

# Sociology 101: Introduction to Sociology and Social Problems Fall 2009

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## Office Hours

MTWRF 10-11M AND 2PM-4PM  
or by Appointment

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I remember being confused as a child. While my parents had remained married, three out of my four sets of great-grandparents had divorced in the 1930's and 1940's. Living in the United States and hearing about the alarm of rising divorce rates and calls to return to the "good old days" perplexed me. What was so different about my family? Many of my friends had stepmothers and stepfathers, but there was not another that had any step-great-grandmothers and I had three! This confusion came with me to college.

My first course as a college freshman was Intro to Sociology, the same course you are taking with me today. Through this course I was introduced to C.Wright Mills who maintained that sociologists' research questions come from the same place as the questions all of us ask ourselves on a daily basis. They get their material from their own experiences and the things that perplex confuse and inspire them. This is why Sociology interests so many students; it creates understanding to questions they have regarding their own lives.

This understanding comes through what Mills called a sociological imagination. The sociological imagination maintains we must make a connection between the individual and the social structures which they are imbedded. The Sociological Imagination allows the individual to see the larger social context in which his or her experiences derive and in this way develop understanding and meaning to these personal experiences. For me it was sociologist Stephanie Coontz and her work *The Way we Never Were* that provided understanding. She looked at historical families and debunked some of what I had always thought regarding families of the time of my great-grandparents.

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## **Here are just a few of the question we will ponder throughout the semester:**

- Would you go against what you know to conform to the group?
- Would you go against your own self-interest to differentiate yourself from another group or individual?
- Does the media portray stereotypes of racial and gender minorities?
  - What is the difference between "looting" and "finding"?
- Is the probability of a death sentence the same regardless of the race of the offender? What about the victim?
- Is it okay for a male to be a daycare worker? For a female to be a fighter pilot? What obstacles are they likely to encounter?
- Should we change our laws to accommodate new issues that arise with technology such as PhotoShop, Myspace and Facebook?

Welcome to the world of Sociology! All throughout our social lives, from Hurricane Katrina, to the Super Bowl, sociologists are there explaining social life. I hope you will bring the questions you have regarding your life experiences and that you will enjoy our time together and can find your sociological imagination.

### **REQUIRED TEXTBOOKS**

**Henslin, James M. 2007. *Essentials of Sociology: A Down-to-Earth Approach*, 7<sup>th</sup> Edition. Boston, MA: Allyn & Bacon.**

This is the main textbook for the course. Henslin takes an “everyday” approach to Sociology which is relatable to our daily lives. Thus, class participation and discussion can easily be facilitated from the reading. You should make every attempt to complete the readings prior to class the day they are assigned and come to class prepared to participate. Readings in this main text are listed under the “Henslin” column of the course schedule on the day they are to be done.

**MCgEEVER, Kelly and Charles Faupel. 2008. *Exercises in Sociology A Lab Manual for the Study of Social Behavior*. Pearson Prentice Hall.**

This is your lab workbook. Please bring this book to class as well as we will do some of the group exercises together. In addition to the labs discussed later, there are readings in this lab manual that you will be responsible for. These readings will be discussed in class and will be included on examinations. These readings are listed by the title of the reading and are followed by L: page number in the class schedule.

### **Turning Point Audience Response clicker.**

Available at the bookstore. This clicker should be brought to class everyday. My powerpoint presentations will incorporate times for your anonymous participation. This clicker will also be used to accomplish some of the in class assignments/participation points towards your final grade.

### ***Moodle***

A Moodle site has been set up for this course. It has the syllabus (should you lose this one) and other course materials available.

### **COURSE OBJECTIVES/PURPOSE**

- An understanding that the social world around us is a complex structure which impacts our daily lives and life chances.
- Consideration of social problems facing the world today and possible solutions through the principles of Sociology using our “sociological imagination”.
- Development of critical reasoning skills that will make us healthier and more skeptical consumers of social research.
- A broader understanding of what cultural diversity is and what it brings to the global and national landscape.

## **SPECIAL NOTES**

This class is a “flagged” course. This means that a majority of the material deals with issues of class, race, gender and nationality, or age. Sociologists have long been interested in how these characteristics become culturally defined and in the process, culturally valued. You are required to take 4 credits of “flagged” courses during your Hope College career (I encourage you to take more). Completing Sociology 101 fulfills this core requirement.

Class participation is expected in this course. Sociology is animated and given life through personal experience. So try to come to class with your experience and viewpoints and an open mind. Throughout the semester this class may upset you, frustrate you and at the same time inspire you. Open up and share with the class your experiences, views, opinions and thoughts. Also, remain courteous to your classmates while they do the same. I will not tolerate mockery of any student for participating in my class. This class should feel like a “safe” place to ask your questions about social life and to build and understanding of the same.

