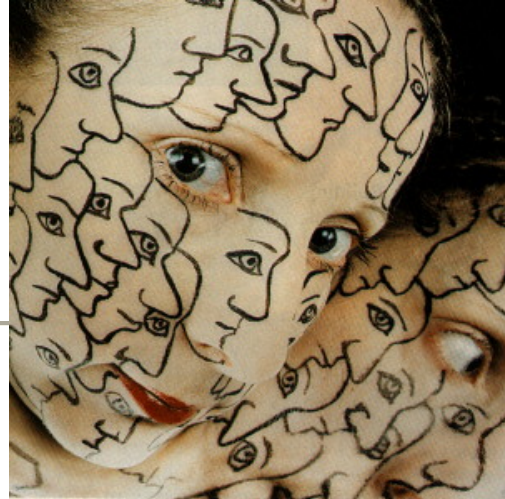


# SYG 1000: Introductory Sociology

## Fall 2006 / Professor Carlson

- Class meetings MWF 8:00 - 8:50 in 180 Bellamy
- Instructor office hours MTWThF 9:00 - 10:00 in 601 Bellamy
- Teaching Assistant: Joel Andress
- TA office hours Tu 1:00-2:00 or Th 4:00-5:00 in 504 Bellamy



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### COURSE DESCRIPTION

**Special Needs:** Students with disabilities needing academic accomodation should: (1) register with and provide documentation to the Student Disabilities Resource Center; (2) bring a letter to the instructor during the first week of class, indicating the need for and type of accomodation requested. The student is responsible for informing the instructor of any such needs, and accomodation is not retroactive to weeks prior to such notification.

**Honor Code:** Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of these principles, including giving, taking or stealing answers to in-class essays or other test questions, falsification of PRS responses, clandestine use of notes or texts during test questions, and other cheating in our classroom may lead to a failing grade on an assignment, to a failing grade in the entire course, or in egregious cases to formal disciplinary action by the university, up to and possibly including expulsion from the university.

### Courtesy in the Classroom:

To insure that all students have the opportunity to learn without distractions, the following activities may not take place during class sessions:

- any use of cell phones, except emergency use cleared with the instructor prior to class
- *(please turn all cell phones **OFF** upon entering the classroom)*
- conversations not part of a class discussion
- reading newspapers and magazines or watching hand-held TV/movie devices

- entering the classroom late and/or leaving early, except for emergencies cleared with the instructor prior to class
- personal attacks on another person's appearance, demeanor, or personal beliefs.

**Organization and Grading:** The class meets according to the regular university calendar except as announced. This course has no hard-copy textbook or other paper readings. All required readings and assignments for the course appear on line through links below. Students should read all readings, answer study questions through independent study, and complete all assignments prior to the class sessions in which they are due. Due to the large size of the class and the need to collect and grade essays (see below) efficiently, students will be assigned alphabetic seating in the class. Students are considered absent from class unless seated in assigned seats.

Students who enroll in the course are expected to be present for every course meeting. Each absence from class is either excused or unexcused. This difference affects how grades and scores are assigned, as noted under each part of the grade described below.

- Excused absences include a death in the family, a student's illness requiring a doctor's care, or a religious holiday celebrated by the student. Documentation (doctor's note, program from funeral or religious service) must be presented to the instructor to excuse any absence from class.
- Athletic team events and other extracurricular activities away from campus are NOT excused absences. University faculty or staff who take students out of class for such activities may contact the instructor by email to help students complete required activities, including in-class essays and other work, while on such trips. The student is responsible for contacting the appropriate university official. Failure to make such arrangements results in an *unexcused* absence.
- All excused absences must be resolved before the end of regular class sessions during the semester; no excused absences can be resolved following the last day of class.

Regular **in-class electronic responses** to multiple-choice questions count for 25% of the course grade. To make these responses, each student must have a [Personal Response System \(PRS\)](#) hand-held transmitter for interactive classroom use. PRS units may be purchased from the campus Bookstore, and are coded to individual students.

