

University of Manitoba
Department of Sociology and Criminology
INTRODUCTORY SOCIOLOGY
SOC 1200 A05, 6 Credit Hours

Dr. C. Albas

Regular Session 2019-2020

OFFICE: 247 St. Paul's College

PHONE: 204-474-8274

OFFICE HOURS: By Appointment

CLASS LOCATION: 224 Education Bldg.

CLASS TIME: Slot 5 Tuesday/Thursday 10:00 a.m. – 11:15 a.m.

REQUIRED TEXTS:

Murray, Jane Lothian, Rick Linden, and Diana Kendall

Sociology in Our Times 7th Canadian Edition, 2017 Nelson.

Albas, Daniel C. & Cheryl M. Albas

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

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 REQUIREMENTS

Students are required to complete 3 term tests as well as a written assignment. The term tests will be based on readings and lectures and will involve multiple choice items. The assignment will involve the integration of basic concepts with everyday life experiences.

TEST I	November 21, 2019	30%
TEST II	February 27, 2020	30%
TEST III	April 2, 2020	20%
ASSIGNMENT	Due <u>March 12, 2020</u> in class (NO Exceptions)	20%

Students will receive their test grades back within 2 class periods from the date on which tests were written.

Fall Term Break: November 12-15, 2019
Winter Term Break: February 18– 21, 2020

Voluntary Withdrawal Deadline: January 17, 2020

Electronic Devices:

Personal Technology: Students are required to **silence all electronic devices** (cellular/smart phones, iPhones, etc.) when in the classroom. If there is a reason that you require your device to remain on 'ring' mode (e.g., sick child at daycare), please inform me at the start of the class. Students are **not permitted to send or receive text messages** during class. A student found texting during class would be asked to leave. **Laptop use only for educational purposes approved by instructor and/or the University of Manitoba Disability Services.** Students found using social networking sites or surfing the Internet during class will be asked to leave. Finally, please **remove earphones** during class lectures.

Student Responsibility and Academic Integrity

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.
- Please provide a note from a medical professional or counseling professional to confirm that you were unable to write a test at a particular time.
- Make-up tests must be completed within one week of the original date. Responsibility for initiating a make-up test lies with the student. Make-up tests will be scheduled at **one time only**, to be determined by the teaching assistant.
- Failure to complete any test or the class assignment will result in a mark of zero for that test or assignment.
- Students are not permitted to re-schedule tests regardless of scheduling "overload" with examinations or assignments in other courses.
- Any student who submits an assignment that the professor suspects is plagiarized must submit to an oral exam based on the material in the assignment. Should the professor find that the paper is plagiarized as a result of this examination, the student will face immediate disciplinary action (please see Academic Integrity)

Cheating is a serious offense with grave consequences. Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" (Section 5.2.9) and "Plagiarism and cheating" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at:

http://www.umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

TENTATIVE GRADE DISTRIBUTION

A+ 90 - 100	B+ 76 - 79	C+ 66 - 69	D 50 - 59
A 80 - 89	B 70 - 75	C 60 - 65	F < 50

In accordance with University and Faculty of Arts policies and the University of Manitoba Senate Policy #1307, department and programs are required to utilize a final grades review and approval process of multi-sectioned undergraduate courses before course grades are rolled into Aurora student. Accordingly, the final grade distribution in this course may be raised or lowered to achieve this equity and, therefore, your final grade may be charged. At the discretion of a Department's Council, the Faculty of Arts policy states there may also be a review and approval of proposed final grades of other undergraduate courses.

Unclaimed term work disposal: Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

COURSE OUTLINE

I. INTRODUCTION

- A. “The Sociological Imagination” “The Promise” (Mills)
- B. How Sociology relates to other disciplines
- C. The emergence of Sociology as a discipline in its own right

Readings:

Murray, Linden, Kendall

*Chapter 1 The Sociological Perspective

Student Life & Exams

Preface

* Introduction

II. THE “NATURE” OF THE SOCIAL WORLD AND THEORIES TO “MAKE SENSE” OF IT

- A. Conflict
- B. Structural Functional
- C. Post modernism
- D. Feminist
- E. Interpretative: Symbolic Interaction, Ethnomethodology, Phenomenology

Readings:

Murray, Linden, Kendall

*Chapter 5 Society, Social Structure and Interaction

Chapter 13 Sex, Sexualities, and Intimate Relationships

*Chapter 18 Mass Media

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*Chapter 2 Making Sociological Sense of the Exam

