

# INTRODUCTION TO SOCIOLOGY

"These social changes . . . are comparatively public matters, and this history is chiefly concerned with the private lot of a few men and women; but there is no private life which has not been determined by a wider public life, from the time when the primeval milkmaid had to wander with the wanderings of her clan, because the cow she milked was one of a herd which had made the pastures bare. Even in that conservatory existence where the fair Camelia is sighed for by the noble young Pineapple, neither of them needing to care about the frost or rain outside, there is a nether apparatus of hot-water pipes liable to cool down on a strike of the gardeners or a scarcity of coal."

George Eliot, 1866

## *Staff*

*Professor John Pease*

*Apprentices Margaret Austin-Smith, Valerie Haddad, Sidra Montgomery*

## *I'd Rather Be Studying*

*We hope this is an interesting and intellectually useful course for you. Set high standards, for all of us. Take your studies, seriously. Do all your studies the best you can and do them on time. Learn all you can and if there is anything we can do to help you learn more, let us know.*

## *Of Course*

*Introduction to Sociology*

*Sociology 100 (sections 0601-0609)*

*Sociology 100S (sections 0602-0604)*

*Lectures are Tuesdays and Thursdays in Room 2203 Art-Sociology Building*

*Times and Places of Friday Discussion Meetings are listed on page 4*

*Fall, 2009 University of Maryland, College Park*

*This course is intended for first-year students and has no prerequisite.*

## The Meaning of Life

"Education," Robert Redfield wrote, "is a conversation about the meaning of life, as each sees some part of it, on behalf of everyone." A CORE of this conversation is the Liberal Arts and Sciences Studies Program, the general education portion of your degree curriculum. This course has been approved as a CORE Distributive Studies course. Distributive Studies courses are designed to ensure that you will take a look at several different academic disciplines and the ways they create and analyze knowledge about the world.

## Course Description

"The task of sociology," Joan Huber wrote, "is to explain the way the totality of social patterns works together, whether well, not so well, or badly indeed. Sociologists study how patterned ways of behaving in various arenas (political, economic, and religious, for example) interact as people try to provide for themselves and reproduce the next generation of workers. The intellectual challenge of developing a theory of human organization is sociology's primary reason for existence."

This course is a comparative, historical, interdisciplinary study of human societies that focuses on the main components of human societies, how they are organized, how they change, and how they come to shape our collective social existence.

---

	<i>I'd</i>	<i>Rather</i>	<i>Be</i>	<i>Studying</i>
_____ John	Pease	(pease@umd.edu)	Fall	2009
			introductory.syllabus.fall.09	

## What is the Question?

The primary questions of this course are:

1. Why is a society the way it is?
2. Why aren't societies always and everywhere the same?
3. What are the main features of a society and how are they interrelated?
4. How and why does a society change?
5. How does society come to shape our collective social existence?

## Course Objectives

1. To help you to clarify and expand your questions about society, social change, and the collective aspects of human social behavior;
2. to help you to think sociologically about the organization of social life as you continue to develop your own theory of society;
3. to help you to better understand society, social change, and the collective aspects of human social behavior by learning some of the basic knowledge, concepts, and principles of sociology; and
4. to encourage you to read critically, to think analytically, and to write clearly.

## Common Reading

This course features three books, one article, and a slew of handouts. The books by Diamond and Nolan-Lenski are available for purchase at the University Book Center. The book by Ruesch is available for purchase in xeroxed form at the Armory Copy Center (O127 Armory). The article is available online through the library website. The handouts will be distributed in class.

The books are:

Jared Diamond, Guns, Germs, and Steel

Both the 1997 and 1999 editions of this book are acceptable.

Any book with one of the following ISBNs is acceptable:

0393038912; 039317552; 9780393317558

Patrick Nolan and Gerhard Lenski, Human Societies

The 8<sup>th</sup> (1999), 9<sup>th</sup> (2004), 10<sup>th</sup> (2006), and 11<sup>th</sup> (2009) editions

are all acceptable.

Any book with one of the following ISBNs is acceptable:

0072891327; 1594510237; 1594511448; 9781594511431;  
9781594515781

Hans Ruesch. Top of the World. New York: Harper, 1950.

