

**INTRODUCTION TO SOCIOLOGY – SOC 105**

**(For non-sociologists)**

**Fall 2011**

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On some level, many of us "do" sociology without ever even knowing it. This course will introduce you to the sociological perspective in examining our lives and social experiences, as well as many issues facing society today. In this respect, students should think of this course as a "sampler" on the sociological menu and to further illustrate this, at the end of each major section. Furthermore, through this course, students should come to realize how many aspects of their lives are influenced by the social world in which they live and, as a result, a student should obtain a better understanding of her/himself as social individuals and her/his place in society. Finally, learning to think and reason both critically and analytically are perhaps the most valuable skills students can acquire. Therefore, this course is also designed to begin teaching students how to make sense out of the masses of "facts" they will encounter in both life and the study of society.

**TEXTS:**

1. Johnson, Allan G. Human arrangements: an introduction to sociology. (available at AUCA library, room 105)
2. Macionis, John. Sociology (available at AUCA library, room 105, but in Russian)
3. Sociology. Annual edition 2000/2001 (available at AUCA library, room 105)
4. Handouts will be provided upon the necessity

**SPECIFIC GOALS OF THE COURSE:**

- To understand society's organization, purpose and characteristics.
- To be able to understand and evaluate the social issues facing the world today.
- To be able to apply sociological concepts, terms and theories to the processes of everyday life.
- To understand our place in society and how society influences all of our decisions and actions.
- To encourage and help students examine their own social experiences from a scientifically inquisitive perspective.
- To help students broaden their view of society beyond their own immediate experience and understand how and why their own experiences may be similar or different to the experiences of others.
- To give students direct experience with "doing" sociology by study a characteristic of society in detail.

**COURSE REQUIREMENTS:**

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| • Class participation (readings discussion + class notes and reports) | 15% |
| • Midterm exam  | 25% |
| • Presentation # 1  | 15% |
| • Presentation # 2  | 20% |
| • Final exam  | 25% |

As you can see, there are many grading opportunities in this course. Therefore, one bad grade due to an "off" day will not necessarily influence your final grade! Furthermore, the grading is designed so that there is "a little for everyone" -- there is a niche in the course for those who are comfortable with writing, test taking and / or talking. So, there are plenty opportunities to get a good grade in this class if you are willing to do the work!

### Grading Scale

A = 91- and above; A - = 86 - 90; B + = 81- 85; B = 76 - 80; B- = 71-75; C+ = 66 - 70; C = 61- 65; C - = 56 - 60; D= 51- 55; F= 50 or below

### EXAMS (midterm and final):

Exams will be a combination of multiple choice, and essay.

### READINGS:

Readings are designed to prepare or prime the students for the upcoming lectures. In other words, it is students' responsibility to do the readings *on their own* so that they are familiar with the topic being discussed during a given class. This will also give them some time to think about points that will contribute to discussion. However, unfortunately in the past, I've found that students get very lax with the readings. Therefore, if I sense that a class is not doing the readings, I reserve the right to give pop quizzes based on the information in the readings (and which will focus on the main points of the readings).

During the semester I would like to practice such forms of students' feedbacks as diary and special reports. At the beginning of classes will be defined schedule - a duty roster of reporters and responsible for the diary notes students. Responsible students (according to schedule we will form) will report for 5-7 minutes at the beginning of each class in order to remind topics and discussions covered at the previous class. Diary has to be sent per e-mail to the teacher no later than next day to the class. Diary notes and reports will contribute to the grade of student for the course.

### PRESENTATION # 1:

Students are obligated to prepare presentations on different topics. Below are the topics for you to choose from for your presentation. I strongly suggest you make your choices based both on interest and scheduling. Be advised, none of the presentations can be successfully completed by starting the night before it is due. A presentation should be around 15 minutes. The schedule of presentations will be defined by instructor.

#### Potential Topics:

- What is reality?
- What my sociology is about?
- Core values of my society are...
- Insiders and Outsiders: the concept of boundaries.
- Social time and social space in terms of social stratification
- What do you mean? Women and Men in Conversation
- Why do people married?
- Who are the criminals?
- How societies create the deviant groups?
- Who gets what (income), and why?
- Is it easy to belong to minority?
- The way we can reduce prejudice?
- Is gender inequality possible?
- Social consequences of deviance.
- Is it time for a Real Debate about Drug Legalization?

### PRESENTATION # 2

Each of you is expected to make a presentation based on the required reading to a particular topic that students may choose out of all listed readings in the syllabus or will be offer by professor. A presentation should be around 15 - 20 minutes, and should include, but not be limited to the following aspects: summary of the reading, main points of the author and link of the reading to a situation within a given social group, district, region or country. A presenter should also raise questions based on the reading, which should be discussed within the class. If only all of the above mentioned requirements are met, you will be given the highest point that is 20% in this case.

### **ACADEMIC INTEGRITY POLICY**

The University has a classroom behavior policy, which can be found at the AUCA Catalog. Students are required to adhere to the behavior standards listed in this policy document and to refrain from disrupting class. Both students and faculty are expected to abide by the University's honor code. Cheating and plagiarism are taken very seriously and are grounds for failure in this course. To plagiarize is to use another's words as your own, without proper attribution given to the original author.

