

COURSE SYLLABUS: INTRODUCTION TO SOCIOLOGY (SC00103) – Fall 2005

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1 - MEETING TIME/PLACE: Tuesday and Thursday: 9:30 - 10:45AM, Gasson 204

“The sociological imagination enables its possessor to understand the larger historical scene in terms of its meaning for the inner life and the external career of a variety of individuals.”
(C. Wright Mills – *The Sociological Imagination*; 1959, p.348)

2 - COURSE DESCRIPTION: This course introduces students to the basics of sociology - conveying a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. It is an introduction to sociological reasoning, where students learn to critically and scientifically examine the social forces and processes that shape our personalities, institutions and culture. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics emphasized include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations. One of the major goals of the course is to enable students to ground themselves sociologically, by examining their own community and reflecting on their personal experiences of daily living.

3 - COURSE OBJECTIVES: At the end of this course, students will be able to:

(A) *Identify, Define and Apply*:

- (i) The different theories, theoretical perspectives, health care issues covered in the course
- (ii) The different methods used by social scientists to conduct health-related research and accumulate knowledge;
- (iii) The concepts used in the course (e.g, socialization, roles, norms, gender, race, ethnicity, etc.)

(B) *Demonstrate the ability to*:

- (i) Distinguish the difference between social facts and personal opinions and beliefs;
- (ii) Apply the sociological imagination to one or more social problems ;
- (iii) Apply the core sociological concepts and theories, covered in the course, to an actual social problem

4 - READING MATERIALS:

- **Henslin, James** (2005). *Essentials of Sociology: A Down-to-Earth Approach (6th Edition)*. Boston MA: Allyn & Bacon, Inc.
- **Karp A. David**, William C. Yoels, Barbara H. Vann. (2004). *Sociology in Everyday Life (3rd Edition)*. Long Gove, IL: Waveland Press, Inc.
- **Henslin, James**. (2006). *Exploring Social Life: Readings to Accompany Essentials of Sociology (6th Edition)*. Boston, MA: Allyn & Bacon, Inc.

There will also be various Xeroxed articles given out as class hand-outs, or available at the O'Neill library Reserve Desk, and online. To retrieve reserve materials from the library you must have your BC student ID, know the instructor's name and the exact title and author of the article or book.

5 - COURSE REQUIREMENTS AND EVALUATION POLICIES

The central requirements are **preparation** (doing all the assigned readings), **attendance**, and **active participation**. Attendance is recorded each day of class, and students can expect to be called on to answer questions during course discussions. There will be two term papers (reduced credit for late papers at 20% per day), short in-class writing assignments, a mid-term examination, and a final examination.

A. Writing Exercises:

You will write two papers in this course. The papers are designed to give you an opportunity to do and reflect on sociology. They will be assessed on their structure; relevant application of sociological concepts learned in the course; use of course materials; depth of analysis and insight. All papers are due at the beginning of class, on the specified date.

(i) Paper 1 accounts for 20% of your final grade, and is due on ***Thursday, September 29th, at the beginning of class.*** It is a short paper (8 not more than pages), and will concentrate on the sociological imagination. Detailed instructions will be handed out during the second week of class.

(ii) The second paper (not more than 10 pages) also carries 20%, and will be about any topic drawn from your own experience, or the experience of someone you know. Your job will be to apply the appropriate sociological perspectives to the topic you have chosen. Detailed instructions will be handed out during the third week of class.

B) Examinations:

(i) **A Mid-term exam** will be taken during one of the normal class periods. It will be drawn from readings and lecture materials up to that point, on the class syllabus. Therefore, you will be expected to answer questions from both readings and lecture material to that point in the class. The mid-term exam will combine multiple choice, short answer, and essay questions. It counts for 25% of the final grade.

(ii) **The Final Exam:** The final exam accounts for 35% of the final grade. A list of about 10 questions will be given to you two weeks before the exam date. Three questions will be randomly selected from the list of 10 questions, to make your final exam. The exam will be closed-book, but study groups and any other forms of study can be used before entering the examination room. It is safe to assume that any question(s) selected for your exam will need you to apply sociological concepts from the three major theoretical perspectives, identify common threads, and discuss the social and personal significance of your analysis.

