

## **SOCL 101 - Introduction to Sociology**

Prof. **John A. Donahue**

Meetings: **August 27 – December 12, 2007**

Class hours: **MWF 11:15 AM – 12:10 PM**

E-mail: **jdonahue2@ccbcmd.edu**

Web: **<http://faculty.ccbcmd.edu/~jdonahu8>**

Course number: **90537**

Room: **L317**

Office Hours: **M & R 12:30 – 2 in Adjunct office** (see website for Catonsville hours)

Office: **AF319 (Catonsville Campus)**

### *Introduction:*

Sociology is the study of society. It explains peoples' behavior in a social context, both on a small and a large scale. Throughout this semester, we will examine society through this lens – and that includes our own society and cultures (yes, cultures, with an *s*).

*Course Objectives* – Sociologists tackle *many* topics. Our department emphasizes the following main objectives that you should get out of this class:

### General Course Objectives –

1. Introduce of the sociological viewpoint and its explanations for human behavior.
2. Organize and explain the concepts necessary for an analysis of social processes and institutions.
3. Help one to adapt to a complex social environment.
4. Provide a basis for understanding both personal and group behavior, and one's own place in a social world.

### Conceptual Course Objectives –

5. Define the sociological perspective in the study of human behavior.
6. Explain the differences between the macro- and microsociological approaches.
7. Explain the major theoretical orientations in sociology and apply them in analyzing social phenomena.
8. Describe the methods used in sociological research and be able to utilize the steps in the scientific research process.
9. Discuss the nature and significance of social structure and social institutions.
10. Discuss the nature and significance of culture, subcultures, social norms, ethnocentrism and cultural relativism.
11. Describe the process of socialization and the influence of agents of socialization on the development of the self.
12. Describe patterns of social interaction using the concepts of status, role, primary group and secondary group.
13. Explain sociological perspectives of deviance.
14. Discuss the nature and significance of social stratification, focusing on variables such as social class, race, age and gender.

*Textbook* - Henslin, James M. *Essentials of Sociology: A Down-to-Earth Approach*. Seventh edition. Boston, MA: Allyn & Bacon, 2006. ISBN – 020544444X. (You may also use the previous, cheaper sixth edition if you can find it). I have also made a CD with some readings saved in PDF format that you can read at home or on any school computer. This CD will be on reserve in the Media Library for your viewing if you need it. Some of these readings are required

(the syllabus will say which ones these are); the rest are on the CD for extra credit and personal enrichment.

*Note:* If there is something that you really need help on, or are confused about, please bring it to the attention of the class. There are no stupid questions.

*Assignments* (refer to assignment rubrics for full descriptions of these assignments – there are direct links to these rubrics on the online syllabus; just click on the name of the assignment):

**1) Assessments:** Over the course of the semester, we will have two tests - a midterm (**Friday, October 19**) and a final (**Wednesday, December 12**). Do not miss these tests.

**2) Papers:** At the core of sociology are its research methods – conducting *surveys*, analyzing someone else’s research (*secondary research*), conducting *experiments* to create a data set, analyzing *documents* to create a data set, doing *participant observation* (which your informants will know about), and observing others without their knowledge (*unobtrusive measures*). In this class, you will put them to practice.

**2B) a community service learning project.** For this project I require you to commit yourself to between five (5) and eight (8) hours of community service during the semester (**that’s 5 to 8 hours for the entire semester, not per week**), which can be arranged through the campus’ Center for Service Learning, Room AF325 (you can also make your own arrangements, but you must run them by me first). I *strongly urge* (though do not require) you to work with a population that you *aren’t* used to being around, because this will expose you to some new cultures! You must let me know which site you have chosen by **Friday, September 21**. This service project will culminate in a *reflection* paper of **at least 4 pages**, and will be due **Monday, November 19**.