The article is:

W. F. Cottrell. "Death by Dieselization." American Sociological Review, 16  
(June, 1951), 358- 365. To access this article:

- 1 Go to [www.lib.umd.edu](http://www.lib.umd.edu)
- 2 Click "research port"
- 3 In "by database" type jstor and click "find database"
- 4 Click "jstor"
- 5 Click "Browse" and select "by title"
- 6 Scroll down to "American Sociological Review" and click it
- 7 Click "1950-1959"
- 8 Scroll down to "1951" and click "No. 3"
- 9 Scroll down and click on the article
- 10 Zing! There it is

The handouts are:

Various issues of The Soche Buff's Gazette

Audio Tape

Miriam Makeba, "The Click Song"

## Documentary Films

"The Age of Warming"  
 "The Black Plague"  
 "Conquest: Killer Germs"  
 "Crowd Diseases"  
 "Dead Birds"  
 "The Global Assembly Line"  
 "Guns, Germs, and Steel: Out of Eden"  
 "Guns, Germs, and Steel: Interview"  
 "The Hawaiian Horror"  
 "The Invisible World"  
 "The Jobless Recovery"  
 "Mondo Cane: Eating"  
 "The Mound Builders"  
 "Nanook of the North"  
 "North Korea"  
 "Out of the Fiery Furnace: The Revolution of Necessity"  
 "The Story of Stuff"  
 "Versailles"  
 "The West--The People"  
 "The West--The Vision"  
 "Under the Influence"  
 "Why Man Creates"  
 "World in the Balance: The Population Paradox"

## Discussion Meetings

The purpose of these discussions is to:

1. learn the names of your classmates;
2. learn your questions about course material;
3. help you answer your questions about course material;
4. help you measure your understanding of course material;
5. discuss the meaning of the material in terms of course objectives; and
6. engage in a course-based conversation about the meaning of life, as you see

*it, on behalf of everyone.*

### *Discussion Leaders, Meeting Times and Places*

*Margaret Austin-Smith*

*Section 0601            8:00 Friday, Room 3221 Art-Sociology Building*  
*Section 0604            10:00 Friday, Room 0236 Tawes Hall*  
*Section 0609            12:00 Friday, Room 3219 Art-Sociology Building*

*Valerie Haddad*

*Section 0602            9:00 Friday, Room 3203 Art-Sociology Building*  
*Section 0605            11:00 Friday, Room 1121 Architecture Building*  
*Section 0607            1:00 Friday, Room 1125 Architecture Building*

*Sidra Montgomery*

*Section 0603            10:00 Friday, Room 1111 Cambridge Community Center*  
*Section 0606            12:00 Friday, Room 3203 Art-Sociology Building*  
*Section 0608            2:00 Friday, Room 3219 Art-Sociology Building*

### *Course Reflectors*

*Margaret Austin-Smith    Soche2@umd.edu    Messages sent to this email address go to everyone in all three of Ms. Austin-Smith's discussion sections.*

*Valerie Haddad            Soche3@umd.edu    Messages sent to this email address go to everyone in all three of Ms. Haddad's discussion sections.*

*Sidra Montgomery        Soche4@umd.edu    Messages sent to this email address go to everyone in all three of Ms. Montgomery's discussion sections.*

## *Class Attendance and Participation*

*This course requires that you attend and participate in class meetings. We have designed the course so that there is substance to each of our class meetings. Class meetings provide important information, documentary film material, and discussion. Your questions and comments improve the value of the course. We take attendance at every class meeting because it helps us determine your command of course material (there is much that you learn in your courses that is not measured on even the most carefully crafted graded assignments), helps us learn your name, indicates how well we are doing, reminds you of your academic responsibility, and provides useful information for letters of recommendation. Moreover, research studies indicate that class attendance is a better predictor of grades than the number of hours you study outside of class and even better than your high school grade point average and your SAT score. If you do not know University policy regarding class attendance, please learn it before the beginning of our second class meeting. The complete policy is available online at [www.inform.umd.edu/ugradcat/](http://www.inform.umd.edu/ugradcat/). If you have a University-excused absence, please inform your discussion leader.*

## *Religious Observance*

*If you need to be absent from class to participate in a religious observance, please provide your discussion leader with a written list of the dates you will need to be absent before the end of the second day of classes. We will make certain that you are not disadvantaged because of your absence. University policy regarding religious observance is available online at [www.president.umd.edu/policies/docs/iii\\_510a.pdf](http://www.president.umd.edu/policies/docs/iii_510a.pdf)*

## *Examinations and Small Assignments*

*This course features four exams and several small assignments. The dates of the exams are listed below in the Course Calendar. Small assignments will be announced and explained in meetings of your discussion group. Please honor the dates of these assignments. If you are unable to take an exam with your classmates because of a University-excused absence, you may arrange to take a make-up exam. If you don't know University policy regarding the very few*

circumstances in which professors are obliged to provide make-up examinations, please learn it before our second class meeting. The policy is available online at [www.inform.umd.edu/ugradcat/](http://www.inform.umd.edu/ugradcat/)

## Grading Scheme

Your final grade in the course will be weighted as follows:

20 percent class attendance, participation, and small assignments

20 percent for each exam

All your work is graded for timeliness, accuracy, completeness, written expression, originality, and, most of all, how well it demonstrates a profound understanding of the material. (Late assignments are docked one-third letter grade for each calendar day late and assignments that are more than seven days late receive no credit.)