- At least one PRS question related to class content will be asked during each class meeting. A correct response will earn the student one point. An incorrect response or no response will earn a zero score.
- Some PRS responses will be used to confirm a student's identity rather than covering course material. These responses earn no points, but incorrect responses cancel all other points for that class session; explanations may be required.

- Failure to respond to a PRS question (student not present, no functioning PRS unit, or other non-response) counts as an incorrect PRS response. *BUY AND CARRY EXTRA BATTERIES!*
- Missed PRS responses can be excused (see above). Excused PRS responses will be graded "0.5" points during the semester. At the end of the semester, each excused PRS response will be assigned a score equal to the proportion of non-excused PRS questions answered correctly during the semester (example: 0.7 points per excused question for 70% of questions correct).
- PRS questions will be projected on the classroom screen for a suitable period of time, during which responses are to be entered. Students with disabilities or other special needs (see below) should consult the instructor about any needed assistance to complete PRS questions.

Short **in-class essays** based on assigned readings and class discussions count for 25% of the course grade.

- Essay questions may be given at any time during class, on any class day.
- Essay questions will be taken from the list of study questions linked to each week's topic.
- Each essay earns a maximum of three points, but may earn zero.
- Unexcused missed essays each *cost* the student one previously-earned point (score -1 point).
- Missed essays may be excused (see above). Excused essays will be graded "1.5" points during the semester. At the end of the semester, each excused essay will be assigned the student's average score across all unexcused essays.

A **Field Study** assigned in Part One of the course counts for 10% of the course grade.

- The field study is assigned, submitted and scored through the BLACKBOARD "Assignment" feature. **DO NOT** use the "Drop Box" feature--work submitted through the "Drop Box" or as regular email attachments will be **IGNORED**.
- Follow all instructions in the BLACKBOARD "Assignment" feature for the Field Study, and submit the assignment by the due date noted on the syllabus below. The assignment loses one-fourth of the total possible points for each day or fraction of a day that it is late, so four days after the deadline, the assignment is worth zero points. Students will have ample time to complete the assignment before the deadline, so ordinarily no excused absences will excuse a failure to turn in the assignment on time.

A **Computer Study** assigned in Part Two of the course counts for 15% of the course grade.

- The computer study is assigned, submitted and scored through the BLACKBOARD "Assignment" feature. **DO NOT** use the "Drop Box" feature--

work submitted through the "Drop Box" or as regular email attachments will be IGNORED.

- Follow all instructions in the "Assignment" feature for the Computer Study, and submit the assignment by the due date noted on the syllabus below. The assignment loses value as for the Field Study, and is worth zero points after four days.

A cumulative **Final Examination** counts for the final 25% of the course grade.

- The final examination will take place in Bellamy 180, from 12:30 PM to 2:30 PM on Thursday, December 14th.
- The final examination will be composed of 50 multiple-choice items which will be completed during the regularly scheduled final exam period.
- Students should NOT schedule departures from campus prior to the final exam period; the exam may not be taken early.

Points appear in the BLACKBOARD "Grade Book" feature as they are earned. Students may estimate their grades at any time during the semester by consulting this record. The grade distribution for the course will be: A = miss less than 1/8 of all possible points; B = miss less than 1/4 of all possible points; C = miss less than 3/8 of all possible points; D = miss less than 1/2 of all possible points; F = miss half or more of all possible points.

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## COURSE SCHEDULE

The following schedule presents topics and readings for each of the fifteen weeks of the course. Normally, these "weeks" refer to classes on Monday, Wednesday and Friday, but interruptions such as holidays without class may shift the "week" so that it refers (for example) to a Wednesday-Friday-Monday sequence of three classes. There are three readings for each week, and these are presented in the order they will be covered in the course, one reading per class meeting. The title of each reading is an active link that connects to the text of that reading; students may read directly from the internet. Study questions for readings appear as links for each weekly topic. Some in-class essay questions come from this list of study questions; others may come from material covered in lecture and discussion during class. Study questions also may serve as the basis for PRS questions and for questions on the final examination. Students may find it helpful to write sample answers to study questions in their notes as they read each reading in preparation for class meetings.

