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### SOCI 101S.01: Introduction to Sociology

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# **SOCIOLOGY 101.01: Introduction to Sociology**

Spring 2016

MWF 10:10-11:00 a.m., SS352

## **Professor Teresa Sobieszczyk (Dr. Sobie)**

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## **TA Hannah Jacobsen**

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## **Preceptor Aaron Mitchell**

Office Hours: T and Th 1-2 or by appointment

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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 and hunger in post-industrial America, the glass ceiling, and the globalization of everything from factory production to shopping malls. Student performance will be evaluated through reading quizzes, homework assignments, attendance and participation in class, and four 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 Macionis' *Society: The Basics* (13<sup>th</sup> edition). It is a Pearson digital textbook, which contains important assignments, quizzes, and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/p0ejhj>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.

3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

### **What you should know:**

- Please bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product. DO NOT USE INTERNET EXPLORER!
- PLEASE BE SURE TO REGISTER & START USING YOUR BOOK IMMEDIATELY. THE FIRST READING ASSIGNMENT AND QUIZ MUST BE COMPLETED BEFORE WEDNESDAY'S CLASS.
- If your financial aid is late, you may enroll, read the book, and complete quizzes for 14 days under a free trial of Revel but must then purchase your permanent access code and enroll under the permanent code then or risk losing all of your quiz points!
- Note: While the book access codes are available at the UM Bookstore, buying the book access directly through Pearson saves you \$14 and also gives you the opportunity to get a paper version of the book as well (if you send them an additional \$5). The paper version of the book is not available if you purchase the access code through UM Bookstore.

### **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 and graphs 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 101.01. 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 from 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! Be sure to turn off your cell phone when you come to class. 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 TA 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 (15%)**

I expect students to attend each class and to be on time. If you are habitually absent or tardy, 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 15 percent of your overall grade.

### **Homework:**

Please see the list of reading question assignments at the end of the syllabus. All reading question 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 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 to be held between 3/2/16 and 3/11/16. 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.
- (3) Earn 5 extra credit points towards your participation grade by bringing in **one** food item for the Missoula Foodbank (see following list): peanut butter, canned meat or tuna, low sodium canned vegetables, fruits canned in their own juices, canned chili, low fat salad dressing, canned beans, low sodium canned soup, Hunts tomato sauce, or dry pasta. Please bring the item to class on Friday, 3/11/16.

### **Macionis On-line Chapter Quizzes (15%)**

For each assigned chapter or section of the Macionis book, you must complete the associated on-line quizzes. Altogether, the quizzes represent thousands of points, which I will convert at the end of the course to 15% of your course grade. In this sense, they are low stakes, so if you miss some questions, it shouldn't lower your overall course grade. However, quizzes are time-limited and must be completed before the class for which the specific chapter is listed in the reading and assignment schedule, below.

### **Exams (70%)**

During the course, four 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 documented health issues or who have three or more final exams in one day may be allowed to take a make-up exam with prior notice and permission from the professor. Make up exams will be scheduled at a time convenient to the professor, either very soon before or 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. Make

up exams likely will be in an essay format. The make up for the final exam must be completed by 5/15/16.

### **Distribution of Course Grade:**

4 Exams	70
Macionis Reading Quizzes	15
Homework, participation, attendance, in-class activities, extra credit	<u>15</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.

### **Monday 1/25/16: Introduction to Course & Study Tips**

Reading assignment: None (but go & buy the book card & do reading assignment and quizzes for Wed. before our class begins!)

### **Wednesday 1/27/16: Sociological Perspective**

Reading assignment: Macionis Chapter 1, pp. 1-13

### **Friday 1/29/16: Puzzles, Paradigms, and Understanding the Social World**

Reading assignment: Macionis, Chapt. 1, pp. 13-22

### **Monday 2/1/16: Sociological Research, Part 1**

Reading assignment: Macionis, Chapt. 1, pp. 22-45

### **Wednesday 2/3/16: Sociological Research, Part 2**

Reading assignment: none

### **Friday 2/5/16: Culture and Society**

Reading assignment: Macionis, Chapt. 2

**Monday 2/8/16: No Socialization, No Society**

Reading assignment: Macionis, Chapt. 3

**Wednesday 2/10/16: DVD: *The Amish: A People of Preservation* (ML/TS)**

Reading assignment: None

**Friday 2/12/16: Education as High Stakes Socialization**

Reading assignment: Macionis Chapt. 14, pp. 464-485 only

**Monday 2/15/16: No class – President's Day**

**Wednesday 2/17/16: Discussion of Education Articles**

Reading assignment: (1) Crow Dog, Mary and Richard Erdoes. 2005. "Civilize Them with a Stick." In *Mapping the Social Landscape: Readings in Sociology*, 4<sup>th</sup> ed., Susan J. Ferguson, ed., 573-580. Boston, MA: McGraw Hill. (Moodle)

