SYG 2000; INTRODUCTION TO SOCIOLOGY MWF 12:00-12:50 CBC 155

Wesson Chris Girard [NOTE: put professor's cell phone number, 305 244 4668, in YOUR cell phone now!] ;Office: SIPA 318 Cell phone: 305-244-4668* E-mail: girai-do@fiu.edu* Office Hours: Monday, Wednesday, Friday 4-5 pm

* Contact me for anything except your grade! Grades are posted on my office door 24/7.

This course will cover the basic concepts and theories used by professional sociologists. Sociologists study life in groups. Some of the groups studied live in fascinating, seemingly "exotic" worlds ("exotic" is a concept we will critique in the course). We will briefly visit these foreign worlds as we learn about sociological concepts. The exciting journey provided by fee course is captured in the words of the textbook author "When I took my first course in sociology, I was hooked." Hopefully, you will become "hooked" as well. You will receive first-hand knowledge of how social forces—shaped by social class, race, and gender—set each of us on different paths. Also, you will learn about global gender inequality from multiple-perspectives. One of the goals of the course is for you to become engaged in global problem solving.

There are two required texts for the course:


http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?c...cb5e1741c&ex=1293771600&partner=rssnyt&cmc=rss&pagewanted=print

EXAMINATION AND GRADING SYSTEM: There will be 2 quizzes, one midterm, and a final exam. Also, there may be 2 surprise questions on any day of the week (Because these are a reward for attendance, there will be ABSOLUTELY NO MAKE-UPS regardless of illness or a doctor's note). Each quiz will count for 1/8 of the final grade, and each exam will count for 1/4 of the final grade. The surprise questions for the entire semester will count 1/4 toward the final grade. If the student desires, a 10-page paper on a topic to be chosen by the student may be submitted for an additional grade (each quiz would then count 1/10 toward the final grade and the two exams, paper, and surprise questions would each count 1/5 toward the final grade). All examinations will be given in class (see scheduled times in this syllabus). The midterm will consist of 32 multiple-choice questions. The final exam will consist of 21 multiple-choice questions and one essay question (see below). The quizzes will consist of 16 true-false questions. Students arriving late for tests will have as much time as it takes for the last person arriving on time. Grades are posted (SIPA 318) or can be seen after class. Don't call!

ESSAY QUESTION ON FINAL EXAM: This essay question will ask you to fully describe and then analyze, the problem of global gender inequality from three different sociological perspectives—conflict, functionalist, and symbolic interactionist—and at least one non-sociological perspective (psychological, economic, environmental, political, etc.). In addition, you will to asked to
explain how globally diverse values, beliefs, and behaviors associated with global gender inequality are influenced by social forces. The essay will be graded with the rubric displayed on the last page of this syllabus. The essay will count for 1/3 of the final exam grade. Because I have given you the essay question right now (!), you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final).

STUDENT GLOBAL LEARNING OBJECTIVES FOR THIS COURSE:

Global Awareness: Students will be able to explain how globally diverse values, beliefs, and behaviors are influenced by social forces.

Global Perspective: Students will be able to examine social processes from diverse perspectives (e.g. conflict, functionalist, and symbolic interactionist approaches).

Global Engagement: Students will be able to propose solutions to a global problem taking into account multiple perspectives.

GLOBAL LEARNING TEAM PROJECT: For this project, teams of 7-9 students will be formed during the second week of class. Each team will discuss a specific chapter assigned in Women across Cultures: A Global Perspective. Class time will be allocated for this discussion (see "Required Readings" section for specific dates). Based on both the learn discussion and the content of the chapter assigned to that team, each team member will write one page evaluating the benefits and costs of one solution to a specific aspect of global gender inequality. Based on a division of labor established in the team discussion, each team member must focus on either a different solution or a different aspect of global gender inequality so there is no duplication among team members. The problem of gender inequality must be based on the assigned chapter. Taking into account local, cultural, and global conditions, each student will indicate in what ways the proposed solution is consistent with and/or inconsistent with "cosmopolitanism" as explained by Appiah in "The Case for Contamination." Two weeks of class time will be devoted to presenting these assessments of various solutions to the class (see "Required Readings" section for specific dates). Each team will be given 15 minutes to present to the class a brief description of problems of gender inequality described in the assigned chapter, present proposed solutions, and discuss whether these solutions are consistent with or inconsistent with "cosmopolitanism." Five minutes will be allocated, to allow the team to respond to questions or comments from the class. Each team will choose their leaders who will be responsible for organizing the presentation to the class. One or more team members may do the presentation. All members of the team must be present in front of the class to answer questions. In Women across Cultures: A Global Perspective, the following chapters are available for this assignment: chapter 3—Reproductive Health & Reproductive Rights; chapter 5—Women's Work; Chapter 6—Women, Development, and Environmental Sustainability; chapter 8—Women and Religion and chapter

Co-curricular activity: In addition to one page on a solution to global gender inequality, each team member must write one paragraph summarizing the contents of a website or online video that in some way addresses the specific aspect of gender inequality assigned to that team member. This paragraph must be turned into the team leader by the designated date in the “Required Readings” section of the syllabus.

