



**SHIRLEY M. HUFSTEDLER**  
**SCHOOL OF EDUCATION**  
**ALLIANT INTERNATIONAL UNIVERSITY**

**SOCIOLOGY 2201**  
**INTRODUCTION TO SOCIOLOGY**

<b>Semester Hours:</b>	Three (3)
<b>Semester:</b>	
<b>Meeting Time/ Place:</b>	On-ground
<b>Grading Type:</b>	Letter grade
<b>Professor/Instructor:</b>	
<b>Email:</b>	

**HUFSTEDLER SCHOOL OF EDUCATION MISSION STATEMENT**

The Hufstedler School of Education (HSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates exceptional preparation centered on multidisciplinary and holistic approaches to education.

**HUFSTEDLER SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

The Conceptual Framework for Alliant International University's Hufstedler School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention.

**INTRODUCTION TO SOCIOLOGY COURSE DESCRIPTION AND OBJECTIVES**

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Sociology is the systematic study of the relationship between human beings and society; therefore, this course includes an examination of basic sociological principles, concepts, and theories as well as human culture, societies, the socialization process, various types of stratification (class, global, racial/ethnic, gender), race/ethnicity, minority groups, deviance and crime, gender, and age. Students explore and compare the various historic, cultural, and social frameworks of the world, which results in an appreciation for unique cultural identities. In addition, as societies around the globe undergo almost unprecedented rapid change, this course assists students in analyzing and interpreting historic as well as contemporary issues. By using 'the sociological imagination' to link micro-level individual experiences to macro-level social structures, you will be encouraged to explore your own perceptions, attitudes, prejudices, and issues regarding sexuality, diversity, class, gender, race/ethnicity, etc. This will be accomplished with the use of critical thinking skills that serve as sociological "tools" that help uncover the social construction of reality.

Students will learn: 1) the framework, theoretical paradigms, and underlying assumptions central to sociology, 2) society as a dynamic system responsive to historical, economic, cultural, and political influences, 3) how your micro-level, everyday interactions are representative of and linked to macro-level social structures, 4) the social and cultural aspects of social behavior due to the socialization process, 5) about globalization and the ensuing changes underway in the U.S. as well societies around the globe, 6) a deeper appreciation for various cultures and how they interact in a larger global context, 7) a foundation from which to dissect minority-majority group relations in addition to how race/ethnicity, gender, and class are socially constructed concepts, 8) an understanding of western and non-western cultures, values, and social norms as well as the contributions and concerns of various groups (ethnic/racial, gender, etc.), 9) to express (written and orally) a well-informed interpretation of the social world based on sound sociological reasoning that also reflects critical thought, 10) sociological research methods and theories that also prepares you for more in-depth studies in sociology.

### **General Education Competencies**

- Critical Thinking Skills
- To Read Critically and Thoughtfully
- Effective Written and Oral Communication

**Class Format:** You are expected to have the reading completed before the beginning of class so that you can effectively participate. In addition, lectures and discussion are intended to supplement the reading, NOT substitute for it. Attendance and active participation expressed in class discussion will be worth a total of 29 points towards your final grade (10%). I suggest you make a concerted effort to: 1) ask and answer questions, 2) volunteer pertinent, thought-out discussion contributions, 3) comment based on the readings and, 4) in general, be an active, vocal participant of class. I cannot make anyone learn anything, I can only offer knowledge and facilitate learning.