### Part One - PERSONAL SOCIOLOGICAL INVESTIGATION

#### Week 1 - [Participant Observation](#)

- **[FIELD STUDY ASSIGNED]**--See BLACKBOARD *Assignment* Feature
- Richard LaPiere. 1934. [Attitudes versus actions](#). *Social Forces* 13(2):230-237.

- Roger Homan. 1980. [The ethics of covert methods](#). *British Journal of Sociology* 31(1):46-59.
- Martin Bulmer. 1980. [Comment on 'The ethics of covert methods'](#). *British Journal of Sociology* 31(1):59-65.

## Week 2 - [Social relations](#)

- Ellsworth Faris. 1932. [The primary group: essence and accident](#). *American Journal of Sociology* 38(1):41-50.
- Mark Granovetter. 1973. [The strength of weak ties](#). *American Journal of Sociology* 78(6):1360-80.
- Gwen Moore. 1990. [Structural determinants of men's and women's personal networks](#). *American Sociological Review* 55(5):726-735.

## Week 3 - [Socialization](#)

- Don Stewart & Thomas Hoult. 1959. [A social-psychological theory of the authoritarian personality](#). *American Journal of Sociology* 65(3):274-279.
- Audrey Shalinsky. 1980. [Learning sexual identity: parents and children in northern Afghanistan](#). *Anthropology & Education Quarterly* 11(4):254-265.
- Nisha Patel, Thomas Power & Navaz Bhavnagri. 1996. [Socialization values and practices of Indian immigrant parents: correlates of modernity and acculturation](#). *Child Development* 67(2):302-13.
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## Week 4 - [Deviance](#)

- Robert Merton. 1938. [Social structure and anomie](#). *American Sociological Review* 3(5):672-82.
- Lewis Coser. 1962. [Some functions of deviant behavior and normative flexibility](#). *American Journal of Sociology* 68(2):172-81.
- James Orcutt. 1975. [Deviance as a situated phenomenon: variations in the social interpretation of marijuana and alcohol use](#). *Social Problems* 22(3):346-56.

## Week 5 - [Social control](#)

- Erving Goffman. 1961. [The process of mortification](#). excerpted from his *Asylums*. New York: Anchor Books.
- John Lofland & Rodney Stark. 1965. [Becoming a world-saver: a theory of conversion to a deviant perspective](#) *American Sociological Review* 30(6):862-875.
- Thomas Robbins & Dick Anthony. 1982. [Deprogramming, brainwashing and the medicalization of deviant religious groups](#). *Social Problems* 29(3):283-97.
- **[FIELD STUDY DUE]--See BLACKBOARD Assignment Feature**

## Part Two - A BROADER VIEW OF SOCIAL STRUCTURE

## Week 6 - [Culture](#)

- [COMPUTER STUDY ASSIGNED]--See BLACKBOARD *Assignment* Feature
- Ruth Benedict. 1934. [The Pueblos of New Mexico](#). excerpted from Ch. 4 in her *Patterns of Culture*. Boston: Houghton-Mifflin.
- Norman Feather & Ian McKee. 1993. [Global self-esteem and attitudes toward the high achiever for Australian and Japanese students](#). *Social Psychology Quarterly* 56(1):65-76.
- Elijah Anderson. 1994. [The code of the streets](#). *Atlantic Monthly* 273(3):81-94.

## Week 7 - [Race & ethnicity](#)

- Benjamin Bowser. 1985. [Race relations in the 1980s: the case of the United States](#). *Journal of Black Studies* 15(3):307-24.
- Naomi Fejgin. 1995. [Factors contributing to the academic excellence of American Jewish and Asian students](#). *Sociology of Education* 68(1):18-30.
- Arthur Sakamoto, Huei-Hsia Wu & Jessie Tzeng. 2000. [The declining significance of race among American men during the latter half of the twentieth century](#). *Demography* 37(1):41-51.

## Week 8 - [Gender & family](#)

- Janet & Larry Hunt. 1982. [The dualities of careers and families](#). *Social Problems* 29(5):499-510.
- Nancy Folbre. 1997. [The future of the elephant-bird](#). *Population & Development Review* 23(3):647-54.
- Mindy Stompler & Irene Padavic. 1997. [Sister acts: resisting men's domination in black and white fraternity little sister programs](#). *Social Problems* 44(2):257-75.

