

SOCI 100C: Introduction to Sociology
2014-2015 Terms 1 and 2 (6 Credits)
Department of Sociology
University of British Columbia

Mon/Wed/Thurs 1:00-2:00pm
LASR 102

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Office Hours: Wed 4:15-5; Thurs. 3-4 and by
appointment

Tuesday Discussion Sessions
1:00-2:00 pm in BUCH D325
2:00-3:00 in AUDX 157
Teaching Assistant: Alina McCay
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Thursday Discussion Sessions
1:00-2:00 in BUCH D228
2:00-3:00 in MATH 102
Teaching Assistant: Paulina Semenec
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Course Description:

How do sociologists look at the social worlds we all inhabit? In this course we'll learn that sociologists have a unique point of view—the sociological perspective. Through this lens we'll look at everyday rituals of deference and domination, solidarity and boundary-marking, conformity and resistance. The sociological perspective can help us to understand connections between self and society, private troubles and public issues, deviance and normality, order and conflict, and continuity and change. We can use the perspective that sociology provides us to explore how meanings are negotiated, races constructed, genders forged, sexuality policed, work defined, underclasses contained, deviants shamed and families shaped. We can also use the sociological perspective to become aware of how our culture, institutions, families and friends shaped our lives and to explore what our responsibility is to change society for the better.

The overall aim of the course is to introduce you to a way of looking at the world--a sociological perspective or framework with which to ask meaningful questions about societies and their organization.

Five specific features of the course derive from this broad goal:

1. We will rely on a mix of textbook readings and original scholarship. Reading original works, mostly by sociologists, will give you the best sense of how a sociologist would approach a particular problem and work it through in terms of its origins, effects, and broader implications.
2. In order to challenge the tendency to view problems facing people in contemporary society as solely the result of individual flaws and virtues, I will encourage you to consider how social structural features of the society (e.g., the organization of the economy, political systems, the sexual division of labor) affect these problems.
3. I will use a variety of media to illustrate the reading and lecture material. I encourage you to suggest appropriate media that would also help illustrate concepts as I am by no means a cultural expert!
4. Throughout the semester we will use in-class exercises, surveys, and discussion to explore and become more aware of our own assumptions about society.
5. We will explore sociology's powerful message that each of us has a personal responsibility to either accept society as it is or work to change it for the better.

Course Evaluation

1) 50 percent of your grade will be based on six in-class exams that will be a mixture of short answer, multiple choice, and paragraph length responses. The first and last exams are worth 5 percent each, and the middle four are each worth 10 percent. These exams will cover lecture material and assigned readings and are NOT cumulative.

2) 40 percent of your grade will be based on 4 discussion modules that will be worked on and completed as part of your weekly discussion session. Each discussion module is worth a total of 10 percent of your final grade. These modules are multi-part and require you to apply the sociological concepts to a topic area.

3) 10 percent of your grade is based on class attendance, preparation, and in-class participation. Unannounced quizzes will be held throughout the year at the start of class and will be based on assigned readings. If you are present, you may take the quiz. If you walk in while others are taking it, you may take the quiz. If you miss the quiz, you may not make it up.

Course Materials:

The following books are available at the bookstore:

Ritzer, George and Neil Guppy. 2014. *Introduction to Sociology*. Canadian Version. Sage Publications. [Required for Term 1 and Term 2]

Steele, Claude M. 2011. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. Norton Books. [Required for Term 1]

Hochschild, Arlie. 1997. *Time Bind: When Work Becomes Home and Home Becomes Work*. Owl Books. [Required for Term 2]

In addition, additional readings will be posted on CONNECT.

Policies:

Attendance for the entire class period is required, as is attendance at the Discussion Groups.

Lectures, discussion groups, and class activities are essential for your understanding of the sociological concepts I will be teaching in this course, and your success in this course will be jeopardized if you miss class. With the exception of accommodations for religious observance, I will not excuse absences, so please do NOT email me to tell me you will not be in class. Please let me know at the beginning of the term if you require accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other personal or professional commitments cannot assume that they will be accommodated. **If you miss class**, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours.

You are requested to arrive on time. Repeated tardiness will be penalized.