So that you learn to more effectively state your opinions, beliefs, and ideas on controversial issues there will be several occasions for small group discussions, debates, and group exercises, which will count towards your participation grade. Be prepared

that some discussion topics or comments may make you feel uncomfortable and challenge what you believe to be true or right. However, it is my belief that such confrontation is an integral part of learning and the classroom is the ideal forum for such an exploration. Also, listening to and learning from diverse views can enrich us all; therefore, one must feel safe to express oneself. The environment of this class must be one that facilitates open, non-judgmental discussion. No disparaging remarks will be tolerated in regards to ethnic background, gender, sexual preference, age, socioeconomic background, etc. This includes not repeatedly interrupting or talking during lecture (or when another student is talking), and having tolerance for differences of opinion. If you are what I consider discourteous to another student or myself, it will be reflected in your class participation grade and you may be asked to leave the class. In return, I will do my best to uphold this tenet and treat everyone's interpretations/educated opinions with due respect. If you experience a particularly difficult time or feel uncomfortable with some issue, fellow student (myself included), interaction, commentary, or topic, PLEASE talk to me personally so we can work it out immediately. Lastly, students with disabilities that need accommodations are encouraged to contact the Disability Office.

***Attendance Policy:*** Obviously, you are unable to contribute to class if you are consistently absent; therefore, attendance is MANDATORY. Be forewarned that the nature of this course requires consistent attendance and involvement. You are entitled to TWO absences for whatever reason (sick, appointments, etc.) with no penalties reflected in your grade. (I average taking attendance once a week). If you have more than two absences, points will be subtracted from your participation grade. (Poor attendance is the easiest way to lose points). If you experience an unforeseeable, extenuating problem (extended illness, death, injury, etc.), please inform me so that I am aware of your predicament and perhaps, with proper verification, we can arrange an additional excused absence. You are responsible for the material covered in class.

### **GRADING AND EXAMINATIONS**

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Final grades will be determined as follows:

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Exam #1	15 pts (10%)	September 14-15
Exam #2	15 pts (15%)	November 16-17
Cumulative Final Exam	20 pts (20%)	December 12-13
Three Reaction Papers	15 pts each - 45 pts total (45%)	See Syllabus
Class Attendance & Participation:	29 points (10%)	

***Exams:*** The exams will reflect the reading from the textbook, the required reading articles, lectures, films shown to illustrate the material, and poignant class discussions. All exams will consist of 40 multiple-choice questions (worth one point each) and a ten point brief essay (approximately two-three paragraphs). You will have the option to choose between at least two essay questions (you write one essay). You will not be

graded on the length per se, but on how well you illustrate your knowledge of the subject matter because advanced academic work demands writing skills necessary for effectively expressing oneself. Specifically, your essay grade will be indicative of your critical and effective application of sociological concepts, examples, or theories. The final exam is cumulative and worth 20% of your final grade. Any form of cheating or plagiarism on any of the exams will result in a zero on that exam, and possibly an 'F' as a final grade.

***Exam Make-up Policy:*** You must make arrangements with me prior to the exam in order to be eligible for a make-up exam. If a dire emergency befalls you immediately before the exam, I at least expect a voice message, or an e-mail. (Do not allow days to go by and then request a make-up exam). You may be required to submit verification of your emergency. Makeup exams will be taken as soon as possible.

***Critical Thinking Reaction Papers:*** You will be required to submit three two-page reaction papers (15pts./ paper). By questioning accepted tenets of truth, morality, and the status quo in general, these short papers are designed to assist you in looking at your social world from a critical perspective. Generally, you will be asked to look at yourself, the social construction of reality, agents of socialization, and the relationship between them. In most instances, it will be difficult to effectively answer all aspects of the question in less than one page, but it cannot be longer than two well-written pages. I expect you to type and double-space (1.5 space is acceptable) all your papers. Use font size 12. In addition to the sociological content, proper grammar and spelling will be taken into account when assessing a grade. I realize that this can be a potentially frustrating or intimidating exercise, but I believe that writing is just that, an exercise in which one improves with practice and I am more than willing to assist anyone. Unless you experience unforeseen extenuating circumstances and obtain prior approval, reaction papers will NOT be accepted late.