## Week 9 - [Age & generations](#)

- Ansley Coale. 1964. [How a population ages or grows younger](#). excerpted from Ronald Freedman (ed.) *Population: The Vital Revolution*. New York: Doubleday.
- Samuel Preston. 1984. [Children and the elderly: diverging paths for America's dependents](#). *Demography* 21(4):435-57.
- Diane Macunovich, Richard Easterlin, Christine Schaeffer & Eileen Crimmins. 1995. [Echoes of the baby boom and bust: recent and prospective changes in living alone among elderly widows in the United States](#). *Demography* 32(1):17-28.
- [COMPUTER STUDY DUE]--See BLACKBOARD *Assignment* Feature

## Week 10 - [Inequality](#)

- Daniel Feenberg & James Poterba. 2000. [The income and tax share of very high-income households, 1960-1995](#). *American Economic Review* 90(2):264-270.
- Edward Wolff. 1998. [Recent trends in the size distribution of household wealth](#). *The Journal of Economic Perspectives* 12(3):131-150.

- Norwegian Ministry of Foreign Affairs. 2000. [Globalization and inequality: a Norwegian report](#). *Population and Development Review* 26:(4):843-848.
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#### Week 11 - [Stratification & social class](#)

- Kingsley Davis & Wilbert Moore. 1944. [Some principles of stratification](#). *American Sociological Review* 10(2):242-249.
- Melvin Tumin. 1953. [Some principles of stratification: a critical analysis](#). *American Sociological Review* 18(4):387-394.
- Robert Erikson & John Goldthorpe. 2002. [Intergenerational inequality: a sociological perspective](#). *Journal of Economic Perspectives* 16(3):31-44.

#### Week 12 - [Rationalization & bureaucracy](#)

- William Kornhauser. 1968. [Mass society](#). *International Encyclopedia of the Social Sciences*. New York: Macmillan.
- George Ritzer & David Walczak. 1988. [Rationalization and the deprofessionalization of physicians](#). *Social Forces* 67:(1)1-22.
- David Hartley. 1995. [The 'McDonaldization' of higher education: food for thought?](#) *Oxford Review of Education* 21:(4)409-423.

### Part Three - SOURCES OF SOCIAL CHANGE

#### Week 13 - [Theories of order & change](#)

- Shmuel Eisenstadt. 1964. [Social change, differentiation and evolution](#). *American Sociological Review* 29(3):375-386.
- Thomas McCormick. 1990. [World systems](#). *Journal of American History* 77(1)::125-32.
- Daniel Lee. 2000. [The society of society: the grand finale of Niklas Luhmann](#). *Sociological Theory* 18(2):320-30.

#### Week 14 - [Social movements](#)

- Elliott Currie & Jerome Skolnick. 1970. [A critical note on conceptions of collective behavior](#). *Annals of the American Academy of Political and Social Science* 391:34-45.
- Bert Klandermans. 1984. [Mobilization and participation: social-psychological expansions of resource mobilization theory](#). *American Sociological Review* 49(5):583-600.
- Jill Quadagno. 1992. [Social movements and state transformation: labor unions and racial conflict in the war on poverty](#). *American Sociological Review* 57(5):616-34.

#### Week 15 - [Social science as a social process](#)

- Kingsley Davis. 1967. [The perilous promise of behavioral science](#). pp. 23-32 in *Research in the Service of Man*. Washington: U.S. Government Printing Office.
- Michael Burawoy. 2004. [Public sociologies: contradictions, dilemmas, and possibilities](#). *Social Forces* 82(4):1603-18.
- Francois Nielsen. 2004. [The vacant "we": remarks on public sociology](#). *Social Forces* 82(4):1619-27.

***Final Examination - 12:30 PM to 2:30 PM, Thursday, December 14th, 180 Bellamy***

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*This site maintained by Professor Carlson. Last updated August 18, 2006.*