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SOCI 101S.03: Introduction to Sociology

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SOCIOLOGY 101.03: Introduction to Sociology

Spring 2017
W 5-7:50 p.m., SS 344

Professor Teresa Sobieszczyk (Dr. Sobie)

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COURSE DESCRIPTION:

This course provides an introduction to the field of sociology. We will examine some of the basic concepts, theories, and tools sociologists use to explain the social world and to interpret social issues including the cultural impact of mass media, poverty in post-industrial America, the glass ceiling, and the globalization of everything from factory production to shopping malls. Student performance will be evaluated through several homework assignments, attendance and participation in class, and three exams.

LEARNING OBJECTIVES: During this course, students will successfully:

1. Demonstrate the development of a sociological imagination
2. Explain and apply sociological concepts and theories to social issues and relationships
3. Employ types of questions asked by sociologists and understand and apply disciplinary methods to explore those questions
4. Examine culturally grounded assumptions that influence perception and behavior of individuals and groups.

COURSE REQUIREMENTS

Textbook:

We will use Maconis' *Society: The Basics* (13th edition). It is available in the campus bookstore and on Amazon.com.

Moodle:

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post the most important charts, graphs, and figures as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 101.03. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print

relevant charts and graphs from lectures, review class announcements, and obtain the class notes for the missed lecture from a fellow classmate.

Classroom Environment:

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, reading newspapers, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period. Also note that the whole class will start with 5 extra credit points. Every time the TAs or I notice someone texting or misusing a computer in class, I will subtract one point from each class member's 5 extra credit points – in other words, the whole class loses one extra credit point if one student is caught texting or misusing a lap top or tablet in class that day. At the end of the term, the extra credit (if any) will be added to your attendance, class preparation, homework, and participation score.

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

Students with Disabilities:

Students with disabilities of any sort, please identify yourselves to Dr. Sobie as soon as possible to document your disability and arrange for testing and other accommodations.

Attendance, Class Preparation, Homework, Participation, and Extra Credit (25%)

I expect students to attend each class, to be on time, and to be engaged and stay through the entire class. If you are habitually absent, tardy, or caught leaving class early, your grade will be lowered. I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with attendance, discussions, problem solving activities, homework exercises, and/or other exercises. Keep in mind that if you miss a class, you may not make up missed class work, or attendance, which ultimately lowers your grade. Together, homework assignments, class participation, attendance, class activities, extra credit, and preparation for class will be worth 25 percent of your overall grade.

Homework:

Please see the list of homework assignments on page 6 of the syllabus. All assignments should be printed on a computer printer or hand written very neatly. Be sure that you write your own responses to avoid plagiarism. If you have to miss the class for which a homework assignment is due, please bring it to a class prior to the due date, drop it off in my mailbox before class, or send it to class with a friend; otherwise, it will be considered late. All homework is due at the beginning of class on the date listed in the syllabus. Late homework exercises will be accepted if you turn them in within 1 week of the original due date; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a homework assignment that would originally have received an "A" will receive a "B." All late assignments must be turned in by the last day of class.

Extra Credit Opportunities:

- (1) Earn 3 extra credit points towards your participation grade by coming in to office hours to introduce yourself to Dr. Sobie and ask her a sociological question. When you come in, please remind her to award you the extra credit.
- (2) Earn 5 extra credit points towards your participation grade by participating in one of our Stratification Monopoly game nights. The location and exact dates/times will be announced in class. Please be sure to arrive ON TIME. Late comers will not be allowed to play. In small groups, students will play a special social stratification version of Monopoly and then spend a few minutes writing up a ½ page reaction to their experiences playing the game. Plan on spending 70 minutes for the session.

Exams (75%)

During the course, three exams will be given. Exams most likely will include multiple choice, short answer, and/or essay questions. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, discussions, and films. The exams will be non-cumulative, except to the extent that earlier materials inform issues covered later in the course.