**2B) a paper of your own, original research.** For this project, you must collect your own data on any topic of your choosing. You must use at least one of the following main research methods as the basis for your paper: *survey*, *participant observation* or *experiment*. You may complement your chosen research method with any of the others (the three above, plus secondary research, document research and unobtrusive observation). You must also choose one of the three major theoretical perspectives of sociology to guide your research: *symbolic interaction*, *functionalism* or *conflict theory*.

Unlike your other paper, which is more reflective and less formalized, this research paper will be a *scientific, analytical research project*. Your paper must be about **5 to 7 pages**, and will be due **Monday, December 7** (the last full day of class).

**3) Small activities:** Over the course of the semester there will be various short in-class and out-of-class activities that deal directly with the subject matter of the course. Out-of-class activities may be done individually or in groups (your choice) and will result in a short essay (about 2 pages) on the topic of the assignment. In-class assignments will be group activities and must be completed on the day they are assigned. Each is worth 25 points, and together they are worth over 20% of your grade!

**3A) Out-of-class assignment #1 (30 points):** You must perform an act that is considered **deviant** in its social context. Note that what you choose to do **must be legal and safe** (no mooning, shoplifting or darting across the freeway, or anything like that). Afterwards, you must write a short essay (3 pages) discussing: 1) what you did, 2) what the norms of the social context were and how your actions deviated from them, 3) a description of how others reacted to you, and 4) what ethical concerns were raised (if any). You may work on this project in a group or individually. If you like, you also have the option of doing this project in the form of a poster, Power Point presentation or short video. If you choose any of these options, you must present them in class. **You must inform me what your deviant act will be at least a week in advance (due Friday, October 5);**

**3B) Out-of-class assignment #2 (20 points):** Watch a movie that deals with different social groups coming into contact with each other or undergoing a major cultural change (due **Friday, November 9**);

**3C) In-class assignment #1 (20 points):** You will create a **survey** in class on a topic of your own choosing. Create your own questions with a partner or partners. Then you must go around campus and conduct your survey with as many people as you can (scheduled for **Friday, September 14**);

**3D) In-class assignment #2 (20 points):** We will conduct **secondary research** in groups in the computer lab, to analyze social data provided by the US Census (scheduled for **Monday, October 1**);

**3E) In-class assignment #3 (20 points):** In groups, you will conduct an **unobtrusive observation** on a pre-assigned spot on campus, looking for evidence to explain disparities about an area of sociological interest, such as gender, age, race, and so on (for example, you might look for evidence of racism in hiring practices by observing the races of different employees in a particular area, or whether different social group members are all of similar ages). You will then analyze your findings and present them to the class (scheduled for **Friday, November 16**).

**4) Attendance & Participation:** Attendance is 10% of your grade – we only meet once a week so missing even one class means missing a lot! How much you participate without being called on affects your grade positively (or negatively if you don't participate). For more information about how attendance can affect your performance in the class, see the Attendance section below.

**AND...)** **Do we have to type everything?** Yes. Apart from your kinship chart or any questionnaire or form that is part of an assignment, everything that you do outside of class must be typed. I will not accept it otherwise, no matter how neatly you write. Also note that part of your grade for all your written assignments will depend on grammar and spelling! Please use your spellchecker! It's not always enough, but it's often a start.

*Grading* – Your grade does not depend on those of your classmates! Instead, it will be criterion referenced (that is, point based). That also means there will be no curve.

*Midterm: 100*

*Final: 100*

*Service Learning Project: 60*

*Research Paper: 65*

*Three In-Class Assignments: 75 (25 each)*

*Two Out-Of-Class Assignments: 50 (25 each)*

*Attendance: 50*

*Total: 500*

*Determine your grade by dividing your total number of earned points by 5.*

*100 - 90.1 A*

*90 - 80.1 B*

*80 - 70.1 C*

*70 - 60.1 D*

*60 and below F*

The lowest amount of points you can receive in this class without receiving an “F” is 301. You can turn things in late, **but it’s not a good idea**. Your assignment is due **on the date assigned**, and it must be submitted to me in person on the due date (please discuss any other arrangements with me). If it is received after that, without prior notice, I will dock you **1/3 of what your grade would have been** had you turned it in on time, and I will do this each week it is late. (So if Mary turns in her deviance project one week late, her grade drops from a **30** to a **20**. Her friend Bob turns it in two weeks late, dropping his grade from a **30** all the way down to a **10**. And that’s if they did everything else right!)

