Rhodes College
Introductory Sociology (Anthro/Soc 105.2)
Fall 1999

Instructor:  Eva Brown

Office Hours:  TTh 11:00-1:00
Phone:  843-3930 (main office, Rhodes, Mrs. Benton)
        678-2792 (personal office, U of M)
        678-2611 (sociology main office, U of M)

Required texts:

This Book is Not Required.  Inge Bell and B. McGrane, 1999.  

The Un-TV and the 10 MPH Car: Experiments in Personal Freedom and 
The Small Press.

Saddle River, New Jersey: Prentice-Hall.

Gulford, Connecticut: Dushkin.

Course Statement:

Sociology is the study of the social structures and processes that 
exist over and above individuals.  These structures and processes 
shape the context and experience of individuals – constraining and 
restricting us while simultaneously providing the order and 
stability needed for survival and self development.  This paradox, 
the state of being an individual yet always a social creature, is 
sociology’s key concern.  We will explore how sociology can help 
us to understand ourselves and the worlds in which we live by 
providing insight into the social construction of both self and 
society.   (borrowed from Dr. Thomas G. McGowan)
I. Course Description:

Introduction to concepts, methods, and theoretical perspectives in sociology. In addition to the basic principles of sociological reasoning, the focus will be on critical thinking, analysis, evaluation, synthesis and application of sociological knowledge and processes. Emphasis will be on the importance of group life and major social institutions and the impact they have on human populations in U.S. society and cross-culturally. Target groups and institutions include the family, religion, education, government and political systems, medicine/health/welfare, economy, workplace, military, and the environment.

II. Course Objectives:

1. Give students a basic working knowledge of social institutions including historical and contemporary functions and dysfunctions

2. Provide students with a unique tool – the sociological imagination (the ability to move conceptually from the personal to the societal to the global level)

3. Acquaint students with the diversity across race, class, gender, religion, ethnicity/nationality and values found in the U.S.

4. Provide students with the tools of basic social scientific inquiry

5. To convey an understanding of the sociological perspective, based on systematic study rather than “common sense”

6. Develop a sense of cultural relativism and an appreciation of other sociocultural systems

7. Awareness of the crucial importance of social locations and statuses, such as social class, age, gender, ethnicity, religion, marital status, place of residence, and educational attainment, in determining our life chances and life choices, how we think, and what we do

8. Identifying the persistent sources of strain and patterns of conflict at the interpersonal level and among groups, regions, and nations
9. To show how behavior and self image are shaped by the process of socialization

10. Tracing the ways in which social problems are identified, perceived, and resolved

11. Demonstrating the effects of historical events on various institutional decisions

12. Discovering how sociological research can influence policy decisions

13. To help students distinguish personal troubles from public issues and the relationship between the two

14. To show how to interpret and use social science data

15. Illustrating how to analyze what is in order to evaluate what might or ought to be

16. To teach students not to over-generalize from personal experience, and how to apply the sociological perspective to everyday life

17. Helping students develop a healthy skepticism regarding over-simplified explanations of human behavior (including sociological ones)

III. Class Goals:

Through lecture and textbook material we should become familiar with the structural, collective, and cultural aspects of social life. We will explore the regularities, variations, and interdependencies among the following:

1) demographic and ecological patterns of human populations
2) social psychological phenomena such as group interaction patterns and interaction of personality and society in the process of socialization over the life course
3) cultural phenomena such as values, beliefs, norms, and ideologies that tend to regulate and legitimate social behavior
4) structural relations arising in social interaction, for example, the patterns of rules which constitute the political structure, economic arena, government systems, religious and family spheres, and other major social institutions
5) collective behavior in groups, organizations, and institutions
6) familiarity with cross-cultural and multicultural principles, concepts, and theories which illustrate the ways of life that combine to form American culture and society
7) recognizing the influence that race, class, gender and ethnicity have in social life
8) understanding that society and the groups to which you belong become part of your consciousness and influence everything you do
9) recognizing that “common sense” information we are taught to depend on comes up short when compared to the knowledge and findings of social science

Our concerns as a class are threefold: a) to examine the patterns of social life that persist, B) to pursue the dynamics of social change which create new social forms, and c) to learn the skills necessary to locate oneself in the social world and become more aware of the impact of social forces on personal lives.