SCORING THE GLOBAL LEARNING TEAM PROJECT: Using clickers, the class will score each team using a scale from 1-5 (the best score being 5). Teams win be scored on their ability to propose solutions that take into account multiple perspectives. However, this score will not be part of the grade of individual team members. The team project is designed to stimulate group problem solving and therefore will not affect a student's grade as long as the assignment is completed. Course grades will be
lowered one level for team members who either (1) do not turn in both the paragraph for the co-curricular activity and a typed, one-page discussion of a gender inequality solution (see full description above under the heading "global learning team project") to the team leader by the designated date in the "Required Readings" section of the syllabus or (2) are not present in front of the doss for the team presentation without an excused absence (see the "excused absences" section of the syllabus).

PAPER: Students pursuing paper option must download paper guidelines from web page, must submit a rough draft along with final draft (no exceptions!) and must have topic and at least 3 sources approved by the professor in advance. The rough draft must (NO EXCUSEPTIONS) turned in the 13th week of class—see the 2nd page of the syllabus for exact date. The final draft must be turned in on the last class meeting of the 14th week of class (see 2nd page of syllabus).

EXTRA CREDIT: Extra credit equal to a quiz grade, may be earned by a 5-minute oral presentation in front of the class. Doing a presentation is equal to getting 100 on a quiz! It automatically receives 50 out of 50 possible points. This presentation must be on a topic (approved in advance by the professor) in the book or lectures, have at least 3 transparencies, be written as notes that are not read, be educational and entertaining, and be rehearsed during office hours or by calling the professor before it is scheduled. The student may do up to two oral presentations. Extra credit points will not substitute for test scores, but will be added to both achieved and possible points.

HOW TO CALCULATE YOUR GRADE: With no extra credit, the average of the two quizzes (1) is added to the midterm (2), the final (3), and the surprise questions (4) and this total score (400 possible points) is divided by 4 (see examination and grading system above). With one oral presentation (50 extra points), total points are divided by 4.5. With two oral presentations (100 extra points), or with the paper option (100 possible extra points), total points are divided by 5. With both the paper and 2 presentations, total points would be divided by 6, and so forth. The cut-off points for the two quizzes and surprise questions will be: 96 A, 92 A-, 88 B+, 84 B, 80 B-, 76 C+, 72 C, 68 C-, 64 D+, 60 D, 56 D-. The cutoff points for the midterm and final will be based on a class curve producing cut-offs somewhat lower than those for the quizzes. The course letter grade will be determined by the average of the cut-off points for each test. Your letter grade is determined by the cut-off point that your score either equals or exceeds. There is no rounding and no altering grades unless the professor made a mistake (no exceptions!).

MAKE-UP POLICY: You must make arrangements with me (please call 305-244-4668), before the midterm exam and before quiz 1 or quiz 2, if you need to take a make-up exam. NO PHONE CALL=NO MAKEUP! You must schedule a make-up for the final exam at least one week in advance and the alternative testing date must be prior to the scheduled date for the final exam. There are no make-ups for surprise quizzes (it is possible to miss at least one surprise quiz and still receive an "A" grade for surprise quizzes).

EXCUSED ABSENCES: To be excused, you must actually talk to me (not leave a message) on my cell phone (305-2444668) BEFORE the midterm, BEFORE quiz 1 or quiz 2. and BEFORE your global learning team presentation in class (ABSOLUTELY NO EXCEPTIONS; NO CALL BEFORE CLASS = "NO EXCUSE!") There are no excused absences for surprise quizzes (you can miss at least one of these and still receive an "A" grade for surprise quizzes).

CHEATING: All tests and assignments will be monitored for cheating, including plagiarism (copying the work of others). Without exception, any students caught cheating will be given an "F" grade for the course. This "F" grade may be coded so that it cannot be forgiven or erased. Cheaters
will be reported to the dean for "informal" resolution if eligible. This would require taking a class on honesty and scheduling a meeting with the dean. Students will be subject to formal resolution if they do not follow all steps for informal resolution or they have already had one informal resolution. Formal resolution entails appearance before a university committee that may decide to expel the student from the university.

