101-01-05 Introduction to Sociology

Michael Weissbuch
INTRODUCTION TO SOCIOLOGY
SOCl 101
Spring 2014

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Format: Three lectures and/or discussion sessions per week.

Description: This course exposes the student to the theory, methodology and institutional areas that make up the discipline of sociology. The basic terminology of the discipline and issues vital to sociologists are also explored. Students have the opportunity to do sociological field research through several projects during the course of the semester.

Objectives:
1. Expose students to the basic terminology and theory in the field.
2. Examine the development of group/institutional structures and processes that constitute the social world.
3. Examine issues relevant to the institutional areas of the discipline.
4. Help develop skills for examining and analyzing social behavior in groups.


Grading: There will be three examinations - each worth 25% of the final grade.
There will be two graded projects - the average of these two (2) projects will be worth 25% of the final grade. Class participation, including being prepared for discussions from book chapters, will impact borderline grades.

Examination Dates: See reading schedule.
Projects must be turned in on due date - late projects will be penalized a letter grade for each day late.

Attendance/Class Policy:
1. Turn off cell phones
2. No texting
3. No Ipods/ headphones
4. Papers, exams may not be sent electronically – hard copies only

Projects:
1. Classroom “Comparative Culture” Study
2. Garbage Study

Grades:

A- to A = 90 - 100%
B- to B+ = 80 - 89%
C- to C+ = 70 - 79%
D- to D+ = 60 - 69%
F = 0 - 59%
## Reading Schedule

<table>
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<tr>
<th>Date</th>
<th>Chapters</th>
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<tr>
<td>Jan. 13, 15, 17</td>
<td>Chapters 1, 2</td>
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<td>Jan. 22, 24</td>
<td>MLK Day</td>
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<td>Jan. 27, 29, 31</td>
<td>Chapters 1, 2, 3</td>
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<td>Feb. 3, 5, 7</td>
<td>Chapter 3</td>
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<td>Feb. 10, 12, 14</td>
<td>Chapter 4</td>
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<td>Feb. 17, 19, 21</td>
<td>Exam 1- Feb. 21&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>Feb. 24, 26, 28</td>
<td>Classroom culture study due – 24&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>March 3 – 7</td>
<td>Spring Break</td>
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<td>March 10, 12, 14</td>
<td>Chapter 7</td>
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<td>March 17, 19, 21</td>
<td>Chapters 8, 9, 11</td>
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<td>March 24, 26, 28</td>
<td>Exam 2 - March 26&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>March 31, April 2, 4</td>
<td>Chapter 10</td>
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<td>April 7, 9, 11</td>
<td>April 7th – Garbage Study due</td>
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<td>April 14, 16</td>
<td>Easter Holiday</td>
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<td>April 23, 25</td>
<td>Chapters 12,15</td>
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<td>April 28, 30, May 2</td>
<td>Chapters 15, 16</td>
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<td>May 5 – 9</td>
<td>FINAL EXAM WEEK</td>
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Chapters to be determined
CLASSROOM “COMPARATIVE CULTURE” STUDY

Write an essay comparing / contrasting the classroom culture of three different teachers (Do not use actual names – substitute “Teacher A”, etc.)

A. Describe the class as a culture. Include:

- General atmosphere of class
- Seating patterns (e.g., students sitting toward back, male/female division, etc.)
- Rules – formal and informal
- Teacher’s mannerisms, attitude, teaching method / style.

B. Assess student comfortability and productivity in each setting.

C. As you write the essay, attempt to determine whether classroom culture has an impact on students’ lives / attitudes and, if so, what that impact might be.
GARBAGE STUDY

Examine four sets of garbage, one being your own. Others can be from own home, homes of friends, or other containers from around neighborhood, school, etc.

For each set:

1. Describe the setting where you found the garbage (e.g., describe your room, family kitchen area, neighbor's garage, etc.)

2. List items from the garbage in detail.

3. Write essay for each set - play detective . . .

   How do the contents of the garbage reflect the habits, general preferences, and socioeconomic status of the users? Do the contents reflect trends in the general culture? (e.g., If you find Twinkie wrappers - talk about junk food issues, fast-paced urban lifestyles).

4. Conclusion – Revelations from your examination of garbage