	A+ = 4.3	A = 4.0	A- = 3.7
B+	3.3	B = 3.0	B- = 2.7
C+	2.3	C = 2.0	C- = 1.7
D+	1.3	D = 1.0	D- = 0.7
	F = 0.0		

Know No

This course provides no extra-credit assignment.

## Academic Honor Code

We teach this course each semester and each semester we try to improve the course, keeping the lectures, readings, films, handouts, etc. that are effective teaching tools and changing or replacing those that are not. Much about the course necessarily remains the same from semester to semester. I recite all of this because some students violate the University Honor Code (submitting work they did not do, cheating on exams, etc.). Whenever this happens we are required to report the violation to the Student Honor Council. Don't let this happen to you. The assignments in this course are not too difficult for you. Our help is available to you.

Please affirm your commitment to the honor code ("I pledge that on my honor I have not given or received any unauthorized assistance on this assignment") on all your graded assignments. If you don't know the University Honor Code,

*please learn it before our second class meeting. The Honor Code is available online at [www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html)*

## *Disability Support Services*

*If you have a documented disability, please register with the Office of Disability Support Services and obtain the accommodation request form and give it to your discussion leader. The rules for eligibility and the types of accommodations you may request are available online at [www.counseling.umd.edu/DSS/receiving\\_serv.html](http://www.counseling.umd.edu/DSS/receiving_serv.html)*

## *Learning Assistance Center*

*If you are having academic difficulty in this course or in any course make use of the services of the Learning Assistance Center. The Center provides help with listening and note-taking, textbook reading, exam preparation, exam skills, writing skills, and much more. More information is available on its website [www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS)*

## *Here We Are*

### *John Pease*

*Electronic mail: [pease@umd.edu](mailto:pease@umd.edu)  
 Voice mail: 301-405-6436  
 Office address: 4139 Art-Sociology Building  
 Office hours: 2:00-3:00 Tuesdays and Thursdays  
 Website: [www.bsos.umd.edu/socy/people/faculty/jpease.htm](http://www.bsos.umd.edu/socy/people/faculty/jpease.htm)*

### *Margaret Austin-Smith*

*Electronic mail: [maustin@socy.umd.edu](mailto:maustin@socy.umd.edu)  
 Office address: 4108 Art-Sociology Building  
 Office hours: Fridays following discussion  
 Website: [www.bsos.umd.edu/socy/people/Grad/grad\\_students.htm](http://www.bsos.umd.edu/socy/people/Grad/grad_students.htm)*

### *Valerie Haddad*

*Electronic mail: [vhaddad@socy.umd.edu](mailto:vhaddad@socy.umd.edu)  
 Office address: 4108 Art-Sociology Building  
 Office hours: Fridays following discussion  
 Website: [www.bsos.umd.edu/socy/people/Grad/grad\\_students.htm](http://www.bsos.umd.edu/socy/people/Grad/grad_students.htm)*

### *Sidra Montgomery*

Electronic mail: [smontgomery@socy.umd.edu](mailto:smontgomery@socy.umd.edu)  
 Office address: 4108 Art-Sociology Building  
 Office hours: Fridays following discussion  
 Website: [www.bsos.umd.edu/socy/people/Grad/grad\\_students.htm](http://www.bsos.umd.edu/socy/people/Grad/grad_students.htm)

## Help Us

We are interested in learning what you think we should do to become better teachers and to help you become a better student. Whenever you have a question, complaint, concern, problem, or whatnot about this course, please let us know.

## CourseEvalUM

Please evaluate this course by going directly to the website [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) anytime between April 28 and May 13.

Students who complete evaluations for all of their courses in the previous semester can access the posted results via Testudo's CourseEvalUM reporting link for any course on campus that has at least a 70 percent response rate.

