semester, 2006

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Course Web Page: <http://sobek.colorado.edu/~hunterlm/IntroSoc/SOCY1001.htm> (*capitalization is necessary*)
On webpage: TAs email addresses and recitations, syllabus, assignments, practice exams, etc.

OVERVIEW: This course provides an introduction to Sociology as an academic discipline and as a general perspective through which to view the world. During the semester, we will make use of the sociological framework 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 and the difficult issues we face. 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: You should 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;
- ◆ the ability to critically consider the important role of social interaction in shaping our lives;
- ◆ appreciation of the myriad components of society and the influence these components have on societal members and their “life chances.”

REQUIRED TEXTS:

- ◆ Joan Ferrante, 2006, *Sociology: A Global Perspective* (6th ed.), Thomson Wadsworth.
- ◆ Patricia A. Adler and Peter Adler. 2001, *Sociological Odyssey: Contemporary Readings in Sociology*. Wadsworth.

These books are available as a “bundle” in the CU Bookstore. There are also 2 copies of each on reserve in Norlin Library plan ahead if you are using reserve as there may be a large demand especially before exams!

FORMAT: The course is composed of lectures and recitation sections. Lectures will 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.

****Important:** This course entails at least 40-50 pages of fairly dense weekly reading, in addition to written work due in recitations nearly every week. The course has been designed with the guidelines of the Boulder Faculty Assembly in mind: “an undergraduate student should expect to spend approximately 3 hours per week outside of class for each undergraduate credit hour.” http://www.colorado.edu/FacultyGovernance/MOTRES/BFAxm_90105.html) While courses obviously vary, it is anticipated that you will need to spend at least 5-9 hours weekly outside of class for this course.

Finally, 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. As such, unless your circumstances are extenuating, **please do not request “bending” of the rules.**

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. TAs do not give out their lecture notes. Professor Hunter makes “housekeeping” announcements detailing administrative information at the **beginning** of each lecture. It is your responsibility to keep up with these announcements by contacting fellow students or your TA. 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, 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 3 work days* (Mon-Fri) 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** and must be a result of **extenuating circumstances** and must be **coordinated well in advance** with Professor Hunter.

Anyone **NOT** taking the final, Exam 4, will fail the course, no exceptions. This is a comprehensive exam and represents an important component of the course evaluation.

MISC: On weekly recitation assignments, it is fine to discuss the material, exploring ideas, with fellow students. However, it is imperative that the final work submitted reflects 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.

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 3rd week**) so that your needs

may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.colorado.edu/sacs/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 3rd 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 that 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 14th, during lecture session)	10%
Exam 2 (March 9th, during lecture session)	15%
Exam 3 (April 13 th , during lecture session)	15%
Final (Exam 4) (Monday, May 8th, 1:30)	25%
Recitation attendance/participation.....	15%
Recitation assignments.....	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.

General Topics and Assigned Readings

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

THE SOCIOLOGICAL IMAGINATION

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

Readings:

1. Chapter 1, “The Sociological Imagination” (pp. 3-29 in Ferrante textbook)
2. Randall Collins, “The Sociological Eye” (pp. 7-9 in Adler and Adler reader)

SOCIOLOGICAL THEORY & RESEARCH

- ◆ What types of different theoretical perspectives are 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” (pp. 31-67 in Ferrante textbook)
2. Haney, Banks, Zimbardo, “Interpersonal Dynamics in a Simulated Prison” (available on course webpage)

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?
- ◆ What types of perspectives do Sociologists use to study culture?

Readings:

1. Chapter 3, “Culture: With Emphasis on North and South Korea” (pp. 69-103 in Ferrante textbook)
2. Valliquette and Murray, “The New Tattoo Subculture” (available on course webpage)

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, The West Bank and the Gaza Strip” (pp. 105-137 in Ferrante)
2. Adler and Adler, “Girls’ and Boys’ Popularity” (pp. 247-258 in Adler and Adler reader)

SOCIAL INTERACTION AND THE SOCIAL CONSTRUCTION OF REALITY

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

Readings:

1. Chapter 5, “Social Interaction and Social Construction of Reality: With Emphasis on the Democratic Republic of the Congo” (pp. 139-175, in Ferrante textbook)
2. Spencer E. Cahill, “Fashioning Gender Identity” (pp. 102-111 in Adler and Adler reader)

SOCIAL ORGANIZATION

- ◆ What are social organizations and what influence do they have on society?
- ◆ What are multinational corporations and what role do they play in globalization?
- ◆ What is meant by the “McDonaldization” of society?