Make up Exams:

Students with health, funeral, or legal issues with a note from the relevant authority may be allowed to take a make-up exam with prior notice and permission from the professor. Students who miss the regular exam and have an acceptable excuse must schedule and complete a make up with no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date, and the student's score for that exam will revert to a zero. Make up exams likely will be in an essay format. All make up exams will be given at UM Testing Services, Lommasson Center 154. You will need to schedule an appointment with UM Testing Services and take the make up exam within 7 days of the regular exam. Testing Services charges a \$5 fee for taking a make up exam. The contact information for Testing Services is (406)243-2175 or testingservices@umontana.edu

Distribution of Course Grade:

3 Exams	75
Homework, participation, attendance, in-class activities, extra credit	<u>25</u>
TOTAL	100%

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced. If you are enrolled Pass/Not Pass, you must earn a C-or better to pass.

ADDITIONAL INFORMATION

Office Hours:

Please feel free to visit us during office hours. Generally, we will be available for a few minutes after class if you have a quick question. If you are unable to attend our scheduled office hours, you may arrange to meet us at a different time by appointment.

Study Groups:

I recommend that you participate in study groups to discuss readings and review for exams. Students who meet together in study groups tend to do much better on homework assignments and exams than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!

Reading/Assignment Schedule (subject to change)

Films denoted with "TS" are in Dr. Sobie's own collection; films with "ML" are available from the Mansfield Library Reserve Desk. All films listed will be shown in class, so there is no need to watch them before coming to class. **However, readings listed for a given date should be completed PRIOR to class as we will be covering them in class.** Readings not from Macionis are available on Moodle. Any assignments are due at the beginning of class on the date listed or they will be considered late.

Wednesday 1/25/17: Introduction to Course & Study Tips; the Sociological Perspective, and Puzzles, Paradigms & Understanding the Social World

Reading assignment: Macionis Chapt. 1

Wednesday 2/1/17: Citations; Sociological Research; Culture and Society

Reading assignment: Macionis Chapt. 2

Wednesday 2/8/17: No Socialization, No Society; Film: *Congolese Refugees in the United States* (<http://softlandingmissoula.org/incoming-refugees/> 32.41 min.) & Discussion; Education as High Stakes Socialization

Reading assignment: Macionis, Chapt. 3 & Chapt. 14 (pp. 465-485 only)

Wednesday 2/15/17: Discussion of Education Articles; Deviance, Crime, & Social Control

Reading assignment: (1) Macionis, Chapt. 14, pp. 464-485 only and Chapt. 7

(2) Crow Dog, Mary and Richard Erdoes. 2005. "Civilize Them with a Stick." In *Mapping the Social Landscape: Readings in Sociology*, 4th ed., Susan J. Ferguson, ed., 573-580. Boston, MA: McGraw Hill.

(3) Kozol, Jonathan. 2001. "Savage Inequalities." In *Sociological Odyssey: Contemporary Readings in Sociology*, Patricia A. Adler and Peter Adler, ed., 325-331 Stamford, CT: Thomson Learning.

Homework #1 due at beginning of class (See list of homework assignments on p. 5 of syllabus for details.)

Wednesday 2/22/17: Exam #1 first 50 minutes of class; Introduction to Social Stratification; Film Excerpt & Discussion: *People Like Us: Social Class in America (TS/ML)*

Reading assignment: Macionis Chapt. 8 (this chapter will be on exam #2, not exam #1)

Wednesday 3/1/17: Guest Lecture on Hunger in Missoula & Montana – Ms. Tirza Asbell, Montana Foodbank Network; Poverty; Discussion of Social Stratification Articles

Reading assignment: (1) Chambliss, William J. 2000. "Saints and Roughnecks." In *Sociology: Exploring the Architecture of Everyday Life*, 3rd ed., ed. David M. Newman, 145-154. Thousand Oaks, CA: Pine Forge Press. (Moodle)

(2) Domhoff, G. William. 2001. "Who Rules America? The Corporate Community and the Upper Class." In *Sociological Odyssey: Contemporary Readings in Sociology*, ed. Patricia A. Adler and Peter Adler, 195-200. Belmont, CA: Wadsworth/Thompson Learning. (Moodle)