You can do extra credit. There will be several chances during the semester – attendance at lectures or cultural events, a visit to a local museum, an analysis of an article related to sociology, etc. If you have any other suggestions, please share them. Regardless, you may do **up to three (3)** extra credit assignments, each worth **up to fifteen (15) points** for a **total of forty-five (45) extra points**. This may not seem like much, but it can boost your grade by one letter (for example, **if you do well on the extra credit**, and choose to do it all, your grade could technically jump from a D to a C, or from a C to a B). All extra credit work is due by **Wednesday, December 12**, so you have all semester to do it. You also have all semester to print it out; therefore, I will accept no extra credit by email.

*Attendance* – If you have an excuse for being absent, you must have proof (death in family, time in hospital, abducted by space aliens, etcetera). If you just stop coming, **I am not going to drop you; you have to officially drop yourself from the class!** Don’t miss and then assume I will just drop you, only to discover that you got an F for this course, which you didn’t even realize you were still enrolled in. This happens to too many students in too many classes every semester – **Don’t be one of those students!**

*Lateness* – I am usually forgiving if you have to arrive late, and I don’t take off points for being late. But it is distracting so please try to get to class on time. If I am late, please wait at least 30 minutes. If you have received no notice from public safety that I will be there at all, you are free to go. Please continue with the assignments for the next week. Do not expect this to happen, as I will go to extraordinary lengths to see you every week.

*Incompletes* – I have set the following rules for attaining a grade of “I” for the course:

- We must come to the decision of whether or not you should get an Incomplete *together*. If you simply don’t bother to submit work at the end of the course and don’t ask for an Incomplete, I won’t accept your work, and your grade will be calculated based on what you have turned in.
- To receive an Incomplete for the course, you must have no more than 5 total absences (excused and/or unexcused), and must be missing no more than two major assignments (that includes the course final, the service learning project and the research paper). In-class and out-of-class assignments do not count towards this rule; if they have not been submitted by the end of the course, they will not be accepted.
- If you have missed the midterm and have not made it up by the end of the course, you will **not** be allowed to receive an Incomplete. I have actually experienced this with a student once!

*What Is the Best Way to Reach the Professor?* – The best way to reach me outside of class is during office hours or via e-mail, which I put at the beginning of the syllabus. You may also call me at 410-455-4237 to leave me a message.

*Cell Phones, Pagers, and Other Nuisances* – **Unless you need it on for an emergency** (in which case let me know when you enter, whatever I am doing), turn off all cell phones, pagers and other noise-making portable devices once you enter the class (or put them on “vibrate / silent” mode). If one goes off during class, I will stop instruction and ask you to turn it off. **You may not access your cell phone at any time during a test.**

*Religious or Other Accommodations* – Let me know if you need special accommodations, for religious / cultural reasons (religious holiday for which you must miss a class meeting, prayer at a specified time, etc.), or for special needs (testing accommodations, sign language interpreter, etc.). If such an accommodation requires that you miss class, it will be considered an excused absence, but only if brought to my attention first.

*Respect for Your Fellow Students* – Your fellow students – and perhaps even I – may voice some opinions that are very different from your own (or my own). So I ask each of you to show everyone else in this classroom the respect and dignity that (s)he deserves. We don’t need to be politically correct, but we must be respectful of others and their views in this class (otherwise a cultural anthropology class is meaningless). Do that by not cross-talking; by keeping the debate civil; and by not name-calling or using insulting words or slurs to describe others (you might just be describing the person next to you, their family, or even your instructor)! I hold myself and this course to a policy of tolerance and non-discrimination towards others on the basis of: race, ethnicity, religion, political beliefs, sex/gender or sexual orientation, disability, socioeconomic status, culture, national or local origin, age or major field of study. I hold myself and all of you to this standard.

