

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

Dr. C. Albas

OFFICE: 247 St. Paul's College

PHONE: 474-8274

OFFICE HOURS: Monday & Wednesday 9:45 - 10:45 AM

Tuesday 9:00 - 9:45 AM

CLASS LOCATION: 235 Isbister

CLASS TIME: Monday, 7:00 - 10:00 PM

Regular Session 2010-2011

REQUIRED TEXTS:

Albas, Daniel C. & Cheryl M. Albas

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

Murray, Jane Lothian, Rick Linden, and Diana Kendall

Sociology in Our Times 5th Canadian Edition, 2011, 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:

Murray, Linden, Kendall

Chapter 1

The Sociological Perspective

Chapter 20

Collective Behavior, Social Movements, and Social Change

Chapter 5

Society, Social Structure, and Interaction

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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:

Murray, Linden, Kendall

Chapter 2

Sociological Research

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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:

Murray, Linden, Kendall

Chapter 3	Culture
Chapter 10	Ethnic Relations and Race
Chapter 11	Sex and Gender
Chapter 17	Religion

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:

Murray, Linden, Kendall

Chapter 4	Socialization
Chapter 6	Groups and Organizations pp. 136-150

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:

Murray, Linden, Kendall

Chapter 12	Aging
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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:

Murray, Linden, Kendall

Chapter 15	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:

Murray, Linden, Kendall

Chapter 19	Population and Urbanization	pp. 541-554
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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 19

Population and Urbanization pp. 524-541

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, Linken, Kendall

Chapter 8

Social Class and Stratification in Canada

Chapter 9

Global Stratification

Chapter 18

Health, Health Care and Disability

XI. **Education**

- A. Manifest and Latent Functions
- B. 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

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:

Murray, Linden, Kendall

Chapter 13 The Economy and Work

Chapter 6 Groups and Organizations pp.150-165

XIII. **The Study of Power**

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

READINGS:

Murray, Linden, Kendall

Chapter 14 Power, Politics, and Government

XIV. **Deviance and Social Control**

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

READINGS:

Murray, Linden, Kendall
Chapter 7 Crime and 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	November 8, 2010	25%
TEST II	January 17, 2011	25%
TEST III	March 7, 2011	15%
TEST IV	April 4, 2011	15%
ASSIGNMENT	Due <u>March 14, 2011</u> in class (NO Exceptions)	20%

Voluntary Withdrawal Deadline: March 18, 2011

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 should 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 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.