INTRODUCTORY SOCIOLOGY
SOCILOGY 1010

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Phone: NA
Email: jon.westover@gmail.com

Soc. 1010 Sec. 1
SUMMER 2009
T/TH 9:15a-10:45a
TBA

Texts
We will use the following text in this course. Please purchase or borrow a copy for your use during the semester.


Course Description
The first, and most important, objective of this class is to enhance your understanding of how societal forces influence your life. We live in a society made up of a culture (values, beliefs, norms, and language) and a social structure (positions and roles). Both of these are powerful influences in your life. In addition, your behavior is influenced by membership in a variety of groups. Hopefully studying culture, social structure, and group processes will give you a greater capacity to see the social world through the lens of the “sociological imagination.”

A second objective of this class is to expose you to an overview of several substantive areas in sociology. Sociologists usually specialize in specific areas and this class will introduce you to the major areas of sociological study. We will work at these two objectives throughout the semester. Each section will make a contribution to both.

Teaching Philosophy
This course is distinctive in several ways:

I believe that we can learn cooperatively – my role as the instructor is to facilitate the process. We will use a number of techniques in order to accomplish this learning. As a result, be prepared to play an active role every class. I look forward to listening and learning from you.

Given the range of topics we will encounter in the course, at times, we may not find the right answers, or all the answers. What is important, however, is the process of learning – taking new concepts, integrating them into a coherent framework and being able to use the framework to critically analyze issues.

I would like for each of you to find our discussion topics relevant to your lives.

Goals of this class
We have several goals in this class:

- Content
  - Learn the basic concepts of sociology.
Learning Process

- Conduct thought-provoking discussion where all classroom participants are able to share and receive ideas, with the instructor facilitating the interchange.
- Make connections between the world of ideas and concepts with their day to day issues and concerns. Where possible, encourage/highlight/expose new connection points where none exists (e.g., “I never thought of it that way…)

Rules of the Road

1. We start and end class on time
2. Turn off cell phones, pagers, and beepers
3. Check your email account regularly
4. Check the course Web page regularly

Contacts

You can reach me by email at jon.westover@gmail.com. For simple questions, that is the fastest and quickest way to reach me. For more difficult questions, please set up an appointment. I encourage you to stay in contact with me regarding any issues concerning the requirements of this course.

Things you need to know how to do to succeed in this class:

- Come to class and participate in the discussions
- Prepare for class by completing the assignments/readings
- Ask questions when necessary
- Learn how to use the library and other available resources
- Stay engaged with current events and be prepared to discuss them
- Anticipate potential problems or other obstacles and react quickly to them

Honor Code:

The University Code (http://www.admin.utah.edu/ppmanual8/8-10.html) will be strictly enforced for all exams, written assignments, and research proposals in this class.

Accommodations for Disabilities Act (ADA) Statement:

Students with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the quarter along with the request for special accommodations. Contact the Center for Disabled Student Services (160 Union, 581-5020) to facilitate requests.

Format

This class will require your participation in several ways. We will spend a majority of class time in discussion with one another. Your contributions to class discussions will be more effective if you prepare in advance by completing the required reading assignments.
Attendance
If you know you’ll be out of town and have to miss a class, please let me know ahead of time. Also, if a family emergency comes up, please let me know.

Preparing for Class
My goal is to make our class enjoyable and informative. Since a good portion of the class will be discussion based, I recommend completing the reading assignments prior to coming to class. Bring your notes to class and be prepared to engage with your classmates in small group discussions. In addition to completing the required assignments, I recommend keeping up-to-date with current events, especially on topics related to our course.

Our class is 90 minutes in length – I suggest that you set aside at least the same amount of time before each class for the assignments. Preparation can take on several different forms. Careful reading and note taking, reviewing previous discussion materials, and thoughtful reflection of the upcoming class topics should be included in your preparation.

Evaluation
Exams: There will be two exams, one about midway through the semester and one at the end, though the second exam will not be cumulative (it will just cover what we have studied over the second half of the semester). Each exam is worth 100 points. The exams will cover the textbook chapters, assigned readings, lectures, in-class videos and presentations, and assigned videos. Make-up exams will only be allowed in extreme circumstances and I must be notified in advance.