### ***Course Evaluation***

Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, you will be asked to assess how well this course met its stated goals. Your responses will be kept anonymous, but I will take the collective results seriously in thinking about how to provide Hope students the best possible education. Your responses matter. You are urged to participate in this important process.

### ***Disability Policy***

Any student whose disability falls within Americans with Disability Act guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

## **GRADING**

Final Grades will be calculated on the following basis

Exams 100 points each	3 x100	300
Final Exam (150 Points)	1x 150	150
Class assignments/participation		80
Out of Class Labs (10 points each)	10x10	100
Water Report		<u>20</u>
TOTAL:		650

### **Exams**

Three examinations will be given throughout the course of the semester. Exams may consist of matching, true/false, multiple choice and short answer questions. The questions cover materials from the assigned chapters of the text and readings as well as class notes. Exams are to be taken on the day that they are scheduled. Makeup exams will only be given if prior arrangements have been made, or with a doctor's note.

### **Final Exam**

The final exam will be similar to regular exams in format but will be cumulative and worth 150 points.

### **In Class Assignments/participation**

Class participation is important in a sociology course. Therefore, it is crucial that you attend class on a regular basis and engage in the material we are covering. I do not take attendance nor do I have a formal attendance policy. However, you will have 80 points towards your final grade that will be composed on class participation and in-class assignment points. Periodically, and without prior notification I will provide opportunities for students to earn these through in class activities. Some activities will only require you sign in others will be reflection writings on class activity. There will be no making up missed in class activity points. You either participate or you do not.

### **Water Report**

Hope College sponsors a yearly Critical Issues Symposium. During this conference numerous speakers are brought into discuss an issue that affects our society. This year's topic is water. I encourage you to fully participate in this exciting opportunity afforded by Hope College. You will be expected to attend one of the conference s(acceptable options will be provided in class prior to the symposium) and write a 2-3 page recap and reflection paper on the session. The water report is due on October 9.

### **Out of Class Lab**

This course qualifies for a Social Science I class with the accompanying lab. These labs are designed to illustrate how research is performed in the social sciences at a basic introductory level. They also may facilitate interest for more advanced social research in your college career (I encourage you to think about this exciting possibility). You must complete 10 labs throughout the course of the semester. There are 13 labs available for completion and are listed on the next page along with the page number and helpful hints for the labs. These labs are listed as either "internet exercises" or "Individual writing exercises" based on which they are delineated as in your lab book. The labs are due in class on the day listed below **NO LATE LABS WILL BE ACCEPTED**. Also many of the labs are intensive it is best not to begin them the night before they are due.

Due Date	Lab Manual Chapter	Page #	Helpful Hints
Sept 11	Chapter 2: Internet exercise lab	14	
Sept 16	Chapter 3 Internet Exercise lab	24	<ul style="list-style-type: none"> <li>• Don't dwell on question 3</li> <li>• For question 4 only consider the Nacirema piece</li> </ul>
Sept 23	Chapter 4: Individual writing lab	38	
Oct 5	Chapter 6: Individual writing lab	69	
Oct 12	Chapter 7: Internet Exercise lab	76	<ul style="list-style-type: none"> <li>• Please select two high income countries, one upper middle country, one lower middle country and two low income country</li> <li>• On question 2 malnutrition and pave roads will be missing for most countries. Please select completion rates for school enrollment, omit literacy rates. Add internet, and the ratio of boys to girls</li> </ul>
Oct 23	Chapter 1: Individual writing lab	8	
Oct 26	Chapter 9: Internet Exercise lab	98	<ul style="list-style-type: none"> <li>• For question #2 omit the "did you know section" this no longer exists.</li> </ul>
Nov 4	Chapter 11: Internet Exercise Lab	123	<ul style="list-style-type: none"> <li>• for question 1 omit Taiwan</li> </ul>
Nov 18	Chapter 12: Internet exercise lab	132	<ul style="list-style-type: none"> <li>• Omit question #3</li> </ul>
Nov 23	Chapter 14: Internet exercise lab	157	
Nov 30	Chapter 13: Internet exercise lab	145	
Dec 4	Chapter 16: Internet exercise lab	179	<ul style="list-style-type: none"> <li>• You do not have to provide natural growth</li> <li>• Exporting it to excel will assist in rankings</li> <li>• Replacement level is 2.3</li> </ul>

