

**University of Manitoba**  
**Department of Sociology**  
**INTRODUCTORY SOCIOLOGY**  
**SOC 1200 A02, 6 Credit Hours**

**Dr. C. Albas**

**Regular Session 2009-2010**

**CLASS LOCATION: 229 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.

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

Sociology: A Canadian Perspective 2<sup>nd</sup> 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

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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. 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**

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

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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:**

**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
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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
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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	<b>November 9, 2009</b>	25%
TEST II	<b>January 25, 2010</b>	25%
TEST III	<b>March 10, 2010</b>	15%
TEST IV	<b>April 5, 2010</b>	15%
ASSIGNMENT	<b>Due <u>March 19, 2010</u> in class</b> (NO Exceptions)	20%

**Voluntary Withdrawal Deadline: March 19, 2010**

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