## Calendar for Lectures, Readings, Films, and Exams

1. September 1 Tuesday  
 Introductions and Overview of the Course  
 Handouts: Syllabus  
 Study Questions for the Readings

2. *September 3 Thursday*

*Question: What is sociology and how is it similar to and different from the other social sciences?*

*Lecture: Sociology and the other Social Sciences*

*Reading: Nolan-Lenski pages 19-22  
Ruesch chapters 1-3*

*Handout: Sociology Is*

*September 4 Friday*

*Discussion*

3. *September 8 Tuesday*

*Question: How do we make sense of the cultural variety among societies?*

*Lecture: Sociology and Liberal Education*

*Reading: Ruesch chapters 4-8*

*Handout: Ethnocentrism and Cultural Relativism*

*Film: "Mondo Cane: Eating"*

4. *September 10 Thursday*

*Question: What were the main features of Inuit society, how were they interrelated, and why were they the way they were?*

*Reading: Ruesch chapters 9-14*

*Handout: Nanook*

*Film: "Nanook of the North"*

*September 11 Friday*

*Discussion*

5. *September 15 Tuesday*

*Question: Why is a society the way it is?*

*Lecture: A General Theory of Society and Social Change*

*Reading: Nolan-Lenski chapter 3*

*Handout: Materialism*

*Film: "The West: The People"*

6. *September 17 Thursday*

*Question: How do we classify societies and why do we do it the way we do?*

*Lecture: Types of Human Society*

*Reading: Nolan-Lenski chapters 4 and 8*

*Handout: Types of Human Society*

*Film: "Why Man Creates"*

*September 18 Friday*

*Discussion*

7. *September 22 Tuesday*

*Question: What were the main features of hunting and gathering society and how were they interrelated?*

*Lecture: The Social Organization of Hunting and Gathering Society*

*Reading: Nolan-Lenski chapter 5*

*Handouts: Hunting and Gathering Society*

*I'd Rather Be Studying: The True Story of Sara Bellum*

*Audio: Miriam Makeba, "The Click Song"*

8. *September 24 Thursday*

*Testudo: The First Exam*

*September 25 Friday*

Instead of meeting with your discussion group, go to the Nonprint Media Center in Hornbake Library and use the dial-access system to view the film, "Guns, Germs, and Steel: Out of Eden." This is a documentary film about the beginnings of plant cultivation and the rise of horticultural society. This film supplements some of the material in chapters 6 of both the Diamond and Nolan-Lenski books. You may view this film anytime between September 25 and October 1. Information about Nonprint Services, including hours of operation, is available online at [www.lib.umd.edu/nonprint/](http://www.lib.umd.edu/nonprint/)

9. *September 29 Tuesday*

Question: What were the consequences of the shift to horticulture?

Lecture: The Social Organization of Horticultural Society

Reading: Nolan-Lenski chapter 6  
Diamond chapter 6

Handout: Horticultural Society

Film: "Dead Birds"

10. *October 1 Thursday*

Question: What were the consequences of the shift to agriculture?

Lecture: The Zenith of Inequality

Reading: Nolan-Lenski chapter 7  
Diamond chapter 14

Handout: Agrarian Society

Film: "Versailles"

*October 2 Friday*

Discussion

11. *October 6 Tuesday*

Question: How and why did the status and treatment of women change from one type of society to another?

Lecture: Societal Variations in Gender Inequality

Handout: *Gender Stratification in Pre-industrial Societies*

12. *October 8 Thursday*

Question: *What were the ultimate causes of the European conquest of the new world?*

Lecture: *The Biophysical Environment*

Reading: *Diamond prologue and chapters 4, 5, 8, 9, and 10*

Handout: *Location, Location, Location*

Film: *"Guns, Germs and Steel: Interview"*

*October 9 Friday*

*Discussion*

13. *October 13 Tuesday*

Question: *What were proximate causes of the European conquest of the new world?*

Lecture: *The Second Revolution*

Reading: *Nolan-Lenski pages 195-200*  
*Diamond chapters 2 and 3*

Handout: *1492*

Film: *"The West: The Vision"*

14. *October 15 Thursday*

Question: *In what ways did European germs change the new world?*

Lecture: *The Transformation of the New World*

Reading: *Diamond chapter 11*

Handouts: *Germs*

*Education is a Noble and Risky Ambition*

Films: *"The Black Plague"*

*"Conquest: Killer Germs"*

*"Crowd Diseases"*

*"The Hawaiian Horror"*

*"The Invisible World"*

*"The Mound Builders"*

*October 16 Friday*

*Discussion*

15. *October 20 Tuesday*

Testudo: *The Second Exam*

16. *October 22 Thursday*

Question: *In what ways did the industrial revolution change society?*

Lecture: *The Third Revolution*

Reading: *Cottrell article*

Handout: *Social Changes*

*October 23 Friday*

*Instead of meeting with your discussion group, go to the Nonprint Media Center in Hornbake Library and use the dial-access system to view the film "Out of the Fiery Furnace: The Revolution of Necessity." This is a documentary film about technological changes that accelerated the industrial revolution and it supplements material in chapter 9 of the Nolan-Lenski text.*

*You may view this film anytime between October 23 and 29.*

17. *October 27 Tuesday*

Question: In what ways did industrial technology change the world of work?