Note: On all papers and examinations, grading is based on the scale:

93-100 percent = A	67 – 69 percent = D+
90 – 92 percent = A-	63 -66 percent = D
87 – 89 percent = B+	60 – 62 percent = D-
83 – 86 percent = B-	0 – 59 percent = F
80 – 82 percent = C+	
77 – 79 percent = C	
73 – 76 percent = C-	

Extra Credit: (Points Added to your Course Average)

a) Class participation (0-5 points.). Full credit comes from frequently making comments in class that demonstrate that you have read the material and from adding to the class discussions in a meaningful way

(b) Good Attendance: (1-2 points.) 80-89% = 1point; $\geq 90\%$ = 2 points.)

6- ACADEMIC INTEGRITY

Boston College is highly committed to the upholding of academic integrity by all its members. Below is a reprint of the University's academic integrity policy and procedures, available online at:

<http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity>

“The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process

Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.”

7 – STUDENTS WITH DISABILITIES

If you are a student with a disability, please let me know early in the semester, so I can direct you where to find the assistance you might need.

Boston College has a Disability Services Office to “assist students with disabilities at Boston College in achieving their educational, career, and personal goals through the full range of institutional and community resources. The office ensures that students with disabilities receive support services and accommodations that allow them equal access to all Boston College programs and the opportunity to realize potential and develop effective self-advocacy skills.”

Cf., <http://www.bc.edu/offices/odsd/services/disabilityservices/>

8 – SCHEDULE OF READINGS BY THE DUE DATE

Weeks 1 & 2

I: INTRODUCTION TO THE COURSE AND THE FIELD OF SOCIOLOGY

Sept 6 – Introduction to the course - i.e., course goals, syllabus, laying out expectations and responsibilities

The Sociological Perspective

- What is sociology and how is it done?
- What is the “sociological imagination” and what can it teach us?

Sept 8th & 13th Henslin Chapter 1; *Exploring Social Life*¹, Pp 9 – 15

Sept 15th – **Film:** The Sociological Imagination (followed with group discussions)

¹ “**Exploring Social Life**” here refers to the recommended book on your reading list: “*Exploring Social Life: Readings to Accompany Essentials of Sociology.*”

Weeks 3 &4**II: CULTURE AND SOCIETY**

- Understanding culture
- Components of culture
- Socialization process
- Social interaction
- Socialization and gender (gender Vs. sex differences)
- Understanding Human Nature

Sept 20th – Henslin Chapter 2; Karp et al., Pp 5 – 34

Sept 22nd – Henslin Chapter 3; Karp et al., Pp 35 - 90

Sept 27th - Henslin Chapter 4

Sept 29th – Karp et al., Pp 131 – 180

Paper 1 due Sept 29th**Week 5:****III: HOW SOCIOLOGISTS COMPILE KNOWLEDGE: *Sociological Methods of Research***

Oct 4th & 6th – Henslin Chapter 5; Class hand outs

IV: THE SOCIAL STRATIFICATION OF SOCIETY

- Meaning of social stratification
- Global stratification
- Social Class
- Consequences of social class

Oct 11th – Henslin Chapters 9

Oct 13th - Henslin Chapter 10

V. SEX AND GENDER

- * Gender Vs sex differences
- * Gender inequality

Oct 18th – Henslin Chapter 11

Oct 20th – Mid-Term Exam**Weeks 8****VI: RACE AND ETHNICITY**

Oct 25th & 27th Henslin Chapter 12

Week 9**VII: SOCIAL INSTITUTIONS: The economy and Politics**

Nov. 8th Henslin Chapter 14

Nov. 10th – Henslin Chapter 15

Week 10**VIII: THE FAMILY**

Nov 1st – Henslin Chapter 16;

Nov 3rd - Karp et al., Chapter 5

Weeks 11 & 12**IX: EDUCATION**

Nov 15th & 17th – Chapter 17

Nov 22nd – Film

Nov 24th **HAPPY THANKSGIVING!!**

Week 13**X: MEDICINE AND SOCIETY**

Nov 29th – Dec 1st – Henslin, Chapter 19; Karp et al., Chapter 8; Class Hand Out

Paper 2 due November 29th**Week 14****XI: SOCIAL CHANGE**

Dec 6th – Henslin Chapter 20; Karp et al., Chapter 11

Dec 8th – Henslin Chapter 22

- Final Exam Review
- Student Course Evaluations

FINAL EXAM:

Tuesday December 13th at 4:30 PM