***Reaction Paper Grading Guidelines:***

**15 points-** Use an excellent, well-thought example(s), illustrate applied theory, exhibit insight by making connections to the lectures and/or reading material with only minimal grammar mistakes, **14 points-** An excellent example (s), including a solid reference to class material and related concepts, minimal grammar errors, **13 points-** Very good example(s) that expand upon textbook and class discussion material, but exhibit a lack of conceptual or theoretical understanding, **11-12 points-** A satisfactory example (s) that illustrates concepts but a weak connection to class material or the reading, several writing errors, **10 points-** Failing to make connection(s) to class/lecture, appearing to have minimal understanding of terms, many writing errors, did not follow reaction paper guidelines, **1-9 points-** Substantively false comments, or seeming to have no sociological understanding of terms, poorly written.

\*\*\* Per Aims' policy: I can NOT grant Administrative Withdrawals (AW) after the withdrawal date. Also, if a student is not on the roster and has not registered for the class, he/she must see the Registrar immediately.

**REQUIRED READINGS:**

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Macionis, John J. 2007. SOCIOLOGY 12th Edition. Saddle River, NJ: Prentice Hall.

***Supplemental Material:*** Macionis' Companion Website at:  
[http://wps.prenhall.com/hss\\_macionis\\_sociology\\_12/](http://wps.prenhall.com/hss_macionis_sociology_12/).

***Additional Required Readings:***

- Reading #1-** Giddens, "Sociology: A Brief but Critical Introduction"
- Reading #2-** Miner, "The Body Ritual Among Nacirema"
- Reading #3-** Iyer, "The Global Village Finally Arrives"
- Reading #4-** Kilbourne, "Beauty and the Beast of Advertising"
- Reading #5-** Gibbs, "Welfare vs. Wealthfare"
- Reading #6-** Anderson, "Selling Crack"
- Reading #7-** Waldman, "Working Harder, Getting Nowhere"
- Reading #8 -** Lorber, "The Social Construction of Gender," (Reading )
- Reading #9-** Wilson, "Public Policy Research and the Truly Disadvantaged"
- Reading #10-** Snyder, "Self-Fulfilling Stereotypes"
- Reading #11 -** Western, *Punishment and Inequality in America*. New York: Russell Sage Foundation, 2006 *Selections TBD*
- Reading #12-** Macionis, "Marx's Concept of Alienation versus Durkheim's Concept of Anomie"

**COURSE OUTLINE AND READINGS:**

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- Week 1:                                   The Sociology Imagination**  
August 22-23:                            Introductions. What is Society? What is Sociology? What is a social construction?  
August 24-25:                            Analyzing Social Issues through a Sociological Lens
- Week 2:                                   Methods of Inquiry**  
August 29-30                            Quantitative and Qualitative Research Methods
- Macionis, Chapter 2, "Sociological Investigation "
- August 31-Sept. 1 **\*Paper 1 Due\***
- Miner, "The Body Ritual Among Nacirema" (Reading #2)
  - Iyer, "The Global Village Finally Arrives" (Reading #3)
- Weeks 3 & 4                               Macro versus Micro Sociology**  
September 5-6:                        Macro Sociology
- Macionis, Chapter 4, "Society"
- September 7-8:                        Review for Exam and Practice Test
- September 12-13:                      Micro Sociology
- Macionis, Chapter 6, "Social Interaction in Everyday Life"
- September 14-15                      **EXAM #1**

