Introductory Sociology

Sociology is a language. Language is the lens through which we see. The lens through which we see is a perspective. The perspective we will learn is the sociological perspective. The sociological perspective leads us to gather sociological data, ask sociological questions, and obtain sociological insights. In order to gather this data, ask these questions, and obtain these insights, we will also learn about various sociological methods. Thus this introduction to sociology will involve a major focus on learning the language or concepts of sociology and learning to understand the world in sociological terms. Besides learning the concepts or language of sociology the course introduces various sociological theories and various methodologies that guide sociological discovery.

As a core course, we will make a special effort to address the perennial issues of thinking, feeling, and acting from the sociological perspective. Issues of a historical and cross-cultural nature will be analyzed along with contemporary U. S. society.

Requirements

a. The assigned readings or viewings as designated.

b. Eight (8)-page sociological autobiography. In this paper you will be expected to recount your story from the point of view of the sociological perspective—as presented in the first two weeks of readings and lectures. Be sure to emphasize the significant personal and organizational forces that shaped your experiences (internalization of beliefs, emotions, and behavior) and what you did about them (externalization of beliefs, emotions, and behavior). Additional directions will be provided.
15%---Due September 23 @ 4 p.m., McGuinn 508.
c. Tape record and transcribe a 30-minute interview of someone else about that person’s Christmas experiences.

Spend approximately:
- 10 minutes on Christmases past,
- 10 minutes on Christmas last year and this year,
- 10 minutes on Christmases in the future (10 years in the future).

Even if you do not celebrate Christmas, the holiday is such an elaborate celebration in the U.S. that it is worthy of being studied by sociologists of all faiths.

Due Monday, November 29 at the time of class. 15 points

Turn in the tape (it will be returned) and the transcript—as many pages as it takes to transcribe the interview. Print out a second copy of the transcript and bring it to class each day until the end of the term. We will talk about how to analyze the interviews. One part of the take-home final will be to analyze the interview according to how we discuss the interviews in class in the readings.

Begin with a sentence of two describing the person whom you are interviewing. Age, religion (if any), where living, how you know the person, person’s school or job status, ethnic group, time in the U.S, marital status, children, if any, etc.

Include your questions and words as well as the responses of the person interviewed. The following format will suffice:

Q: — — — — — —
A: — — — — — —

etc.

Begin with a sentence of two describing the person whom you are interviewing. Age, religion (if any), where living, how you know the person, person’s school or job status, ethnic group, time in the U.S, marital status, children, if any, etc.

c. Two midterm exams and a final exam. The exams will be either in-class or take-home exams.

Midterm exams: 15% + 20%—October 8 and November 14. Midterm exams will take place in class or, if take-home will be handed in at 10 a.m., McGuinn 508
Final exam: 20%—take-home. Due December 18, 11:00 a.m., McGuinn 508. The date and time of the final have been determined according to your scheduled final.

d. Quizzes of various kinds: open-note or closed book; consider quizzes as models of what might be asked on a test.
   a. 15%—unannounced or announced

e. Class attendance at lectures and class-time discussion groups is required. An attendance sign-in sheet will be provided. Attendance will be used to lift a grade by 1/3 if the grade is near the next level, e.g. moving a high B+ to an A-

You will notice that the above percentages total 105%—enjoy it.

All papers must be typed. Use 12-point Times or Times New Roman. Make left and right margins 1.25”; top and bottom margins .75”. Double space unless otherwise indicated. Grammar and spelling will be evaluated along with the content of the papers. Papers should be handed in on time. Late papers will lose 1/3 of a grade for each day they are late, up to one full grade.

Familiarize yourself with the university rules on plagiarism. They will be strictly enforced (see below).

**Grading Structure:**

A: 90-100
B: 80-89
C: 70-79
D: 70-77
F: 60-69
Missing assignments: 0
**Logging on and using Blackboard Vista for SC00102**

**General Information for Students**

**What is Blackboard Vista?**

BC uses Blackboard Vista as the primary eLearning system to complement classroom instruction.

Bb Vista provides instructors with secure web space where they can maintain course related files and documents, as well as discussion lists, quizzes, assignments, and grades.