Outside Class Activities: There will also be 10 outside class activities that students must attend and write about. These nine activities will be worth 10 points each, or 100 points total. Possible events and activities that the student may attend are listed below. Each activity will require the student to write a short double-spaced two-page paper about the activity. Papers will be turned in on Thursdays at the beginning of class during the weeks specified below. In order to get a passing grade, the student should effectively define, utilize, and apply relevant sociological concepts, principles, research, and theories addressed in this class. The papers constitute one third of the course grade. Be sure to write clearly and complete them on time. To get full credit, you need write clearly and turn them in on time. You will receive further instruction on these activities during class. They are meant to be interesting, fun, and enlightening. Note: Late assignments will not be accepted!

10 Outside Activities

Week Two. Find a current event article in a local or national newspaper. Briefly summarize the main content and then use concepts from the class to make sense of what you are reading to help you understand the interactions and dynamics present.

Week Three: Watch and review a movie with sociological relevance (see list of suggestions at the end of this syllabus). In writing the paper, do not address the plot in detail, but rather interpret the movie in terms of sociological concepts, phenomena and research addressed in the class.

Week Four: Conduct a non-intrusive "breaching experiment," wherein you attempt to validate the existence of a particular norm. This may include singing a song on a bus, singing in the elevator, not talking to anyone for half a day or some other unusual activity. It may not entail doing anything immoral or illegal.

Week Five: Conduct a brief participant observation or ethnographic study wherein you study and participate in a particular group or event or social organization. Write down your observations, note any patterns you observe, and draw conclusions. This event could be an Indian powwow, a visit to a religious organization other than the one you usually attend, or a number of different ethnic events. You could also attend a session of the local legislature, do volunteer work at hospital or hospice, or any activity that is approved by me.
Week Six: Conduct a survey of at least 30 people regarding any issue or topic of your choice. In your paper, include the survey, summarize the data, and draw conclusions regarding the issue. You will receive more instruction on this in class.

Week Seven: Any time during the first seven weeks, attend a lecture on any subject or topic that has relevance for sociology. These can be on or off campus. Summarize the lecture and note your reaction.

Week Eight: Watch and review a movie with sociological relevance (see list of suggestions at the end of this syllabus). In writing your two-page paper, interpret the movie in terms of sociological concepts, phenomena and research addressed in the class.

Week Nine: Find another current event article in a local or national newspaper. Briefly summarize the main content and then use concepts from the class to make sense of what you are reading to help you understand the interactions and dynamics present.

Week Ten: Write a short biography wherein you highlight the sociological factors that have influenced your life.

Week 11: Summarize or criticize the sociological concepts addressed in this class that you think are the most important. Be sure to define your concepts.

Grading:

Your grade will be determined by your performance on the two examinations and the 10 outside activities. Late assignments will not be accepted.

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<thead>
<tr>
<th>Examinations</th>
<th>200 points</th>
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<tbody>
<tr>
<td>Outside Activities</td>
<td>100 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
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The final calculated percentages correspond to letter grades as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A=94%</td>
<td>C=74-76.99%</td>
</tr>
<tr>
<td>A-=90-93.99%</td>
<td>C-=70-73.99%</td>
</tr>
<tr>
<td>B+=87-89.99%</td>
<td>D+=67-69.99%</td>
</tr>
<tr>
<td>B=84-86.99%</td>
<td>D=64-66.99%</td>
</tr>
<tr>
<td>B-=80-83.99%</td>
<td>D-=60-63.99%</td>
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<tr>
<td>C+=77-79.99%</td>
<td>E=less than 60%</td>
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# Course Calendar and Readings (Subject to Change)