Lecture: The Changing American Labor Force

Reading: Nolan-Lenski pages 201-218 and chapter 10

Handout: Jobs

Film: "The Jobless Recovery"

18. October 29 Thursday

Question: How and why did the status and treatment of women change during the past century, during the past generation?

Lecture: Closing the Gender Gap: Women, Work, and Feminism

Reading: Nolan-Lenski pages 268-270 and 282-288

Handout: Feminism

October 30 Friday

Discussion

19. November 3 Tuesday

Question: In what ways did marriage and family change during the past century, during the past generation?

Lecture: Changing Family in a Changing Society

Reading: Nolan-Lenski 278-282

Handout: Marriage and Family

20. *November 5 Thursday*

*Question: What caused the democratic trend of industrial societies?*

*Lecture: The Democratic Trend*

*Reading: Nolan-Lenski pages 244-259*

*Handout: Democracy*

*Film: "Under the Influence"*

*November 6 Friday*

*Discussion*

21. *November 10 Tuesday*

*Question: What were the changes in ideology that accompanied the industrialization of society?*

*Lecture: Ideology, Religion, and Sociology*

*Reading: Nolan-Lenski pages 236-244*

*Handouts: Ideology*

*Learning is Becoming: The True Story of Leah K.*

22. *November 12 Thursday*

*Testudo: The Third Exam*

*November 13 Friday*

*Instead of meeting with your discussion group, go to the Nonprint Media Center in Hornbake Library and use the dial-access system) to view the film "The Global Assembly Line." This is a documentary film about the internationalization of labor, gender inequality, the power of multinational corporations, and the global economy. You may view this film anytime between November 13 and November 19.*

23. *November 17 Tuesday*

*Question: How and why did inequality within industrial society decline during the past 150 years?*

*Lecture: Reversal of the Basic Trend*

*Reading: Nolan-Lenski chapter 12*

Handout: *The Decline of Inequality*

24. *November 19 Thursday*

Question: *Why are some societies so rich and others so poor?*

Lecture: *Industrializing Societies*

Reading: *Nolan-Lenski chapter 14*

Handout: *Global Inequality*

Film: *"North Korea"*

*November 20 Friday*

*Discussion*

25. *November 24 Tuesday*

Question: *How and why did the main demographic variables change during the industrial era?*

Lecture: *Malthus and the Demographic Transition*

Reading: *Nolan-Lenski pages 273-278*

Handout: *Population*

*November 26 Thursday*

*No class; Thanksgiving Holiday*

*November 27 Friday*

*No discussion; Thanksgiving Holiday*

26. *December 1 Tuesday*

Question: *What is the probable future of global population change?*

Reading: *Nolan-Lenski pages 342-345*

Handout: *Global Population Change*

Film: *"World in the Balance: The Population Paradox"*

27. *December 3 Thursday*

Question: *What does globalization mean?*

Lecture: *Global Society*

Handout: *Globalization*

*December 4 Friday*

*Discussion*

28. *December 8 Tuesday*

Question: *What is the probable future of environmental change?*

Lecture: *The Technological Flaw*

Reading: *Nolan-Lenski pages 345-347*

Handout: *The Environmental Crisis*

Films: *"The Age of Warming"*

*"The Story of Stuff"*

29. *December 10 Thursday*

*Course review and revelry*

Handout: *The True Story of Testudo: Get Hip on Studying*

Film: *"Why Man Creates"*

*December 11 Friday*

*Discussion*

30. *December 18 Friday 1:30-3:30*

Testudo: *The Final Exam*

The page numbers listed in the course calendar are keyed to the 9<sup>th</sup> edition. If you are using the 8<sup>th</sup> or 10<sup>th</sup> or 11<sup>th</sup> edition, the corresponding page numbers are:

9th Edition	8th Edition	10 <sup>th</sup>	11th Edition
19-22	20-23	19-21	18-21
195-200	211-218	187-193	188-194
201-218	218-239	193-212	195-214
268-270	299-302	266-269	272-274
282-288	315-320	281-287	287-293
278-282	311-315	277-281	282-287
244-259	272-286	241-258	246-260
236-244	262-272	233-241	236-246
273-278	305-311	272-277	278-282
342-345	388-391	334-336	329-332
345-347	391-393	336-341	332-337

---

*The Itch of Ignorance is a Gift*

---