BC currently uses Bb Vista only to enhance classroom instruction; true eLearning courses do not yet exist as part of the curricula.

You can access Bb Vista by logging onto the Agora portal (this is currently portal.bc.edu) using your BC ID and password and clicking on the indicator under My Courses. You will not need a special login for Bb Vista once you have logged onto Agora. You can also login to Bb Vista directly using your Agora credentials by logging onto [http://cms.bc.edu](http://cms.bc.edu).

**Customer Service Department**

I ask you to bring all questions about content, assignments, and grading to Ms Willis or Ms. Woodside during their office hours or by email. If you need additional help, you are welcome to see me during my office hours or email me. If our office hours prove difficult, simply make an appointment.

Keep in contact with us. You do not need a crisis or a low grade to be welcome.

**Required Texts**

- Democracy in America  
  Alexis de Tocqueville
- Invitation to Sociology  
  Peter L. Berger
- The Rites of Passage  
  Arnold Van Gennep
- Where Does the Money Go?  
  Scott Bittle and Jean Johnson

**Reading Assignments**

**The Sociological Perspective**

- **Friday, September 5:**  
  Berger, Invitation to Sociology  
  Chapter 2: Sociology as a Form of Consciousness

- **Monday, September 8:**  
  Berger, Invitation to Sociology  
  Chapter 4: Man in Society
Wednesday, September 10
Berger, Invitation to Sociology
Chapter 5: Society in Man

Friday, September 12
Berger, Sacred Canopy
Chapter 1: Religion and World Construction (PDF/Vista)

Wednesday, September 17
In preparation for writing your autobiography
Berger, Invitation to Sociology
Chapter 3: Alternation and Biography

Friday, September 19
Durkheim—Social Facts B/V

Monday, September 22
Durkheim—Suicide B/V

Wednesday, September 24
Example of anomie from newspaper or magazine article based on
previous Suicide/Anomie reading

Friday, September 26
Petersen—Union Democracy pp. 171-186 B/V

Monday, September 29
Petersen—Union Democracy pp. 186-217 B/V

Wednesday, October 1
Tocqueville, pp. 206-224

Friday, October 3
Weber—Bureaucracy 2, pp. 956-965 (top of page) B/V
Weber—Bureaucracy 1, pp. 220-223 (top) B/V
Petersen—Dynamics of Bureaucracy pp. 219-229 B/V

Monday, October 6
Petersen—Dynamics of Bureaucracy pp. 229-240 B/V

Wednesday, October 8
Exam

Friday, October 10
Petersen—Dynamics of Bureaucracy pp. 240-258 B/V
Monday, October 13
  Weber on Bureaucracy—B/V

Wednesday, October 15
  Weber on Power, Domination and Authority B/V

Friday, October 17
  Weber on Power, Domination and Authority B/V

Monday October 20

**Bittle and Johnson**
  Wednesday, Oct. 22
    Read Chapters 1, 2, 3 for background—Wednesday, Oct. 22

  Friday, Oct. 24
    Read Chapters 4 and 5

  Monday, Oct 27
    Read Chapters 6 and 7

  Wednesday October 29
    Read Chapter 8 and 9

  Friday, Oct. 31
    Read Chapters 11,12,13

  Monday, November 3
    Review of Bittle and Johnson

  Wednesday, November 5
    No Class

  Friday, November 7
    Hand in and Discuss Reports on Bittle and Johnson

**The Rites of Passage, Arnold Van Gennep**
  Monday, November 10
    Chapter 1 and Chapter 2

  Wednesday, November 12
    Chapter 3

  Friday, November 14
    Test
Monday, November 17
   Chapter 4 and Chapter 5

Wednesday, November 19
   Victor Turner: Liminality and Communitas  B/V

Friday, November 21
   Chapter 6

Monday, November 24
   Chapter 7 and Chapter 8

More to come—watch for emails for new Vista updates of syllabus.

**Academic Integrity Policy and Procedures**

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.

**Promoting Academic Integrity: Roles of Community Members**

**Student Roles in Maintaining Academic Integrity**

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways:

* Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.

* If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

**Faculty Roles in Fostering Academic Integrity**

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in
casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways:

* At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.

* Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.

* Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.

* Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.

* Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.

* Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.