- Week 5 & 6                      Socialization**  
September 19-20:              Film TBA
- September 21-22:
- Macionis, Chapter 5, "Socialization"
  - Kilbourne, "Beauty and the Beast of Advertising" (*Reading 4*)
- September 26-27:              Nature vs. Nurture In-class debate
- September 28-29: **\*Paper #2 Due\***
- Impression Management
- Week 7                              Fall Break. No classes**
- Macionis, Chapter 10, "Social Stratification"
- Week 8                              Stratification**  
October 10-11: **\*Paper #3 Due\***
- October 12-13:
- Gibbs, "Welfare vs. Wealthfare" (*Reading 5*)
  - Anderson, "Selling Crack" (*Reading 6*)
- Week 9:                              Class & Work**  
October 17-18:                  Film: Roger and Me
- October 19-20:
- Waldman, "Working Harder, Getting Nowhere" (*Reading 7*)
- Week 10:                            Gender**  
October 24-25                      Gender Stratification
- Macionis, Chapter 13, "Gender Stratification"
  - Lorber, "The Social Construction of Gender," (*Reading 8*)
- October 26-27                      Models for Analyzing Race and Gender
- Readings TBA
- Week 11:                            Race & Ethnicity**  
October 31 – Nov. 1:
- Macionis, Chapter 14, "Race and Ethnicity"
  - Revolutionary Poetry TBA
- November 2-3:                      Affirmative Action Debate Commercials
- Wilson, "Public Policy Research and the Truly Disadvantaged" (*Reading 9*)
  - Snyder, "Self-Fulfilling Stereotypes" (*Reading 10*)

**Week 12: Global Inequality**

November 7-8 **\*Paper 4 Due\***

Film: Maria Full of Grace

- Macionis, Chapter 12, "Global Stratification"

November 9-10

Theories of Global Inequality Compare & Contrast

**Week 13: Deviance and Crime**

November 14-15

The Punitive State

- Western, *Punishment and Inequality in America*. New York: Russell Sage Foundation, 2006 *Selections TBD (Reading 11)*

November 16-17: **EXAM #2**

**Week 14: Thanksgiving Break. No classes**

- Macionis, Chapter 24, "Social Change: Traditional, Modern and Postmodern Societies"
- Uprising in Egypt. Reading TBD

**Week 15: Social Change Theories**

November 28-29 **\*Paper 5 Due\***

November 30-Dec 1

- Macionis, "Marx's Concept of Alienation versus Durkheim's Concept of Anomie" (*Reading 12*)

**Week 16: Review**

December 5-6

Practice Exam

December 7-8 **\*Paper 6 Due\***

**December 12<sup>th</sup> and 13<sup>th</sup>: Cumulative Final Exam:**

## **REACTION PAPER TOPICS:**

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### **Choose 3 of the 6 Reaction Papers:**

**#1:** Analyze Miner's article (Required Reading #2) by using the concepts of ethnocentrism and cultural relativism. Specifically, what is ethnocentrism and cultural relativism and cite examples of each from the article. (Ethnocentrism and cultural relativism are NOT about establishing similarities or differences between cultures). Lastly, what do you suggest to overcome feelings of ethnocentrism when encountering a “different”, seemingly “odd” culture? **[Due August 31-September 1]**

**#2:** Write an autobiography that reflects the people, places, and social institutions (i.e., family, education, the mass media, religion, etc.) that have strongly influenced and shaped your socialization. Specifically, what cultural values, social norms, and beliefs did you learn from them? **[Due September 28-29]**

**#3:** Give example(s) of how you utilize impression management/ “presentation of self” techniques in your daily life, which varies depending on the social role you are performing. Clearly state the social role you are performing at that time, the desired impression, and what specific 'presentation of self' techniques you use to make that impression. **[Due October 10-11]**

**#4:** Sociologists are interested in how people behave in the world on a micro-level as well as the generalizations, stereotypes, and social assumptions that people often have about different genders. In this non-participatory, fieldwork you will observe the behavior of men and women in a public place, and then write a report summarizing your observations. Details will be distributed later in the semester. **[Due November 7-8]**

**#5:** The purpose of this assignment is to explore theories about the social construction of race. You will be responsible for creating an interview schedule and conducting interviews with two people who are similar in most respects (same gender, class status, etc.) but differ in terms of self-identified race. The main topic of your interview study is how race shapes individuals' experiences in their lives, and how their actions help to reproduce notions of race. You will interview both respondents about their racial identification, what it means for them and how it structures their lives. Then you analyze the differences between your two interviewees to compare and contrast the nature of their experiences. For this assignment, you may interview people you know, in person or by phone, but you must actually interview them and not rely on what you think you know about the person. And yes, you may interview other students. Interview data will be your main source of information. **[Due November 28-29]**