(2) Kozol, Jonathan. 2007. "Savage Inequalities." In *Sociological Footprints: Introductory Readings in Sociology*, 10<sup>th</sup> ed., Leonard Cargan and Jeanne H. Ballentine, ed., 311-315. Belmont, CA: Thomson Higher Education. (Moodle)

Homework due at beginning of class: RQ #1 (list of reading question homework assignments at end of syllabus for details)

**Friday 2/19/16: EXAM #1**

**Monday 2/22/16: Groups and Organizations**

Reading assignment: Macionis, Chapt. 5

**Wednesday 2/24/16: The McDonaldization & Disneyization of Society: Discussion Day**

Reading assignment: (1) Ritzer, George. 2001. "The McDonaldization of Society." In *Sociological Odyssey: Contemporary Readings in Sociology*, ed. Patricia A. Adler and Peter Adler, 371-379. Belmont, CA: Wadsworth/Thompson Learning. (Moodle)

(2) Bryman, Alan. 2001. "The Disneyization of Society." In *Sociological Odyssey: Contemporary Readings in Sociology*, ed. Patricia A. Adler and Peter Adler, 380-387. Belmont, CA: Wadsworth/Thompson Learning. (Moodle)

Homework: RQ #2 due at beginning of class

**Friday 2/26/16: Deviance and Crime**

Reading assignment: Macionis, Chapt. 7

**Monday 2/29/16: Social Control**

Reading assignment: None

**Wednesday 3/2/16: Introduction to Social Stratification**

Reading assignment: Macionis, Chapt. 8

**Friday 3/4/16: DVD excerpt: *People Like Us: Social Class in America* (TS/ML)**

Reading assignment: None

**Monday 3/7/16: Film and Reading Discussion Day**

Reading assignment: (1) Chambliss, William J. 2000. "Saints and Roughnecks." In *Sociology: Exploring the Architecture of Everyday Life*, 3<sup>rd</sup> 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: RQ #3 due at beginning of class

**Wednesday 3/9/16: Perspectives on Global Stratification**

Reading assignment: Macionis, Chapt. 9

**Friday 3/11/16: Poverty & Hunger in Missoula and Beyond**

Guest Speaker: Liz Corey, Missoula Foodbank

Reading assignment: TBA

**Monday 3/14/16: EXAM #2 (Covers material 2/22/16 – 3/11/16)**

**Wednesday 3/16/16: Oh Brother, Where Art Thou? Race & Ethnic Stratification in Contemporary U.S.**

Reading assignment: Macionis, Chapter 11

**Friday 3/18/16: Racial & Ethnic Stratification in Contemporary U.S., Part 2**

Reading assignment:

Film clip: *Brown Eyes, Blue Eyes* (TS) & discussion

**Monday 3/21/16: You've come a long way, baby! Gender and Work in the US**

Reading assignment: Macionis, Chapter 10

**Wednesday 3/23/16: Film and discussion: *Killing Us Softly 3* (ML)**

Reading assignment: None

**Friday 3/25/16: Gender film and articles discussion**

Reading assignment: (1) Henson, Kevin D. and Jackie Krasas Rogers. 2004. "'Why Marcie You've Changed': Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." In *Men's Lives*, 6<sup>th</sup> ed., ed. Michael S. Kimmel and Michael A. Messner, 289-304. Boston, MA: Pearson Education, Inc. (Moodle)

(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*, 3<sup>rd</sup> ed., ed. D. Stanley Eitzen and Maxine Baca Zinn, 188-197. Belmont, CA: Wadsworth.