### **COURSE SCHEDULE**

*Note! This syllabus is subject to change at discretion of the instructor to accommodate instructional and/or student needs. You are responsible for any changes announced during lectures/seminars despite your absences.*

<b>Weeks</b>	<b>Class Themes and Assignments</b>
<b>Week 1</b>	<b>Introduction to the course</b>
<b>Week 2</b>	<b>Experiencing society. Sociology as a Form of Consciousness and as Humanistic Discipline.</b> Experience, which is always with us, since our birth. How differs sociologist from the average man. The potential of sociology to understand the human experience. Sociological imagination. Social reality and the notion of the structure. History of social thoughts and social disruption. <b>Reading:</b> Johnson, Ch.1 Human arrangements: an Introduction to Sociology.
<b>Week 3</b>	<b>Sociological Theory</b> Why do we need to learn social theory? Why there are many social theories in sociology? What kind of differences and similarities do they have? What do they say about society? <b>Reading:</b> Johnson, Ch. 5: "Thinking Sociologically: Theory and Theoretical Perspectives.
<b>Week 4</b>	<b>Sociological Research</b> Why do we do a research? Can we research everything? Why ethics is important in doing a research? <i>Video: "Bride Kidnapping in the Kyrgyz Republic"</i> <b>Reading:</b> Johnson, Ch. 6: "Research Methods: Answering Sociological Questions".
<b>Week 5</b>	<b>Culture</b> Why do we consider it important to greet people when we see them? What would have happened if there was no language? Why do we tend to judge some people by their appearance and/or behavior? <b>Reading:</b> Johnson, Ch 2: "Culture".
<b>Week 6</b>	<b>Socialization</b> Social and not social components in life. The question of social-cultural ethnocentrism in positioning experiences. Socialization: lessons from measurable another to another. Internalization, consciousness and opening itself. Different societies, different identity. Deprivation of the child and not socialized children. Cases of re-socialization. <b>Reading:</b> Johnson, Ch 7: "Socialization".
<b>Week 7</b>	<b>Social Interaction</b> Statuses and roles. Adaptation to roles. Status and role-based conflict. Social construction of reality. Self-presentations and Drama. Impression management and games in everyday life. Interaction: time and space. Thomas Theorem. Gender interaction in the everyday routine. <i>Video: "The Experiment"</i> <b>Reading:</b> Johnson, Ch 8: "Social Interaction".

Week 8	<p><b>Social Stratification and Inequality</b></p> <p>Why do some people become poor or others rich? What are the different ways societies are divided into? Types and forms of social mobility. Social deprivation. The functions of social stratification. Stratification and conflict. Stratification and technology. Theoretical analysis of global stratification. Wealth and poverty in the world: the factors and agency.</p> <p>Video: Childhood Poverty.</p> <p><u>Reading:</u> Johnson, Ch 12: "Who Gets What and Why".</p> <p>Midterm exam October 13, and 14</p>
<p>Week 9</p> <p>Fall break - October 17 – October 21</p>	
Week 10	<p><b>Global Stratification</b></p> <p>A word about terminology. The model for describing global stratification. The severity of poverty and the extent of poverty. Correlations of global poverty. Theoretical analysis.</p> <p>The reading will be offer in class.</p>
Week 11	<p><b>Gender Stratification</b></p> <p>What makes gender a dimension of social stratification? Male-Female differences. Patriarchy and sexism. Gender and socialization. Violence against women.</p> <p><i>Video: "The Transgender"</i></p> <p><u>Reading:</u> Johnson, Ch 14: "Gender Inequality".</p>
Week 12	<p><b>Family, love, sexuality</b></p> <p>The family as the world and place expectations. Basic human activities. Functional analysis of family. Alternative forms of family and marriage. Love and sexuality. Transformation of intimacy. The emergence of a sexual revolution of love. Market, Love and property. Trends of modern marriage market in Kyrgyzstan.</p> <p><u>Readings:</u> Schaefer and Lamm, Ch 13: "Social Institutions: The Family," pp 377-409.</p>
Week 13	<p><b>Social control. Deviance. Normality of Crime</b></p> <p>Deviance and moral differences. What does "normal" behavior mean? Who defines and what determines normality/deviance? The reasons of deviance. Social necessity of crime and the limits of the crime. Stigmatization.</p> <p><u>Readings:</u> Johnson, Ch. 11: "Deviance and Conformity"</p>
Week 14	<p><b>Sociology of Race and Ethnicity</b></p> <p>Stereotypes. Racism. Theories of Prejudice. Discrimination.</p> <p><u>Readings:</u> Johnson, Ch.13: "Race and Ethnicity".</p>
Week 15	<p><b>Groups and organizations</b></p> <p>Types of groups. Primary and secondary groups. Group conformity. Networks. Types of formal organizations.</p> <p><u>Reading:</u> Johnson, Ch. 9: "Groups and Formal Organizations".</p>
Week 16	<p>Review classes</p>
<p>Final exam December 15, Monday</p>	

"X" – Grade "X" is an administrative drop – can only be initiated by instructor and cannot be requested by a student. This grade can be given only when a student is seriously sick and missed series of classes in a row (sickness should be justified by necessary documentation). It may also lead to an X if a student gets X in the rest of the classes where he or she is registered for the given semester.

"I" – Grade "I" may be given to a student if he or she justifies a) a serious sickness; b) serious family circumstances.