

**University of Manitoba**  
**Department of Sociology**  
**INTRODUCTORY SOCIOLOGY**  
**077.120 L15, Slot 10 1-2:30 Tues. Thurs., 6 Cr. Hrs.**

**Dr. C. Albas**

**2003-2004**

**CLASS LOCATION: 322 St. Paul's College**

**OFFICE: 247 St. Paul's College**

**PHONE: 474-8274**

**OFFICE HOURS: BY APPOINTMENT**

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**REQUIRED TEXTS:**

*Albas, Daniel C. & Cheryl M. Albas*

Student Life and Exams: Stresses and Coping Strategies. 1984 Kendall/Hunt.

*Brym, Robert (ed.)*

Society in Question: Sociological Readings for the 21st Century. 3<sup>rd</sup> ed. Harcourt  
Brace.

*Kendall, D., R. Linden & J. Lothian Murray*

Sociology In Our Times: The Essentials. 2<sup>nd</sup> ed. Nelson

**COURSE OBJECTIVE**

The objective of this course is to introduce students to the major concepts, theoretical frameworks, and methodological strategies of the discipline and to apply them to everyday life.

**COURSE OUTLINE**

**I. The Experience of Society**

**A. The Attitude of Everyday Life**

1. Personal perspective
2. Routinization
3. Typification

**B. Context**

1. Micro: Face-to-face
2. Macro: Institutional

**READINGS:**

**Brym**

|          |  |
|----------|--|
| Mills    | Chapter 1, The Sociological Imagination                        |
| Brym     | Chapter 22, The Quebec Question                                |
| Brown    | Chapter 32, Challenges of the New Century                      |
| Zimbardo | Chapter 9, Pathology of Imprisonment                           |
| Kennedy  | Chapter 30, Winners and Losers in the 21 <sup>st</sup> Century |

**Kendall et al.**

|           |  |
|-----------|--|
| Chapter 4 | Social Structure, Social Interaction, and Collective Behaviour |
|-----------|--|

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|---------|-------------------------|
| Preface | Chapter 1, Introduction |
|---------|-------------------------|

II. **Nature of the Social World and the Emergence of Sociology**

- A. The Social World
  - 1. Invisible
  - 2. Subject to considerable interpretation
  
- B. Sociology: A New Study
  - 1. Why did it emerge?
  - 2. Our routine experience: A taken for granted world
  - 3. Shoring up the structure: The function of legitimation
  
- C. A Scientific Attitude
  - 1. General perspective
  - 2. Pasture of doubt
  - 3. Typifications
  
- D. Methods and Theories
  - 1. Society as a subjective and objective reality
  - 2. Social facts
  - 3. The Ideal Design
  - 4. Construction of inductive and deductive theories
  - 5. Theory and the empirical world: Durkheim's Suicide
  
- E. Major Conceptual Orientations
  - 1. Structural functionalism
  - 2. Conflict
  - 3. Symbolic interactionism

**READINGS:**

**Kendall et al.**

Chapter 1                      The Sociological Perspective: Theory and Methods  
Chapter 5                      Groups and Organizations pp. 138-147

**Brym**

Brym                              Chapter 2, Is Sociology Important? The Need for a Critical  
   understanding of Society.  
Durkheim                        Chapter 10, Egoistic Suicide

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Chapter 2                        Making Sociological Sense of the Exam  
Appendix

III.    **Culture and Society**

- A.    What is Culture?
- B.    Elements of Culture
- C.    Cultural Variability
- D.    Integration of Cultures
- E.    Culture and Social Change

**READINGS:**

**Kendall et al.**

Chapter 2                        Culture  
Chapter 8                        Race and Ethnicity

**Brym**

Brym                              Chapter 8, Hip Hop from Dissent to Commodity: A Note  
   on Consumer Culture  
Albas and Albas                Chapter 6, Students' Use of Magic During Examinations  
Lewontin                         Chapter 7, Biology as Ideology

IV.    **Socialization: Becoming a Member of Society**

- A.    Biological Foundations: From Biogenic to Sociogenic
- B.    Symbolic Interactional Theory; C.H. Cooley and G.H. Mead
  - 1.    The nature of society
  - 2.    Emergence of the self
  - 3.    The self: Unique and conforming
- C.    Mechanisms for the Protection of Self
- D.    Secondary Socialization and Resocialization

**READINGS:**

**Kendall et al.**



**Brym**

- |         |  |
|---------|--|
| Pupo    | Chapter 18, The Expanding Double Day                             |
| Erwin   | Chapter 20, Neoconservatism and the Canadian Pro-Family Movement |
| Johnson | Chapter 19, Violence against Women                               |

VIII. **The Community**

- A. The Origin of Cities
- B. Urbanization
- C. Urbanism
- D. A look at the Hutterites

READINGS:

**Kendall et al.**

- |            |                             |             |
|------------|-----------------------------|-------------|
| Chapter 15 | Population and Urbanization | pp. 481-495 |
|------------|-----------------------------|-------------|

IX. **The Demographic Equation**

- A. Population Growth
- B. Fertility
- C. Mortality
- D. Migration
- E. consequences of Fertility, Mortality, and Migration
- F. What the Future Holds

READINGS:

**Kendall et al.**

- |            |                                     |             |
|------------|-------------------------------------|-------------|
| Chapter 15 | Population and Urbanization         | pp. 431-447 |
| Chapter 11 | Health, Health Care, and Disability |             |

**Brym**

- |     |  |
|-----|--|
| Sen | Chapter 31, Population: Delusion and Reality |
|-----|--|

X. **Stratification**

- A. Social Differentiation
- B. Criteria for Ranking
- C. The Origins and Consequences of Social Stratification: Marx, Functionalism, Weber
- D. Stratification in a Classless Society
- E. Status Ascription and Achievement
- F. Socio-economic Status and Ethnic Origin in Canada
- G. Socio-economic Status and Life Chances
- H. Social Mobility

READINGS:

**Kendall et al.**

- |           |                                 |
|-----------|---------------------------------|
| Chapter 7 | Social Stratification and Class |
| Chapter 8 | Global Stratification           |

**Brym**

|                                |   |
|--------------------------------|---|
| Duffy and Mandell              | Chapter 11, Poverty in Canada                                   |
| Lurie                          | Chapter 13, The Class Language of Clothes                       |
| Steinberg                      | Chapter 14, Ethnic Heroes and Racial Villains                   |
| Henry, Tator, Mattis<br>& Rees | Chapter 15, The Victimization of Racial Minorities in<br>Canada |
| Ponting and Kiely              | Chapter 16, Public Opinion on Aboriginal Rights                 |
| Lautard and Guppy              | Chapter 17, Ethnic Inequality in Canada                         |

XI. **Education**

- A. Manifest and Latent Functions
- B. Socio-economic Background, Ability, and the Allocation of Students

**READINGS:**

**Kendall et al.**

Chapter 14                      Education and Religion                      pp. 404-416

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Chapter 10                      Conclusions and Implications

XII. **Bureaucracy and The World of Work**

- A. Characteristics of a Bureaucracy
- B. Weber and Bureaucracy
  - 1. Traditional authority
  - 2. Charismatic authority
  - 3. Legal-rational authority
- C. Bureaucracy in Everyday Life

**READINGS:**

**Kendall et al.**

Chapter 12                      Politics and the Economy                      pp. 337-342  
Chapter 5                      Groups and Organizations                      pp. 165-179

**Brym**

Ritzer                      Chapter 23, The McDonaldization Thesis: Is Expansion  
Inevitable?  
Krahn and Lowe                      Chapter 23, New Forms of Management and Work  
Clement                      Chapter 24, Work and Society: Canada in Continental  
Context

XIII. **The Study of Power**

- A. Weber's Analysis
  - 1. Power
  - 2. Authority

3. Legitimacy

**READINGS:**

**Kendall et al.**

Chapter 12 Politics and The Economy pp.342-368

**Brym**

Brown and Mitchell Chapter 31, Building a New Economy

**XIV. Deviance and Social Control**

- A. Conceptualization of Deviance
- B. Theories of Deviance
  - 1. Biological
  - 2. Structural
  - 3. Interactional

**READINGS:**

**Kendall et al.**

Chapter 6 Deviance and Crime

**Brym**

Gartner and Doob Chapter 26, Criminal Victimization in Canada, 1988-1993  
Roberts and Gabor Chapter 28, Race and Crime: A Critique  
Lenton Chapter 29, Culture and Homicide in Canada and the USA  
Keane Chapter 27, Corporate Crime

**COURSE REQUIREMENTS**

Students are required to complete **4** term tests as well as a written assignment. The assignment will involve the integration of basic concepts with everyday life experiences.

|            |  |     |
|------------|--|-----|
| TEST I     | <b>October 28</b>                                      | 25% |
| TEST II    | <b>January 20</b>                                      | 25% |
| TEST III   | <b>March 2</b>   | 15% |
| TEST IV    | <b>April 6</b>   | 15% |
| ASSIGNMENT | <b>Due <u>April 1</u> in class<br/>(NO Exceptions)</b> | 20% |

**Voluntary Withdrawal Deadline: March 17<sup>th</sup>, 2004**

**Student Responsibility and Academic Dishonesty**

Disruptions due to excessive talking or early departures from the classroom are especially distracting in large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in debarment from

the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of class.

NOTE: You must notify me **before** the test if you must be absent and arrange for a re-write. If the reason for your absence is illness, please provide a note from your doctor within two weeks of the missed test. Failure to complete any test or assignment will result in a mark of zero for that test or assignment. Late assignments will not be accepted.

Cheating is a serious offense with grave consequences. Students are advised to acquaint themselves with the University policy of plagiarism and cheating, as outlined in the *University of Manitoba Undergraduate Calendar*.

### TENTATIVE GRADE DISTRIBUTION

|    |   |          |    |   |         |
|----|---|----------|----|---|---------|
| A+ | = | 95 - 100 | C+ | = | 68 - 69 |
| A  | = | 85 - 94  | C  | = | 60 - 67 |
| B+ | = | 80 - 84  | D  | = | 50 - 59 |
| B  | = | 70 - 79  | F  | = | 0 - 49  |

*Senate Policy #1307 requires a “post-examination review of final grades in multi-sectioned courses that will ensure an equitable correspondence between grades and level of performance in all sections.” Accordingly, the final grade distribution in this course may be raised or lowered to achieve such equity and, therefore, your final grade may be changed.*