*Academic Dishonesty:*

Finally, a note about academic dishonesty. This is CCBC's official policy:

For the College to make its maximum contribution as an institution of higher learning, the entire college community must uphold high standards of integrity, honesty, and ethical behavior. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has a responsibility to submit work that is uniquely his or her own, or to provide clear and complete acknowledgment of the use of work attributable to others. To these ends, the following actions are expected of students:

- Complete all work without unauthorized assistance.
- Follow the professor's instructions when completing all class assignments.
- Ask for clarification when instructions are not clear.
- Provide proper credit when quoting or paraphrasing.
- Submit only one's own work.

Students who do not accept responsibility for the integrity of their own work will experience sanctions, including a written reprimand, failure of the assignment, failure of the course, and/or dismissal from the program. For repeat and extreme offenses, the College reserves the right to suspend or expel students. Suspension and expulsion are actions taken only by the chief student development officer on campus, or a designee.

If a student wishes to appeal a charge of having violated the code of academic integrity, the appeal must be filed within ten days of receiving notice of the offense. The appeal will be handled according to the procedures established for other academic appeals.

Approved by L/AAC on 2/20/02

If you are found cheating or plagiarizing, I will assign a zero for the assignment, and not let you make it up. Just don't do this.

**SOC 101 - Introduction to Sociology**  
**SCHEDULE**

NOTE - All readings should be read *by the Monday of the week assigned*, but use your judgment. If need be, some readings might be cut to save time and stay on schedule; if so this will be announced the week before they are to be read. And remember (this is important to keep in mind when reading the textbook): **SKIM, SKIM, SKIM!** Most weeks you will only have to read from the textbook; on those weeks where you have articles as well (or instead), read them more closely. All videos will be shown during class. All out-of-class assignments are due on the Thursday meeting unless otherwise noted.

**Aug. 27, 28, 29 Introduction to Class; A Brief Introduction to Sociology**

*No readings due for today (of course)*

Articles - "Shakespeare in the Bush" (Bohannon) – we will read this in class

**Sept. 3, 5, 7 Culture and Socialization**

*Henslin: Chs. 1 (The Sociological Perspective, from "Theoretical Perspectives in Sociology" to end of chapter), 2 (Culture), 3 (Socialization, up to but not including "Socialization through Life Course")*

*Articles - "Body Ritual among the Nacirema" (Miner)*

**September 3 – SCHOOLS CLOSED ON MONDAY FOR LABOR DAY HOLIDAY**

**Sept. 10, 12, 14 Microsociological and Macrosociological Perspectives; In-Class Assignment 1**

*Henslin: Chs. 4 (Social Structure and Social Interaction)*

**September 14 - IN CLASS ASSIGNMENT 1 (SURVEY) FRIDAY**

**Sept. 17, 19, 21 Social Groups; Norms and Deviance**

*Henslin: Chs. 5 (Social Groups and Formal Organizations, skipping the "Bureaucracies" and "Working for the Corporation" sections) and 6 (Deviance and Social Control)*