Homework #2 due at beginning of class

Wednesday 3/8/17: Global Stratification & Theories to Explain It; Film & Discussion: *Poor Us* (<http://www.pbs.org/video/2296684944> 53.31)

Reading assignment: Macionis Chapt. 9

Wednesday 3/15/17: Oh Brother, Where Art Thou? Race & Ethnic Stratification in Contemporary U.S.; Black Lives Matter mini-lecture by Tessa DeCunzo; Short film (*Traffic Stop* <http://www.pbs.org/pov/trafficstop/video/storycorps-shorts-traffic-stop/>); Racism discussion

Reading assignment: Macionis Chapt. 11

Homework #3 due at beginning of class

Wednesday 3/22/17: SPRING BREAK—NO CLASS! Enjoy!

Wednesday 3/29/17: Film Excerpt & Discussion: *Passing Poston: An American Story* (ML); You've come a long way, baby! Gender and Work in the US

Reading assignment: Macionis Chapt. 10

Wednesday 4/5/17: Film & Discussion: *Killing Us Softly 3* (ML); Sexuality & Society; Film & Discussion: *The Hunting Ground* (ML/TS)

Reading Assignment: Macionis Chapt. 6

Wednesday 4/12/17: EXAM #2 first 50 minutes of class; Work and the Global Economy, Film & Discussion: *Waging a Living* (ML)

Reading Assignment: Macionis Chapt. 12 (pp. 373-392 only [this will be on exam #3])

Wednesday 4/19/17: Work & the Global Economy Article Discussion; Film & Discussion: 1-800-India (TS); Are 9 Billion People Coming to Dinner? Population & Resources

- Reading Assignment: (1) Adler, William M. 2003. "Job on the Line." In *Readings for Sociology*, 4th ed., ed. Garth Massey, 387-399. New York: W. W. Norton & Company.
(2) Ehrenreich, Barbara and Arlie Russel Hochschild. 2012. "Global Workers: Nannies, Maids, and Sex Workers in the New Economy." In *Globalization: The Transformation of Social Worlds*, 3rd ed., ed. D. Stanley Eitzen and Maxine Baca Zinn, 188-197. Belmont, CA: Wadsworth.
(3) Macionis Chapt. 15 (pp. 514-523 only)

Homework #4 due at beginning of class

Wednesday 4/26/17: Political Sociology and the Power Elite: Who Rules America Now? Film & Discussion: A Village Called Versailles (TS); Introduction to Social Change & Social Movements

- Reading assignment: (1) Macionis Chapt. 12 (pp. 392-413 only) and Chapt. 16 (pp. 548-559 only)

Wednesday 5/3/17: Environmental Sociology & Social Movements: The Love Canal Case & the Start of the Superfund; Issues of Environmental (In)Justice; Film & Discussion: Homeland: Four Portraits of Native Action (ML/TS)

- Reading assignment: (1) Macionis Chapt. 15 (pp. 533-543 only)
(2) Bullard, Robert D. 2007. "Dismantling Toxic Racism." *The Crisis* 114, 4 (Jul/Aug.): 22-25.

Wednesday 5/10/17: Exam #3 5:30-7:30 p.m. in our regular classroom

HOMEWORK ASSIGNMENTS:

This term you will have to complete four short homework assignments. These should be approximately 1 ½ - 2 pages long (not including the reference list), typed, and double spaced. (Note: The length should be 1 ½ - 2 double spaced pages long *per assignment*, not per question!)

Citations: Any direct quotations or paraphrasing of a reading or film from class **MUST** be cited, or you will be plagiarizing, which is a violation of the Student Conduct Code, and will result in negative consequences such as failing the assignment, or, for repeat offenses, failing the course. Please use the Chicago method of in-text citations (example listed below). Reference list entries for articles on which your homework assignments are based are listed in reading assignment list above. For direct quotations, be sure to add the page number(s) where the quotation came from.