<table>
<thead>
<tr>
<th>Week 1:</th>
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<tbody>
<tr>
<td>May 19:</td>
<td>Class Introduction/Review Syllabus</td>
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<td>May 21</td>
<td>Chapter 1: Responding to Chaos: A Brief History of Sociology</td>
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<th>Week 2:</th>
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<tr>
<td>May 26</td>
<td>Chapter 2: The Sociological Eye</td>
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<td>May 28</td>
<td>Chapter 3: Science and Fuzzy Objects: Specialization in Sociology</td>
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<tr>
<th>Week 3:</th>
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<tbody>
<tr>
<td>June 2</td>
<td>Chapter 4: Who's Afraid of Sociology</td>
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<td>June 4</td>
<td>Chapter 5: The Vocabulary of Science</td>
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<th>Week 4:</th>
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<tbody>
<tr>
<td>June 9</td>
<td>Chapter 6: Doing Social Research</td>
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<td>June 11</td>
<td>Chapter 7: Culture</td>
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<tr>
<th>Week 5:</th>
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<tbody>
<tr>
<td>June 16</td>
<td>Catch-up/Review</td>
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<tr>
<td>June 18</td>
<td>Exam 1</td>
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<tr>
<th>Week 6:</th>
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<tbody>
<tr>
<td>June 23</td>
<td>Chapter 8: Social Structure</td>
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<td>June 25</td>
<td>Chapter 9: Society and Social Institutions</td>
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<tr>
<th>Week 7:</th>
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<tbody>
<tr>
<td>June 30</td>
<td>Chapter 10: Socialization</td>
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<tr>
<td>July 2</td>
<td>No Class. Enjoy a long Independence Day weekend!</td>
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<tr>
<th>Week 8:</th>
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<tbody>
<tr>
<td>July 7</td>
<td>Chapter 11: Deviance and Social Control</td>
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<td>July 9</td>
<td>Chapter 12: Stratification and Inequality</td>
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<tr>
<th>Week 9:</th>
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<tbody>
<tr>
<td>July 14</td>
<td>Chapter 13: Inequality and Achievement: Social Class</td>
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<tr>
<td>July 16</td>
<td>Chapter 14: Inequality and Ascription: Race, Ethnicity, and Gender</td>
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<tr>
<td>Week 10:</td>
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<tr>
<td>July 21</td>
<td>Catch-up/Review</td>
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<tr>
<td>July 23</td>
<td>No Class. Enjoy a long Independence Day weekend and prepare for the exam!</td>
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<th>Week 12:</th>
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<tbody>
<tr>
<td>July 28</td>
<td>Exam 2</td>
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<tr>
<td>July 30</td>
<td>Additional Topics in Sociology</td>
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<tr>
<th>Week 13:</th>
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<tbody>
<tr>
<td>August 4</td>
<td>Course Wrap-up</td>
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*Note: The schedule is subject to change. Students will be notified.*
SUGGESTED MOVIES