ATTENDANCE: By taking this class, you make a commitment to attend all lectures, arrive on time, and leave only when the professor is finished lecturing. Integrity is an essential aspect of who I am and I expect this of all students.
REQUIRED READINGS FOR SYG 2000

***lectornotes at the bottom of:
https://gss.fiu.edu/index.php?name=profile: chris girard

Week 1. (Jan. 10,12,14) Lee*** 1-3. Henslinch. 1. The Sociological Perspective

Week2. (Jan. *19,21): Lee 4-6. Henslin ch. 2. Culture
*no class on 1/17 Monday: MLK holiday)

Week 3. (Jan. 24,26,28): Lee 7-9 . Henslin ch. 3. Socialization Read assigned chapter for team project and Appiah, K. A., “The Case of Contamination,” (see online address at beginning of syllabus)


Feb. 4: Fri. Quiz #1 Henslin chs. 1-4 and lee 1-12.) Makeup: 305 244 4668**
**(automatic 40 unless you call BEFORE TEST is given)

Week7. (Feb. 21,23,25): Lee 19-21.. Henslinch. 7. Global Stratification

March 4. Fri. MIDTERM EXAM on lec.1-21, chs. 1-8..
Makeup: 305 244 4668**(automatic 0 unless you call BEFORE TEST is given)


Spring Break

Wednesday and Friday: Each project team meets for 15 minutes to organize presentation w class

Week 12. (March 28,30, April 1): Group Presentations, Burn., ch. 7, Women and Globalization

Week 13. (April 4,6): Goup Presentations. Burn, ch. 9, Women in Politics (Worldwide)

OPTIONAL PAPER: rough draft due Monday, 4/4 (no exceptions) no rough draft=no paper!

April 8: Fri. Quiz #2 on lec.22-32 and Henslin chs. 9-11,13 Makeup: 305 244 4668**
**(automatic 40 unless you call BEFORE TEST is given)

***WARNING!!!: last time slots for 5-minute presentations may fill up earlier. DON'T wait until 4/11! Week 15, (April 18, 20, 22): Lee 36-38. Henslin ch. 15. Social Change and the Environment

**FINAL EXAM (chs. 9-10, 14-15, lee. 22-38):** FRI., 4/29, 9:45-11:45 AM. (no bluebook required)
Sample Quiz SYG 2000

True or False?

1. Functionalists and Conflict theorists focus on the macro level rather than on the micro level.

2. Norms that are not strictly enforced are called folkways.

3. According to the theory of cultural lag, science advances more rapidly than technology, leading to a gap between ideas and material culture.

4. Because positivism is the study of social integration, it assumes that social forces affect people's lives.

5. One of the manifest functions of a university education is to provide a marriage market for females.

6. Functionalist analysis looks at how the upper class maintains privilege through the smooth functioning of the criminal justice system.

7. In a random sample, everyone in the population (the target group) has the same chance of being included in the study.

8. A sanction, because it is a punishment, always expresses social disapproval.

9. Ethnocentrism is a direct result of cultural relativism, which measures other cultures by the standards of one's own culture.

10. According to the Sapir-Whorf hypothesis, objects and events force themselves onto our consciousness.

Answers: 1T, 2T, 3F, 4F, 5F, 6F, 7T, 8F, 9F, 10F
Sample Midterm

1. Which of the following believed that Protestantism undermined people's spiritual security?

A. Herbert Spencer 
B. Karl Marx 
C. Max Weber
D. Emile Durkheim

2. Which of the following is true according to symbolic interactionism?

A. Tasks once handled by the family have been taken over by outside agencies, weakening ties that bind.
B. When people in authority enforce conformity, this generates resentment and resistance.
C. In the past, expectations provided a structure that made marriages last.
D. Divorce is not seen as a sign that marriage has weakened.

3. Which of the following is true regarding culture?

A. Material culture is considered by sociologists to be relatively "natural."
B. Cultural relativism is judging other cultures in relation to a standard culture.
C. A person who kills or rapes has violated a society's folkways,
D. Leisure, self-fulfillment, and youthfulness represent a value cluster,

4. Which of the following would characterize Cooley's looking-glass self?

A. Even if we misrepresent how others think about us, those misjudgments become part of our self-concept
B. Internalizing expectations of more and more people allows us to take the role of the generalized other
C. Not only the self but the human mind is a social product
D. From age 2 to 7, children develop the ability to use symbols.