Homework: RQ #4 due at beginning of class

**Monday 3/28/16: Work and the Global Economy**

Reading assignment: Macionis, Chapt. 12

**Wednesday 3/30/16: Work and the Global Economy Discussion**

Reading assignment: (1) Adler, William M. 2003. "Job on the Line." In *Readings for Sociology*, 4<sup>th</sup> ed., ed. Garth Massey, 387-399. New York: W. W. Norton & Company. (Moodle)

(2) Thottam, Jyoti. 2006. "Where the Good Jobs are Going." In *Annual Editions: Sociology*, 34<sup>th</sup> ed., ed. Kurt Finsterbusch, 165-167. Dubuque, IA: McGraw-Hill/Dushkin. (Moodle)

Homework: Reading questions #5 due at beginning of class

**Friday 4/1/15: Work & the Global Economy Film**

Film: *1-800-India: Importing a White Collar Economy* (TS)

**Monday 4/4/16-Friday 4/8/16: SPRING BREAK--NO CLASSES!**

**Monday 4/11/16: Political Sociology and the Power Elite: Who Rules America Now?**

Reading assignment: none (but review section of Chapt. 12 on political sociology)

**Wednesday 4/13/16: Exam #3 (covers materials 3/16/16-4/11/16)**

**Friday 4/15/16: Film & Discussion: A Village Called Versailles (TS)**

Reading assignment: none

**Monday 4/18/16: Families in Changing America**

Reading assignment: Macionis, Chapt. 13 (pp. 418-442 only)

**Friday 4/22/16: Are 9 Billion People Coming to Dinner? Population & Resources**

Reading assignment: Macionis, Chapt. 15

**Monday 4/25/16: Introduction to Social Change & Social Movements**

Reading assignment: Macionis, Chapt. 16 (pp. 548-559 only)

**Wednesday 4/27/16: Environmental Sociology & Social Movements: The Love Canal Case & the Start of the Superfund**

Reading assignment: none (but review Macionis, Chapt. 15, pp. 532-543)

**Friday 4/29/16: Issues of Environmental (In)Justice**

Reading assignment: Bullard, Robert D. 2007. "Dismantling Toxic Racism." *The Crisis* 114, 4 (Jul/Aug.): 22-25. (Moodle)

Homework: Reading questions #6 due at beginning of class

**Monday 5/2/16: DVD excerpt: Homeland: Four Portraits of Native Action (ML/TS)**

Reading assignment: None

**Wednesday 5/4/16: Discussion of film & Bullard reading**

Reading assignment: None

**Friday 5/6/16: Course Conclusion and Evaluations**

Reading assignment: None

**Thursday, 5/12/16: Final Exam 10:10-12:10 in our regular room**

**HOMEWORK ASSIGNMENTS:**

This term you will have to respond to a few short homework assignments. These should be approximately 1 ½ - 2 pages long, typed, double spaced.

**Citations:** Any direct quotations or paraphrasing **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, all author names and dates of publication are listed in reading assignment list below). 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.

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.

## **HOMEWORK ASSIGNMENTS:**

### **Reading Questions #1 (due 2/17/16 at beginning of class)**

1. Based on the article by Crow Dog and Erdoes, discuss how Native American boarding schools helped re-socialize Native American students into the dominant Anglo-American culture.
2. 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.

### **Reading Questions #2 (due 2/24/16 at beginning of class)**

1. Based on Ritzer's article, "The McDonaldization of Society," list and briefly define the **five (5)** key principles of McDonald's that have come to dominate American society.
2. Based on your understanding of Bryman's article "The Disneyization of Society," discuss **two (2)** reasons why the "Disneyization" of American society is problematic.

### **Reading Questions #3 (due 3/7/16 at beginning of class)**

1. 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."
2. 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.

### **Reading Questions #4 (due 3/25/16 at beginning of class)**

1. Consider Henson and Rogers' article, "‘Why Marcie, You’ve Changed’: Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation." Please discuss how coworkers responded to the male temporary clerical workers in their study.
2. 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 U.S.

### **Reading Questions #5 (due 3/30/16 at beginning of class)**

1. Consider Thottam's article "Where the Good Jobs are Going." Based on your understanding of this article, discuss (a) why American businesses are outsourcing jobs overseas and (b) how this overseas outsourcing impacts American workers.
2. Consider Adler's article "Job on the Line." Discuss the strategies used by the Mexican workers at MagneTek in Matamoros, Mexico in order to get by on their low wages.

### **Reading Questions #6 (due 4/29/16 at the beginning of class)**

1. Based on your understanding of Bullard (2007) discuss the incidence of toxic racism in the U.S.
2. Now suggest to two ways to reduce the social problem of toxic racism in the U.S. (**Hint:** Think of some of the topics we have studied this term as you write your response: consider culture, racism, political sociology, social movements, etc.).