IV. Attendance:

It is my expectation that you will have regular attendance, be on time, and be prepared for class. Your attendance is a vital factor in class discussion and provides a fundamental means of integrating and organizing the material presented in text, lecture, and through other sources. Information missed may have direct consequences on performance in the class. It is your responsibility to obtain any information missed. It is impossible to give you a personal lecture on material missed. Find a colleague who can help you in this area.
V.  Examinations:

There are two exams, a midterm and a final, graded on a 100 point scale. The format for these exams is essay. Material on the exams includes information from lecture, class discussion, text, handouts, and any other sources brought to the class.

ALL MAKE-UPS WILL BE GIVEN THE LAST DAY OF CLASSES!!!!

VI.  Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>93 - 100</td>
<td>A</td>
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<tr>
<td>90 - 92</td>
<td>A-</td>
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<tr>
<td>88 - 89</td>
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<td>83 - 87</td>
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<td>C+</td>
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<td>73 - 77</td>
<td>C</td>
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<td>70 - 72</td>
<td>C-</td>
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VI.  Course Calendar:

Aug.  26    The Sociological Perspective
Aug.  31    Chapters 1-4 in Charon
Sept.  2    Chapters 1 & 2 in Bell
Sept.  7    Intro & Chapter 1 in McGrane
Sept.  9    Chapters 7-10, & 12 in Charon
Sept. 14    Chapter 3 in McGrane
Sept. 16    1st Writing Assignment Due!!!
             Chapters 13-15 in Charon
Sept. 21    Chapter 2 in McGrane
Sept. 23    Chapters 19-20 in Charon
Sept. 28    Chapter 5 in McGrane
Sept. 30    Chapters 36 & 38 in Charon
Oct.   5    Chapters 40-43 in Charon
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct. 7</td>
<td>Chapter 7 in McGrane</td>
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<td>Oct. 12</td>
<td><strong>Midterm Exam!!!</strong></td>
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<td>Oct. 14</td>
<td>Demographics in the U.S. How American Society</td>
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<td>Is Transforming</td>
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<td>Oct. 19</td>
<td><strong>FALL RECESS – NO CLASS!!!</strong></td>
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<td>Oct. 21</td>
<td>Chapters 27 &amp; 29 in Charon</td>
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<td>Oct. 26</td>
<td>Chapter 3 in Bell</td>
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<td>Oct. 28</td>
<td>Chapter 4 in Bell</td>
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<td>Nov. 2</td>
<td>Chapters 33 &amp; 35 in Charon</td>
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<td>Nov. 4</td>
<td>Chapter 5 in Bell</td>
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<td>Nov. 9</td>
<td>Chapter 6 in Bell</td>
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<td>Nov. 11</td>
<td><strong>2nd Writing Assignment!!!</strong></td>
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<td>Chapter 7 in Bell</td>
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<td>Nov. 16</td>
<td>Chapters 51, 54, 56 in Charon</td>
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<td>Nov. 18</td>
<td>Chapter 8 in Bell</td>
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<td>Nov. 23</td>
<td>Chapter 9 in Bell</td>
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<td>Nov. 25</td>
<td><strong>THANKSGIVING RECESS – NO CLASS!!!</strong></td>
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<td>Nov. 30</td>
<td>Chapter 10 &amp; 11 in Bell</td>
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<td>Dec. 2</td>
<td><strong>3rd Writing Assignment!!!</strong></td>
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<td>Chapters 12 &amp; 13 in Bell</td>
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<td>Dec. 7</td>
<td>Chapters 8, 9, 12 in McGrane</td>
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<td>Dec. 13</td>
<td><strong>Final Exam!!!</strong></td>
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**Note:** Dates of chapters covered are tentative since progress may vary depending on the needs of the class.