“Never Cry Wolf” (speciesism, ecology)
“Straight Time”  Dustin Hoffman  (deviance, crime, stigma)
"Elmer Gantry"  (ideology) Burt Lancaster
"Gabbi"  (stigma, life among the physically disadvantaged)
"Night Mother " Sissy Spachek (suicide)
"The Heart is a Lonely Hunter” (discrimination against the hearing impaired)
"Lonely are the Brave"  Kirk Douglas (soc. change, post modernism)
“Lord of the Flies” modern version,  (social disorganization)
"Metropolis"  1920's classic film (industrialization, class warfare)
"Modern Times"  1920's classic film (Chaplan on industrialization, modernization)
“Black Like Me”  (racism)
"The Pawn Broker"  Rod Steiger (alienation)
"Blade Runner” (simulacrum, alienation, technology, mass society)
"Gorillas in the Mist"  (speciesism)
"The Mission"  Robert Dinero (racism, imperialism)
"Swimming to Cambodia"  Spalding Grey  (alienation, post modernism)
"The Arrangement"  Kirk Douglas Faye Dunaway (alienation)
"One Flew Over the Kuckoo's Nest"  (total institutions, deviance)
"Tucker, A Man and his Dream"  Jeff Bridges (bureaucracy, power, elitism)
"Native Son"  (racism)
"Of Mice & Men”  (sentiments, class, deviance)
"Matewan"  (racism, class warfare)
"King of Hearts”  (society as an insane asylum run by the inmates)
"Elephant Man”  (deviance, labeling)
"Lady Chatterley's Lover”  (sexism, industrialization)
“Black Robe”  (speciesm)
“Roger and Me”  (capitalism / exploitation)
“Apocalypse Now,”  Marlon Brando, (war, alienation)
“Paths of Glory”  Kirk Douglas, (war, authority, Injustice)
“Boys in the Hood”  (class/race/poverty)
“El Norte”  (stratification, ethnocentrism, exploitation)
“Seize the Day”  Robin Williams  (capitalism, alienation)
"A Thousand Clowns”  Jason Robart, (bureaucracy, alienation, coping)
"The Last of His Tribe”  (imperialism, scientific exploitation)
“Taxi Driver”  Robert Dinero, (anomie, powerlessness)
“A Light in the Jungle”  (bio of Albert Schweitzer, globalization)
"The Black Robe”  (religious/cultural imperialism)
"Network”  Faye Dunaway, Peter Finch  (globalization, alienation)
"The Insider,”  Al Pacino (Elite deviance)
"Gulliver's Travels,"Jonathan Swift (Early Social Criticism)
"Tuesdays with Morrie," Jack Lemmon
“Falling Down”  (alienation, anomie)
“Malcom X”  (racism, social movements)
“Frances”  Jessica Lange (sexism)
“Mississippi Burning”  (racism)
“Bicentennial Man,”  (social change, ideology, class)
“Bicentennial Man,”  (sentiment, happiness, death)
“Everyman for Himself, and God Against All, ” (socialization, deviance)
“Everyman for Himself, and God Against All, ” (socialization, deviance)
“The Straight Story,”  (family)
“Me Familia,”  (Latino family)
“Lust for Life,”  Kirk Douglas  (symbolic interaction in art and life)
“The Remains of the Day, Anthony Hopkins & Emma thompson  (authority)
“The Gods Must be Crazy,”  (proges, globalization)
“The Doll Maker,”  Jane Fonda (family)
“Uncle Tom’s Cabin,” (racism, racist ideology)
“Shawshank Redemption,” Tim Robbins, Morgan Freeman, (institutionalized behavior)
“Birdman of Alcatraz” (institutionalized behavior, penology)
“Shadrack,” (sociology of death, racism, class)
“Native Son,” (race, racism, black experience)
“Grapes of Wrath,” Henry Fonda. (class conflict)
“Bound for Glory,” (class conflict, labor movement, depression)
“Born on the Forth of July,” Tom Cruise (war, ideology, socialization)
“Bojangles” (racism) Gregory Hines
“The Office” (modern white collar alienation)
“Who’s Life is This, Anyway, Richard Dryfeus (suicide)
“All Quiet on the Western Front, (realities and seduction of war)
“In Cold Blood,” Robert Blake (deviance, murder)
“Dead Man walking,” Sean Pean (deviance, capital punishment)
“Paradise Lost,” (deviance, crime, rape, murder, criminal justice system)
“The Selling of a Murderer,” (deviance, criminal justice system)
“City of God,” (Poverty and crime in South American, drugs, culture of poverty)
“Bowling for Columbine,” Michael Moore, (guns, gun control, violence)
“Amistad” Morgan Freeman, Anthony Hopkins (Racism)
“Monster” (Crime, Criminal Justice System, Deviance)
“Winged Migration,” (Deep Ecology, family)
“The Accused,” Jodi Foster (Rape)
“Mind Walk,” Liv Ulman (understanding modern times)
“The Corporation,” (social organization, alienation, imperialism)
“Inherit the Wind,” George C. Scott & Jack Lemon (evolution vs. creationism)
“Save the Tiger,” (alienation) Jack lemon
“Hotel Rwanda” Racism, Genocide
“March of the Penguins,” (sociobiology family)
“Nine angry Men,” (witness testimony, prejudice)
“Thirteen Days,” Kevin Costner (decision making processes)
“Maria Full of Grace” (drugs and the drug war)
“An Inconvenient Truth,” (Global Warming)
“The Cult of the Suicide Bomber” (terrorism, ideology)
“Galileo’s Daughter,” (Knowledge and the conflict between religion and science)
“Crash,” (alienation, racism, class)
“Sicko,” Michael Moore (health care in America)
“What the Bibb Do I Know?,” (human nature and epistemology)
“End of Suburbia” Social Change in the U.S.