5. Which, of the following is true regarding the stroller effect?

A. Bosses sometimes treat their workers like babies, telling them what to do.
B. Industrialization transformed the way we perceived children, making them appear that they deserve to be treated as infants.
C. Adolescence is not a natural division, but a social intervention "creating" childhood.
D. This is one of the countless ways that parents teach their children about differences between men and women.

6. Which of the following is true of levels of sociological analysis?
A. Status sets are involuntary
B. A master status is achieved
C. The cause of status inconsistency is ascribed status
D. Statuses provide guidelines for how we feel

7. Which of the following is an example of dramaturgy?
   A. stereotypes in everyday life
   B. impression management
   C. social cohesion
   D. genieinschaft

8. Inequality became a fundamental feature of life in which type of society?
   A. hunting and gathering
   B. industrial
   C. post-industrial
   D. agricultural
GUIDELINES FOR OPTIONAL RESEARCH PAPER

1. Choose any topic having to do with THIS CLASS, but clear the topic with the professor first
2. You must have three academic sources. Academic sources contain footnotes. Newspapers and magazines do not contain footnotes, whereas journals and most (but not all) of the books in the FIU Library do contain footnotes. In academic or scholarly papers, footnotes give the source of information so that it can be checked for accuracy. Note that footnotes could be endnotes or the Harvard citation method, which indicates the author and year of publication (or copyright date) and is embedded in the text of the paper, e.g. (Girard 1995). Also note that:
   - Each of these three sources should be on the identical topic;
   - The topic should be narrowly defined - e.g., causes of teen suicide;
   - Thus, one article on trends in suicide and another on prevention is not acceptable;
   - Journal articles or chapters in books are good sources;
   - Three chapters in the same book may count as three sources if each chapter has a different author;
   - You must either show me copies of chapters and articles, or bring in the books.
   - I will not accept your paper unless I have approved sources that you show me in advance.
3. Your paper should be written as a scholarly treatment of the topic. Your treatment should present the findings of studies discussed in the articles/books you have selected for your paper. Scholarly papers do not describe personal experiences or feelings.
4. Your paper should be organized around one to three major themes that are either announced or hinted at in the introductory paragraphs of your paper. Paragraphs should be introduced with transitions that indicate where you are with regard to laying out the themes in the paper (e.g., In addition to identity threats, another cause of suicide is...)
5. The paper should contain citations (footnotes, endnotes, or author's name in parentheses) for all facts or analyses that are not your own. You do not have to quote in order to footnote.
6. Do not quote excessively. Quotes in contemporary research articles are limited to half a sentence in most instances. It is far better to paraphrase in your own words, which will better maintain the flow of the text and make it easier on the reader. Excessive quotes are generally a sign of a lazy writer.
7. Don't refer to dictionary definitions (including Webster's); this trite mechanism for introducing a topic is generally not relevant and should be avoided.
8. Give the professor a rough draft one week or more in advance of the final exam, and you will get the paper back with comments telling you how you can get an 'A'.
9. You must turn in a rough draft with your paper, or I will not accept the paper (PERIOD, NO EXCEPTIONS). Do not tell me you make corrections on a word processor so you do not have a rough draft. If that's how- you write papers, I can assure you they stink! (I want to be unmistakably blunt here). Good papers need to be printed out and read through before they are corrected. I personally make 10 to 100 drafts like this for a single journal article.
10. Your paper must have ten (10) pages of text (not including references). It must be typed and double-spaced. I prefer rough drafts that are typed, but I will accept rough drafts that are written in longhand.

11. Do not bother to purchase a paper. I can tell when this has been done because the format of the paper is generally inappropriate for the class. If the paper is inappropriate, I will simply assign a low grade.

12. If your paper does not improve your grade, it will not be averaged in when calculating your final grade.

WHAT IS A SCHOLARLY JOURNAL?

Most instructors at the University level demand that all of most of the periodical articles you use in writing a research paper come from SCHOLARLY JOURNALS. This is especially true for upper-division courses and is absolutely essential in graduate work. To help distinguish scholarly journals from other periodicals, some characteristics of scholarly journals are listed below.

CHARACTERISTICS OF SCHOLARLY JOURNALS:

Scholarly journals generally have a sober, serious look. They often contain many graphs and charts but few glossy pages or exciting pictures. Scholarly journals ALWAYS cite their sources in the form of footnotes or bibliographies. Articles are written by a scholar in the field or by someone who has done research in the field. Authors name appears at the beginning or the end of the article. The language of scholarly journals is that of the discipline covered. It assumes some scholarly background on the part of the reader. The main purpose of a scholarly journal is to report on original research or experimentation in order to make such information available to the rest of the scholarly world. Many scholarly journals, though by no means all, are published by a specific professional organization.