**September 21 - LET ME KNOW THE SITE OF YOUR SERVICE LEARNING PROJECT BY FRIDAY**

**Sept. 24, 26, 28 Deviance and Social Control; Film: "Devil's Playground" (in class)**

*Henslin: Continue with readings from last week*

**September 26 & 28 – FILM "DEVIL'S PLAYGROUND" ON WEDNESDAY AND FRIDAY**

- Oct. 1, 3, 5**      **Stratification on the Global Scale; In-Class Assignment 2**  
*Henslin:* Ch. 7 (Global Stratification)  
*Articles:* “Yeah but, no but, why I’m proud to be a chav” (Churchill)  
**October 1 - IN CLASS ASSIGNMENT 2 (SECONDARY RESEARCH ON U.S. CENSUS DATA) MONDAY; WE WILL MEET IN A DIFFERENT LOCATION (TBA)**  
**October 5 - OUT OF CLASS ASSIGNMENT 1 (DEVIANCE PROJECT) DUE FRIDAY**
- Oct. 8, 10, 12**      **Stratification on the Global continued; Stratification on the Societal Scale**  
*Henslin:* Ch. 8 (Social Class in the United States)  
*Articles:* “White Privilege” (McIntosh)
- Oct. 15, 17, 19**      **Stratification on the Societal Scale continued; Midterm**  
**October 19 - MIDTERM EXAM ON FRIDAY**
- Oct. 22, 24, 26**      **Race and Ethnicity**  
*Henslin:* Ch. 9 (Inequalities of Race and Ethnicity)  
*Articles:* “Introduction to *How the Irish Became White*” (Ignatiev), “The Case against *Raza*” (Mojica Rey); Choose **any two** of the following articles in the *Newsweek* series “Redefining Race in America” and be prepared to discuss them: “The New Face of Race” (Meacham); “Up from Jim Crow” (Smith and Murr), “Brown against Brown” (Campo-Flores); “Tomorrowland, Today” (Breslau); “We Have the Power” (Clemetson and Samuels); “Berkeley’s New Colors” (Peraino); “Love without Borders” (Clemetson); “What’s White, Anyway?” (Cose)
- Oct. 29, 31 & Nov 2**      **Gender and Sexuality**  
*Henslin:* Ch. 10 (Inequalities of Gender and Age, up to but not including “Inequalities of Aging”)  
*Articles:* “Bundu Trap” (Sillah), “Why Are We Gay?” (Dahir)
- Nov. 5, 7, 9**      **Politics and Economics; Film: “Kawelka: Ongka’s Big Moka” (in class)**  
*Henslin:* Ch. 11 (Politics and the Economy)  
**November 5 – FILM “KAWELKA: ONGKA’S BIG MOKA” ON MONDAY**  
**November 9 - OUT OF CLASS ASSIGNMENT 2 (FILM PROJECT) DUE FRIDAY**
- Nov. 12, 14, 16**      **Kinship & Marriage; In-Class Assignment 3**  
*Henslin:* Ch. 12 (Marriage and the Family)  
**November 16 - LET ME KNOW THE DETAILS OF YOUR RESEARCH PAPER BY FRIDAY**  
**November 16 - IN CLASS ASSIGNMENT 3 (UNOBTRUSIVE OBSERVATION OF A COLLEGE CAMPUS) FRIDAY**

- Nov. 19, 21, 23**    **Education in Society; Thanksgiving**  
*Henslin:* Ch. 13 (Education and Religion)  
**November 19 – SERVICE LEARNING PROJECT DUE ON TUESDAY**  
**November 21 & 23 – SCHOOLS CLOSED ON WEDNESDAY AND**  
**FRIDAY FOR THANKSGIVING HOLIDAY. COME IF YOU WANT**  
**BUT NO ONE WILL BE HERE!**
- Nov. 26, 28, 30**    **Religion & Healing; Social Change**  
*Henslin:* Ch. 15 (Social Change: Technology, Social Movements and the Environment)  
*Articles:* “AIDS as Human Suffering” (Farmer and Kleinman); Choose **one** of the following two articles and be prepared to discuss it: “Challenges for Multicultural Education in Japan” (Murphy-Shigematsu); “15 Misperceptions about Multicultural Education” (Aldridge et al.)
- Dec. 3, 5, 7**        **Social Change II; Catch-up & Review; Film: “Trobriand Cricket” (in class)**  
*Articles:* “In Georgia, Immigrants Unsettle Old Sense of Place” (Swarns)  
**December 7 - RESEARCH PROJECT DUE ON FRIDAY**
- Dec. 12**            **FINAL EXAM! WEDNESDAY FROM 11:00 AM TO 1:00 PM**  
**ALL EXTRA CREDIT DUE BY TONIGHT – NONE WILL BE**  
**ACCEPTED BY EMAIL, NOR WILL ANY ASSIGNMENT NOT**  
**TURNED IN BY TONIGHT BE ACCEPTED BY EMAIL**