Electronic devices can be useful tools; however, they are also very distracting. For this reason **I do not want to see or hear** cell phones, cameras, ipods, laptops, or other electronic equipment in the classroom. That means they must be stowed away in a backpack or bag and not brought out during class time.

Academic Dishonesty will not be tolerated. This includes lying, cheating, and plagiarism. I will deal with instances of academic dishonesty, should they occur, according to university policy. Please see the Code of Student Rights, Responsibilities, and Conduct for university policies on academic misconduct and academic dishonesty: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

UBC's Early Alert program is designed to get students help quickly and in a coordinated way. Problems it can help with include academic advising, financial advising, counseling, and other resources that can help

you get back on track. **If you are feeling stressed, please notify me or the TA** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

If anyone has **special needs** that require modification of seating, testing, or meeting other class requirements, please let me know during the first two weeks of class.

Office Hours are times that we have set aside to meet with students. The hours are listed at the top of the syllabus. I encourage you to come and visit during office hours. Come individually, or with friends. It's a chance to talk about the course, assignments, exams, study strategies, or whatever you would like to discuss. You don't have to have a *problem* to visit. If you find yourself having difficulty with the readings, or if you do not do well on an exam we definitely want to see you.

Course Schedule: Please complete the readings by class time on the day that they are listed. It is estimated that each week you should spend about 3 hours reading for this course. I suggest you take notes on the reading and make sure that you can answer the questions that are available at the end of each chapter or reading.

| | Date | Topic | Assignment |
|--------|-------------------|--|--|
| Week 1 | 3 September | Course introduction | |
| | 5 September | Thinking Sociologically and Doing Sociology | Ritzer, Chapter 1 |
| | Discussion Group: | No Discussion Group Meetings | |
| Week 2 | 8 September | Sociological Perspectives: Developing Sociological Mindfulness | Mills, <i>The Sociological Imagination</i> * |
| | 10 September | Sociological Theory | Ritzer, Chapter 2 |
| | 12 September | Research Questions | |
| | Discussion Group: | Research Methods 1 | |
| Week 3 | 15 September | Conducting Research | Attend an UBC Orientation Event and Report |
| | 17 September | Self and Community | Ritzer, pgs 156-166 |
| | 19 September | Identity | Steele, Chapter 1-2 |
| | Discussion Group: | Research Methods 2 | |
| Week 4 | 22 September | Socialization and Interaction | Ritzer, pgs 167-195 |
| | 24 September | Learning the Ropes | Tobin, et al. "Socialization in 3 Cultures"* |
| | 26 September | Power and Interaction | Rothenberg "Invisible Privilege"* |
| | Discussion Group: | REVIEW SESSION* | |
| Week 5 | 29 September | EXAM #1 (5%) | |
| | 1 October | Education | |
| | 3 October | Theories of Education | Ritzer 655-659 |
| | Discussion Group: | Research Methods 3 | |
| Week 6 | 6 October | Educational Outcomes | Ritzer 660-676 |
| | 8 October | Educational Outcomes | Steele, Chapter 3-4 |
| | 10 October | Unequal Opportunities | Edgerton, et al.* |
| | Discussion Group: | Research Methods 4 | |

