

University of Manitoba
Department of Sociology
INTRODUCTORY SOCIOLOGY
SOC 1200 A14, 6 Credit Hours

Dr. D. Albas

Regular Session 2008-2009

CLASS LOCATION: 206 Tier Building

OFFICE: 325 Isbister Building

PHONE: 474-9839

OFFICE HOURS: Tuesday, Thursday 10:00 - 11:00 a.m.

REQUIRED TEXTS:

Albas, Daniel C. & Cheryl M. Albas

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

Tepperman, L., J. Curtis and P. Albanese

Sociology: A Canadian Perspective 2nd Ed Oxford University Press.

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:

Tepperman, Curtis, and Albanese

Introduction: Why Not Become A Sociologist?

Chapter 14 Social Movements

Chapter 19 Global Society

Albas & Albas

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. Posture 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:

Tepperman, Curtis, and Albanese

- | | |
|------------|---|
| Chapter 12 | Religion |
| Chapter 1 | Three Empirical Traditions of Sociological Theory |
| Chapter 2 | Research Methods |

Albas & Albas

- | | |
|-----------|---------------------------------------|
| 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:

Tepperman, Curtis, and Albanese

Chapter 3	Culture and Culture Change
Chapter 17	Sexuality
Chapter 18	Ethnic and Race Relations
Chapter 22	Mass Media and Technology

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:

Tepperman, Curtis, and Albanese

Chapter 4	Socialization
Chapter 16	Gender Relations
Chapter 6	Groups and Organizations pp. 157-167

V. 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:

Tepperman, Curtis, and Albanese

Chapter 5	Statuses, Roles, and Identities
-----------	---------------------------------

Albas & Albas

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
Chapter 8	Phase III: The Exam Act Proper
Chapter 9	Phase IV: The Post Exam

VI. **Institutions**

- A. Definition
- B. Basic Characteristics

VII. **Families**

- A. Types
- B. Functions
- C. Changes
- D. Problems

READINGS:

Tepperman, Curtis, and Albanese

Chapter 8	Families and Intimate Relationships
-----------	-------------------------------------

VIII. **The Community**

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

READINGS:

Tepperman, Curtis, and Albanese

Chapter 21	Cities and Urbanization
Chapter 23	The Environment

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:

Tepperman, Curtis, and Albanese

Chapter 20 Population and Society

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:

Tepperman, Curtis, and Albanese

Chapter 15 Class and Status Inequality

Chapter 11 Health Issues

XI. **Education**

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

READINGS:

Tepperman, Curtis, and Albanese
Chapter 9 Education

Albas & Albas
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:

Tepperman, Curtis, and Albanese
Chapter 10 Work and the Economy
Chapter 6 Groups and Organizations pp.167-189

XIII. The Study of Power

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

READINGS:

Tepperman, Curtis, and Albanese
Chapter 13 Politics and Political Movements

XIV. Deviance and Social Control

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

READINGS:

Tepperman, Curtis, and Albanese
Chapter 7 Deviance

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	October 30, 2008	25%
TEST II	January 22, 2009	25%
TEST III	March 5, 2009	15%
TEST IV	April 7, 2009	15%
ASSIGNMENT	Due <u>March 19, 2009</u> in class (NO Exceptions)	20%

Voluntary Withdrawal Deadline: March 19, 2009

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 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's policy on 'Personation at Examinations' (Section 4.2.8) and "Plagiarism and Cheating" (Section 7.1)

found in the *University of Manitoba Undergraduate Calendar*.

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+	=	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.