**#6:** Analyze a song (from any musical genre) by establishing connections between the song's lyrics and *relevant* sociological concepts, terms, or theories. Specifically, analyze how the lyrics directly illustrate the sociological concepts, terms, or theories. (You will need to get the lyrics, most easily found on the Internet, and I recommend coding the lyrics in terms of related sociological concepts). In your paper include the definitions of the illustrated sociological concepts because defining and describing the terms will help you *correctly* apply them. Also, include brief 'supporting' quotes from the lyrics. (Focus your paper on a quality analysis more than quantity). The details will be distributed later in the semester. [**Due December 7-8**]

**ATTACHMENT A**  
**STUDENT OUTCOMES:**

1. Define sociology and explain the basic insight of sociology.
2. Explain the meaning and the importance of the "sociological imagination."
3. Contrast the views that Comte, Spencer, and Marx held regarding society and the role of the sociologist.
4. Compare and contrast three major theoretical perspectives of sociology.
5. Identify the contributions of theory and research to sociological knowledge.
6. Describe the logic of cause and effect between variables; state the conditions necessary for correlation and for causation.
7. Identify the advantages and disadvantages of laboratory and field experiments.
8. Distinguish between a population and a sample and explain the connection between them; specify ways to ensure that a sample is representative.
9. Describe the relationship between culture and society.
10. Distinguish between instincts, reflexes, drives, and culturally learned behavior.
11. Discuss norms and their importance on society.
12. Define ethnocentrism and discuss its consequences for a culture. Describe cultural relativism and its appropriate use.
13. Indicate how subcultures and countercultures relate to the dominant culture.
14. Summarize the ways in which culture affects human interaction and the ways humans change culture.
15. Define socialization.
16. Describe the ways in which biological pre-dispositions and social influence are intertwined.
17. Discuss the concept of "self" and how it develops.
18. Describe Cooley's theory of the looking glass self.
19. Describe Mead's theory of the formation of the self through symbolic interaction, role-taking, and the generalized and particular other.
20. Identify the key agents of socialization.
21. List the characteristics of a group that distinguish it from an aggregate or category.
22. Contrast the features of primary and secondary groups.
23. Identify ways in which individuals conform to groups.
24. List the functions of in-groups and outgroups.
25. Explain the importance of reference groups.
26. Characterize formal organizations.
27. Define deviance as a sociological concept.
28. Discuss the concept of stigma.
29. Identify means of social control and how they work.
30. Characterize Merton's five-part typology of deviance.
31. Explain why mental disorder is classified as a form of deviance.
32. List four functions of deviance.
33. List four dysfunctions of deviance and their effects on society.
34. Define social stratification.
35. Explain the concept of social mobility.

36. Describe how sociologists use socioeconomic status (SES) as a measurement of social position.
37. Explain how stratification systems are maintained.
38. Discuss social stratification in the United States.
39. Identify the social classes in the United States and the features of each.
40. Specify some of the factors that are correlated with social-class membership.
41. Explain the two ways poverty is defined and indicate which groups in the United States are most likely to experience poverty.
42. Cite biological evidence in discussing differences between the sexes.
43. Cite psychological evidence in discussing difference between the sexes.
44. Cite cross-cultural evidence in discussing the difference between the sexes.
45. Discuss the implication of America's transformation from an agricultural to an industrial economy for gender roles.
46. Discuss ageism in American society.
47. Describe the field of social gerontology. Assess the situation of the aged in America today; list three major problems the elderly face.
48. Give a social definition of race and ethnic group.
49. List the important features of minority group. Distinguish between prejudice and discrimination.
50. Summarize social-science research on stereotypes, authoritarian personality, irrationality, scapegoating, and social environment as a source of prejudice.
51. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information in the study of Sociology.
52. Write and speak clearly and logically in presentations and essays about topics related to Sociology.