| 13 October – NO CLASS | | | |
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| Week 7 | 15 October | Gender and Sexuality | |
| | 17 October | Theories of Gender | Ritzer 360-397 |
| | Discussion Group: | Stereotype 1 | |
| Week 8 | 20 October | Doing Gender | Messner* |
| | 22 October | Sexuality and Sexual Orientation | “Hook up Culture” Armstrong* |
| | 24 October | Global Sex Trafficking | Bales* |
| | Discussion Group: | Stereotype 2 | |
| Week 9 | 27 October | Race, Ethnicity and Ancestry | Ritzer 318-346 |
| | 29 October | The Social Construction of Race | Steele, Chapter 5-7 |
| | 31 October | Prejudice and Self-fulfilling Prophecies | Steele, Chapter 8-9 |
| | Discussion Group: | Review Session* | |
| Week 10 | 3 November | EXAM #2 (10%) | |
| | 5 November | Social Inequality | Ritzer 274-292 |
| | 7 November | Who Gets What and Why? | Ritzer 293-306 |
| | Discussion Group: | Stereotype 3 | |
| Week 11 | 10 November | Stigmatizing the Poor: Beliefs about Poverty | Ritzer 307-317 |
| | 12 November | Global poverty | Ritzer 347-359 |
| | 14 November | Health and Welfare | Deber, “Getting What we Pay For”* |
| | Discussion Group: | Stereotype 4 | |
| Week 12 | 17 November | The Body, Medicine, Health and Health Care | Ritzer, 496-508 |
| | 19 November | The Sociology of Health and Medicine | Ritzer 509-539 |
| | 21 November | Crime and Deviance | Ritzer 230-251 |
| | Discussion Group: | Stereotype 5 | |
| Week 13 | 24 November | Crime and Deviance | Ritzer 252-273 |
| | 26 November | Identity Management | Levi, “Becoming a Hit Man”* |
| | 29 November | White Collar Crime | Planet Money podcast* |
| | Discussion Group: | Review Session* | |
| | TBA FINAL | EXAM #3 (10%) | |
| BREAK 18 December- 4 January | | | |
| Week 14 | 5 January | Organizations, Societies and the Global | Ritzer 194-211 |
| | 7 January | Global trade | Ritzer 212-229 |
| | 9 January | Global Economy | Ritzer 462-485 |
| | Discussion Group: | Media and Public Opinion 1 | |
| Week 15 | 12 January | Fair Trade | Conroy* |
| | 14 January | Work and the Economy | |
| | 16 January | The Time Bind | Hochschild, Ch1-4 |
| | Discussion Group: | Media and Public Opinion 2 | |
| Week 16 | 19 January | Work Life Balances | Hochschild, Ch 5-7 |
| | 21 January | Family Friendly Workplaces | Hochschild, Ch. 8, 10, 12 |
| | 23 January | Making Up for Quality Time | Hochschild, Ch 13,14 |
| | Discussion Group: | Media and Public Opinion 3 | |
| Week 17 | 26 January | Consumption | Ritzer 486-495 |
| | 28 January | Families | |

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| | 30 January | Changing meaning of families | Ritzer 398-418 |
| | Discussion Group: | Review Session* | |
| Week 18 | 2 February | EXAM #4 (10%) | |
| | 4 February | Theories of the Family | Ritzer 419-441 |
| | 6 February | Families in Crisis | Friedman* |
| | Discussion Group: | Media and Public Opinion 4 | |
| Week 19 | 9 February | Religion | Ritzer 630-254 |
| | 11 February | Religion and Politics | TBA |
| | 13 February | Canadian Society | TBA |
| | Discussion Group: | Media and Public Opinion 5 | |
| 16-20 February MIDTERM BREAK | | | |
| Week 20 | 23 February | Politics and the Economy | Ritzer 444-459 |
| | 25 February | Theories of the state | |
| | 27 February | Challenges to the State | Ritzer 460-495 |
| | Discussion Group: | Environment 1 | |
| Week 21 | 2 March | Economy and the State | |
| | 4 March | Globalization | Stiglitz* |
| | 6 March | Who Benefits? | NYT* |
| | Discussion Group: | Review Session* | |
| Week 22 | 9 March | Exam #5 (10%) | |
| | 11 March | Population, Urbanization, and the Environment | |
| | 13 March | Population | Ritzer 540-556 |
| | Discussion Group: | Environment 2 | |
| Week 23 | 16 March | Urbanisation | Ritzer 557-570 |
| | 18 March | The Environment | Ritzer 571-589 |
| | 20 March | Sustainability | TBA |
| | Discussion Group: | Environment 3 | |
| Week 24 | 23 March | Collapse | Diamond, "Collapse"* |
| | 25 March | Social Change, Social Movements, and Collective Behavior | |
| | 27 March | Social Movements | Ritzer 590-610 |
| | Discussion Group: | Environment 4 | |
| Week 25 | 30 March | Collective Behavior | Ritzer 610-619 |
| | 1 April | Participatory Democracy | TBA |
| | Discussion Group: | Environment 5 | |
| 3-6 April NO CLASSES | | | |
| Week 26 | 8 April | Social Change | Ritzer 620-629 |
| | 10 April | Agency | TBA |
| | Discussion Group: | Review Session* | |
| | TBA | Exam #6 (5%) | |