Readings:

1. Chapter 6, “Social Organizations: With Emphasis on McDonalds” (pp. 177-205, in Ferrante textbook)
2. Alan Bryman, “The Disneyization of Society” (pp. 380-387 in Adler and Adler reader)

DEVIANCE 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 8, “Deviance, Conformity, and Social Control: With Emphasis on the People’s Republic of China” (pp. 207-247, in Ferrante textbook)

***Recitation work to be announced and posted on course website.*

STRATIFICATION

- ◆ What exactly is stratification? What are some different forms of stratification?
- ◆ 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 Peoples” (pp. 249-283 in Ferrante textbook)
2. Mark Rank, “Welfare Recipients Living on the Edge” (pp. 207-215 in Adler and Adler reader)

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 Ethnic Classification: With Emphasis on the Peopling of the United States (A Global Story)” (pp. 285-327 in Ferrante textbook)

***Recitation work to be announced and posted on course website.*

GENDER

- ◆ What is the “social construction” of gender?
- ◆ How does gender relate to social stratification?
- ◆ What are the implications of gender stratification?

Readings:

1. Chapter 10, “Gender: With Emphasis on American Samoa” (pp. 329-365 in Ferrante textbook)
2. Deborah Tannen, “Men and Women in Conversation” (pp. 259-264 in Adler and Adler reader)

THE FAMILY & AGING

- ◆ What is the “family” and what roles does the family play in society?
- ◆ Is there only one type of “family”? How have families changed as population ages?
- ◆ What type of unique insights are provided by studying the family from different theoretical perspectives?
- ◆ Why is divorce a social issue?

Readings:

1. Chapter 12, “Family and Aging: With Emphasis on Japan” (pp. 405-443 in Ferrante textbook)

***Recitation work to be announced and posted on course website.*

POPULATION AND COMMUNITIES

- ◆ What is demography and what do demographers study?
- ◆ What types of patterns characterize world population?
- ◆ How do these patterns vary by region? How do they impact individual “life chances?”

Readings:

1. Chapter 13, “Population and Urbanization: With Emphasis on India” (pp. 445-475 in Ferrante textbook).

***Recitation work to be announced and posted on course website.*

SOCIAL MOVEMENTS, SOCIAL CHANGE

- ◆ What are social movements and how do they develop?
- ◆ What types of perspectives are used to study social change? What types of insights are provided by each?
- ◆ What forces resist social change?

Readings:

1. Chapter 16, “Social Change: With Emphasis on Global Interdependence,” (pp. 559-587 in Ferrante textbook)

***No extra recitation reading or assignment this week.*

** For each recitation, the reading and related assignment noted on the calendar are due THAT DAY. The assignment will be ** available on the course website: <http://sobek.colorado.edu/~hunterlm/IntroSoc/SOCY1001.htm>

** "TAs Agenda" refers to a recitation in which your TA has flexibility in designing the day's work such that it will be most ** interesting and beneficial to your recitation class.

JANUARY					
	Monday	Tuesday	Wednesday	Thursday	Friday
Lectures:	16 HOLIDAY	17 Review syllabus	18	19 Ch. 1 (Ferrante) Soc Imagination	20
Recitations:	NO RECITATIONS	Introductions, overview Reading: Collins (Adlers)	Introductions, overview Reading: Collins (Adlers)	Introductions, overview Reading: Collins (Adlers)	Introductions, overview Reading: Collins (Adlers)
Lectures:	23	24 Chs 1 & 2 (Ferrante) Soc Imagination Theory and Methods	25	26 Ch 2 (Ferrante) Theory and Methods	27
Recitations:	Introductions, overview Reading: Collins (Adlers)	TAs Agenda	Research Methods: Haney et al (on website)	Research Methods: Haney et al (on website)	Research Methods: Haney et al (on website)
Lectures:	30	31 Ch 3 (Ferrante) Culture	1	2 Ch 3 (Ferrante) Culture	3
Recitations:	Research Methods: Haney et al (on website)	Research Methods: Haney et al (on website)	Culture: Valiquette (on website)	Culture: Valiquette (on website)	Culture: Valiquette (on website)

FEBRUARY (NOTE FEB 1, 2, 3 IN LAST WEEK OF JAN CALENDAR)