Examples:

- (1) One of the key principles of Disneyization is merchandising, which refers to "the promotion of goods in the form of or bearing copyright images and logos" (Bryman 2001, 384). *(Note that this is a direct quotation, so I use the author's last name, the year of publication, as well as the page number from the article where I found the quote! The period goes after the citation.)*
- (2) Another principle is emotional labor, which means that workers have to smile and act in a friendly manner, even if they are angry (Bryman 2001). *(Note that this is a paraphrasing of Bryman's idea, but not a direct quotation. I need to acknowledge Bryman with a citation since his idea is unique, but a page number is not necessary. So in this case, I just use the author's last name and year of publication. The period goes after the citation.)*

Reference List:

Please provide a reference list at the end of your reading question responses. Your reference list entries should be alphabetized by the authors' last names and should be typed **exactly** as they appear in the reading/assignment schedule, above. See Citation and Reference List guide at the end of this syllabus for more details.

All assignments are due at the **beginning** of the class on the due date. No need for fancy introductions or conclusions—just answer the questions as clearly and succinctly as possible. I prefer typed papers, though in a

worst case scenario, you may submit a handwritten assignment if your printer or computer fails. Please **DO NOT** email your paper to me. However, to save paper, you may print it out on recycled paper or back-to-back. Late assignments will be accepted for up to seven days after the due date, however the grade will be lowered one letter grade from what the assignment would otherwise have received. Beyond seven days, late assignments will revert to a zero. I strongly suggest that you back up your work and print out the assignment the night before it is due to take care of any printing problems. Be sure to cite your sources and provide a reference list using the Chicago style discussed in class.

HOMEWORK ASSIGNMENTS:

- 1. Reading questions on education articles (due 2/15/17 at beginning of class)**
 - a. Based on the article by Crow Dog and Erdoes, discuss the methods used in Native American boarding schools to attempt to re-socialize Native American students into the dominant Anglo-American culture.
 - b. Based on the article by Kozol, list and explain **two (2)** of the *most important* factors that help explain why the differences between white suburban schools and inner-city African American schools exist in American society.

- 2. Reading questions on social stratification articles (due 3/1/17 at beginning of class)**
 - a. Based on your understanding of Chambliss's article "Saints and Roughnecks," explain **three (3)** reasons why the "Saints" received different treatment for their deviance than the "Roughnecks."
 - b. Based on Domhoff's chapter "Who Rules America? The Corporate Community and the Upper Class," discuss how (a) education and (b) social clubs contribute to the dominance of members of the upper class in American society.

- 3. Racist or ethnicity-biased article and analysis (due 3/15/17 at beginning of class)**
 - a. Please browse magazines, newspapers, and the internet to find to an article that displays one or more arguments or statements that are either racist or biased against members of an ethnic group. Print out or photocopy the article so that you can turn it in with your assignment.
 - b. Reread your article and then write a paragraph explaining and giving examples of why it is racist or ethnicity-biased.
 - c. Then write a second paragraph explaining why the racism or ethnic bias displayed in your article is problematic.

- 4. Reading questions about working in the global economy (due 4/19/17 at beginning of class)**
 - a. Based on your understanding of Ehrenreich and Hochschild's article, "Global Workers: Nannies, Maids, and Sex Workers in the New Economy," explain the main reasons why women from less industrialized countries are taking on service sector jobs like housekeeping or child care in more industrialized countries like the US. (Feel free to use abbreviations like LICs and MICs.)
 2. Based on your understanding of Adler's article "Job on the Line," discuss the strategies used by the Mexican workers at MagneTek in Matamoros, Mexico in order to survive on the very low wages paid by their employers.

CITATIONS & PLAGIARISM

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics **MUST** include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and

(2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster should look like.

A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(*NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)**

Examples

The following sets of examples illustrate parenthetical references (PR) to use *in your assignments and posters* and the corresponding reference list (RL) entries for use in your *reference lists*.

Book, Single Author

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

Book, Two or Three Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

Chapter in a Book Edited By Another Person

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

On-Line Documents and Websites

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For websites and online documents, if no author is provided, please list the article in your in-text citation using the first three words of its title followed by three dots and the year of publication. In the reference list, again, list the article by the title of the article.

Films, DVDs, and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. DVD.

Lectures or Guest Speakers

PR: (Sobieszczyk 2012)

RL: Sobieszczyk, Teresa. 2012. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at UM's Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.