Dec 7	Chapter 17: Individual writing exercise lab	195	<ul style="list-style-type: none"> <li>this lab requires a 3 day log plan ahead</li> </ul>
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**FINAL GRADE**

Your numeric grade =  $\frac{\text{points you attained}}{\text{points available (650)}}$

Grades will be determined using the following scale:

100-93	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	<60	F

## CLASS SCHEDULE

<u>Date</u>	<u>Class Topic</u>	<u>Henslin Readings</u>	<u>Lab Manual reading</u>
Sept 2	Introduction to the Course		
Sept 4	What is Sociology What is a Social Problem?	PAGES 2-14	"The Promise" pg 1
Sept 7	What Does Sociology provide?	PAGES 14-20	
Sept 9	How do Sociologists do what they do?	PAGES 20-31	Say what you mean pg 12 "Participant and Non-Participant Observation" pg 16
Sept 11	How do Sociologists do what they do?- continued		
Sept 14	What is Culture?	PAGES 34-48	
Sept 16	Issues in Culture	PAGES 48-57	"Body Ritual among the Nacirema" PG20
Sept 18	Theories of Socialization	PAGES 60-72	
Sept 21	Socialization by Who and to What?	PAGES 72-82	" Identity Transformation" PG 31
Sept 23	The Effect of Isolation In class video: The story of Genie		
Sept 25	Social Structure	PAGES 84—98	
Sept 28	Social Interaction	PAGES 98-112	"Pathology of imprisonment" PG 42
Sept	EXAM I	EXAM I	EXAM I

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Oct 2	Societies and Groups	PAGES 114-123	
Oct 5	Group Dynamics In Class video:Milgram	PAGES 130-139	
Oct 7	CRITICAL ISSUES NO CLASS	CRITICAL ISSUES NO CLASS	CRITICAL ISSUES NO CLASS

<u>Date</u>	<u>Class Topic</u>	<u>Henslin Readings</u>	<u>Lab Manual reading</u>
Oct 9	Bureaucracy	PAGES 124-130	
Oct 12	Social Inequality: Social Stratification	Chapter 7	
Oct 14	Show me the Money: Social Stratification in the US	Chapter 8	"No degree and No way Back" PG73
Oct 16	Runaways: The Social problem of Homeless Youths. In class video		
Oct 19	FALL RECESS	FALL RECESS	FALL RECESS
Oct 21	Social Inequality Race and Ethnicity	Chapter 9	"Anatomy of Environmental racism" PG105
Oct 23	Racism in the United States In Class Video		
Oct 26	Social Inequality: Gender Inequality	PAGES 260-281	"A woman can learn anything" PG 96
Oct 28	Issues of Gender Inequality		"Women's and Men's Movements" PG 103
Oct 30	Social Inequality: Age	PAGES 282-293	
Nov 2	EXAM II	EXAM II	EXAM II

Nov 4	"It's the Economy Silly"	PAGES 309-326	"The power elite" PG 118
Nov 6	Politics	PAGES 296-309	"types of governmental and political systems" (PG 125)
Nov 9	Deviance and Social Control	PAGES 140-157	"A career Perspective on Heroin" PG 83
Nov 11	In Class Video: The Case of Eric Smith		
Nov 13	Crime and the Justice System	PAGES 158-167	PG92- The criminal Court system
Nov 16	We are Fam-ily	Chapter 12	
	<b><u>Date</u></b>	<b><u>Henslin Readings</u></b>	<b><u>Lab Manual reading</u></b>
Nov 18	Alternative Family Forms: Polygamy In Class Video: <i>Inside Polygamy</i>		
Nov 20	What is the Future for the Family?		"Love American Style" PG 129
Nov 23	Education	PAGES 358-374	" The Negotiated order of the class" PG 151
Nov 25	Problems in Funding Education In class video: <i>Corridor of Shame</i>		
Nov 27	THANKSGIVING	NO CLASS	HAPPY TURKEY DAY!
Nov 30	Religion	PAGES 374-389	"A peculiar people" PG 139
Dec 2	EXAM III	EXAM III	EXAM III
Dec 4	Population and Urbanization	chapter 14	"Cornerville and its people" PG 175

Dec 7	The Environment	PAGES 439-449	"Historical transformation" PG 184 " Sustainable Development and Environment" (PG 197)
Dec 9	Social Change and collective behavior	PAGES 426-439	"Social Movements" (PG 205) "Collective Behavior" (PG 207)
Dec 11	Technology		" will the Internet change society" PG 199
DEC 15	FINAL EXAM at 12:30	FINAL EXAM 12:30	FINAL EXAM 12:30