III. METHODS AND THEORIES

- A. From the “Attitude of Everyday Life” (personal perspective, routinization, everyday typifications) to a “Scientific Attitude” (general perspective, posture of doubt, scientific typifications)
 - 1. Society as a “Subjective Reality” and an “Objective Reality”
 - (i) From a world of “personal meanings” to a world of “social facts” and their related methodological strategies
 - 2. Thinking “Inductively” and “Deductively”: Interrelating “Theories” and “Methods”
 - 3. Theory, Methods, and the Empirical World: Durkheim’s Suicide

Readings:

Murray, Linden, Kendall

*Chapter 2

Sociological Research

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*Appendix: Methodologies

IV. CULTURE AND SOCIETY

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

Readings:

Murray, Linden, Kendall

*Chapter 3

Culture

*Chapter 11

Ethnic Relations and Race

V. 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:

Murray, Linden, Kendall

*Chapter 4

Socialization

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*Chapter 9

Phase IV: The Post-Exam

VI. ROLES, POSITIONS, AND SELVES

- A. Roles and Positions
- B. Role Sets and Status Sets
- C. The Presentation of Self
- D. Social Organizational Determinants of Behaviour

Readings:

Murray, Linden, Kendall

- *Chapter 7 Groups and Organizations pp. 166-176

Student Life & Exams

- *Chapter 3 Uncertainty, Stress & Coping Mechanisms
- Chapter 4 Phase I: Early Pre-Exam
- Chapter 5 Phase I: Early Pre-Exam (continued)
- Chapter 6 Phase I: Early Pre-Exam (continued)
- *Chapter 7 Phase II: Immediate Pre-Exam

VII. INSTITUTIONS

A. Families

- 1. Types
- 2. Functions
- 3. Changes
- 4. Problems

Readings:

Murray, Linden, Kendall

- *Chapter 6 Families
- *Chapter 14 Aging

B. Education

- 1. Manifest and Latent Functions
- 2. Socio-economic Background, Ability, and the Allocation of Students

Readings

Murray, Linden, Kendall

- *Chapter 16 Education

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- Chapter 10 Conclusions and Implications

C. Religion

Readings:

VIII. **THE COMMUNITY**

- A. The Origin of Cities
- B. Urbanization
- C. Urbanism
- D. Community: From the Past to the Present

Readings:

Murray, Linden, Kendall

*Chapter 23

Population and Urbanization (on line)

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:

Murray, Linden, Kendall

*Chapter 23

Population and Urbanization (on line)

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:

Murray, Linden, Kendall

- *Chapter 9 Social Class and Stratification in Canada
- Chapter 10 Global Stratification
- Chapter 12 Gender
- Chapter 15 Health, Health Care and Disability

XI. POWER, BUREAUCRACY, AND THE WORLD OF WORK

- A. Power
- B. Types of authority (Weber)
- C. Bureaucracy and Everyday Life

Readings:

Murray, Linden, Kendall

- *Chapter 7 Groups and Organizations pp. 176-191
- Chapter 19 The Economy and Work pp. 530-544
- *Chapter 22 Power, Politics, and Government (on line)

XII. DEVIANCE AND SOCIAL CONTROL

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

Readings:

Murray, Linden, Kendall

- *Chapter 8 Crime and Deviance

Concepts - SOC 1200

Professor Albas

Instructions:

Provide a detailed example of a specific interaction to illustrate how each concept relates to the micro-world of everyday life. All concepts will be defined and discussed in class.

Form of Presentation:

1. a) List Concept
b) Definition from class notes
c) Your example of a specific interaction from everyday life experience
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1. “Private troubles” of your first year as a university student
 2. Embarrassment: A social experience
 3. Civil Inattention
 4. Reference Groups: Their “comparison/reality” function
 5. Make evident the structuring significance on interaction of each of the statuses of:
 - (1) age,
 - (2) race/ethnicity,
 - (3) gender
 6. Anomie
 7. The non-material culture of one group seems foreign and out of place in another group
 8. Territorial encroachment of Interactional vs. Physical Spaces:
 - (1) violation
 - (2) contamination
 9. Aces and Bombers. How interactions within identity types vary from interaction across identity types
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10. “Real” norms vs. “Ideal” norms
11. Motive mannerism: (1) accounts
(2) disclaimers
12. Role-taking and role-making
13. “Looking-glass” self
14. “I” and “Me” (Mead)
15. Impression Management: (1) Concealment
(2) Dramatic realization
16. Compartmentalization
17. A Status Group in Action
18. Status Inconsistency (Weber)
19. Rational-Legal Authority
20. My first experience of the reality of social class in my university student role