Lectures:	6	7 Ch 4 (Ferrante) Socialization	8	9 Ch 4 (Ferrante) Socialization	10
Recitations:	Culture: Valiquette (on website)	Culture: Valiquette (on website)	Socialization: Adler & Adler (Adlers)	Socialization: Adler & Adler (Adlers)	Socialization: Adler & Adler (Adlers)
Lectures:	13	14 TEST #1 Covering Lecture & Recitation Material	15	16 Ch 5 (Ferrante) Social Interaction & Social Construction	17
Recitations:	Socialization: Adler & Adler (Adlers)	Socialization: Adler & Adler (Adlers)	No Recitation Today	No Recitation Today	Social Interaction Cahill (Adlers)
Lectures:	20	21 Ch 5 (Ferrante) Social Interaction & Social Construction	22	23 Ch 6 (Ferrante) Social Organization	24
Recitations:	Social Interaction Cahill (Adlers)	Social Interaction Cahill (Adlers)	Social Interaction Cahill (Adlers)	Social Interaction Cahill (Adlers)	Social Organization: Bryman (Adlers)
Lectures:	27	28 Ch 6 (Ferrante) Social Organization	1	2 Ch 7 (Ferrante) Deviance & Social Control	3
Recitations:	Social Organization: Bryman (Adlers)	Social Organization Bryman (Adlers)	Social Organization: Bryman (Adlers)	Social Organization: Bryman (Adlers)	Deviance: to be announced

MARCH (NOTE MARCH 1, 2, 3 IN LAST WEEK OF FEB CALENDAR)

Lectures:	6	7 Ch 7 (Ferrante) Deviance & Social Control	8	9 TEST #2 Lectures & Recitation Since Test #1	10
Recitations:	<i>Deviance: to be announced</i>	<i>Deviance: to be announced</i>	<i>Deviance: to be announced</i>	<i>Deviance: to be announced</i>	<i>No Recitation Today</i>

Lectures:	13	14 Ch 8 (Ferrante) Stratification	15	16 Ch 8 (Ferrante) Stratification	17
Recitations:	<i>TA's Agenda ...</i>	<i>No Recitation Today</i>	<i>Stratification: Rank (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>

Lectures:	20	21 Ch 9 (Ferrante) Race & Ethnic Classification	22	23 Ch 9 (Ferrante) Race & Ethnic Classification	24
Recitations:	<i>Stratification: Rank (Adlers)</i>	<i>Stratification: Rank (Adlers)</i>	<i>Race/Ethnicity: to be announced</i>	<i>Race/Ethnicity: to be announced</i>	<i>Race/Ethnicity: to be announced</i>

27	28	29	30	31
SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK

APRIL

Lectures:	3	4 Ch 10 (Ferrante) Gender	5	6 Ch 10 (Ferrante) Gender	7
Recitations:	<i>Race/Ethnicity: to be announced</i>	<i>Race/Ethnicity: to be announced</i>	<i>Gender: Tannen (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>

Lectures:	10	11 Ch 10 (Ferrante) Gender	12	13 TEST #3 Lectures & Recitations since Test #2	14
Recitations:	<i>Gender: Tannen (Adlers)</i>	<i>Gender: Tannen (Adlers)</i>	<i>TAs Agenda</i>	<i>TAs Agenda ...</i>	<i>TAs Agenda ..</i>

Lectures:	17	18 Ch 12 (Ferrante) Family & Aging	19	20 Ch 12 (Ferrante) Family & Aging	21
Recitations:	<i>TAs Agenda</i>	<i>TAs Agenda ...</i>	<i>Family: to be announced</i>	<i>Family: to be announced</i>	<i>Family: to be announced</i>

Lectures:	24	25 Ch 13 (Ferrante) Population & Urbanization	26	27 Ch 13 (Ferrante) Population & Urbanization	28
Recitations:	<i>Family: to be announced</i>	<i>Family: to be announced</i>	<i>Population: to be announced</i>	<i>Population: to be announced</i>	<i>Population: to be announced</i>

MAY

Lectures:	1	2 Ch 16 (Ferrante) Social Change	3	4 Ch 16 (Ferrante) Social Change	5
Recitations:	<i>Population: to be announced</i>	<i>Population: to be announced</i>	<i>TAs Agenda ...</i>	<i>TAs Agenda ...</i>	<i>TAs Agenda ...</i>

***** **COMPREHENSIVE FINAL EXAM: Monday, May 8th, 1:30, LOCATION: CHEM 140**