EXAMPLES OF SCHOLARLY JOURNALS:

JAMA: The Journal of the American Medical Association. Psychological Bulletin (published by the American Psychological Association). Journal of Marriage and the Family (published, by the National Council on Family Relations). Sex Roles: A Journal of Research Journal of Educational Research Journal of the Academy of Marketing Science PERIODICALS THAT ARE NOT SCHOLARLY JOURNALS: News magazines like Time, Newsweek, and U.S. News & World Report. While these publications can be of great assistance in providing an introduction to a current topic, they don't provide the same analysis as scholarly journals. Articles are not usually written by scholars in the field and are aimed at a more general audience than are articles in scholarly journals. Opinion magazines such as New Republic, National Review, or Nation. These magazines are aimed at an educated audience, but without assuming particular scholarly background. They comment on current events and offer a particular viewpoint on world affairs, politics, and cultural matters. Popular magazines like Sports Illustrated. Health. Redbook, People, Readers Digest or Family Circle. Generally, academic libraries do not carry as many of these titles as public libraries do. Popular magazines, while attractive and entertaining, do not report on original research or cite sources, and are not the kind of source to cite in the bibliography of an academic paper.

Trade Journals such as Beverage World, Dealer-Scope Merchandising, Automotive News, and Progressive Grocer. These magazines are industry specific, designed to update and inform the reader on current trends in an industry. NOTE There are reference books which attempt to describe and evaluate periodical titles. If you need further information about an individual title we suggest you consult: Katz, BiE and Linda Sternberg Kate. Magazines for Libraries?” ed. New York: Bowker, 1992. (Z6941.M23) ... an annotated listing by subject of some 6,500 periodicals/XPreface) Each entry gives name of
periodical, beginning publication date, publisher, editor, address, price, and such information as indexing, size, and level of audience. Short abstracts describe the scope, political slant and other aspects of the publication. Arrangement is topical which brings magazines and journals on like subjects together. To find an individual title one uses the title index at the end of the volume. FOR FURTHER ASSISTANCE, PLEASE INQUIRE AT THE REFERENCE DESK IN THE LIBRARY.
Rubric for Scoring Essay Question on Final Exam

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<td><strong>Global Awareness</strong></td>
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<td>(dimension 1): Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
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<td>□ Does not demonstrate knowledge of prevailing world conditions associated with the problem</td>
<td>□ Demonstrates incorrect knowledge of prevailing world conditions associated with the problem</td>
<td>□ Demonstrates, with generalizations, knowledge of prevailing world conditions associated with the problem</td>
<td>□ Assembles an analysis of the problem based on prevailing world conditions</td>
<td>□ Synthesizes and/or evaluates differing interpretations of the problem, based on prevailing world conditions</td>
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<td>□ Demonstrates incorrect knowledge of how social forces influence diverse values, beliefs, and behaviors associated with the problem</td>
<td>□ Demonstrates, with generalizations, knowledge of how social forces influence diverse values, beliefs, and behaviors associated with the problem</td>
<td>□ Assembles an analysis of the problem based on the influence of social forces on diverse values, beliefs, and behaviors</td>
<td>□ Synthesizes and/or evaluates differing interpretations of the problem, based on the influence of social forces on diverse values, beliefs, and behaviors</td>
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**Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems.**

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<td>□ Does not recognize or does not acknowledge the legitimacy of differences in perspectives pertaining to the problem</td>
<td>□ Identifies a limited number of perspectives pertaining to the problem</td>
<td>□ Identifies multiple perspectives pertaining to the problem, however, does not analyze the influences on differing perspectives</td>
<td>□ Assembles an analysis of multiple perspectives pertaining to the problem</td>
<td>□ Integrates multiple perspectives into a multifaceted interpretation of the problem</td>
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**Use of “specific facts” to demonstrate knowledge**

- cites fewer than 4 “specific facts” in essay
- cites 4-7 “specific facts” in essay
- cites 8-11 “specific facts” in essay
- cites 12-15 “specific facts” in essay
- cites 16 or more “specific facts” in essay

*a “specific fact” would not be known by the student before taking this course, is neither vague nor subjective, and has sufficient detail so that it does not need further qualification (i.e., with regard to time, place, or other conditions) to be completely true.*