

# SOCIOLOGY 100-007

## **Introduction to Sociology**

### Course Syllabus

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CL 110

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#### 1. NATURE AND SCOPE OF THE COURSE

This is an introduction to sociological concepts and methods and their social and theoretical roots. Some attention is devoted to the origins and cultural development of humans; the socialization process; personality and social structure; deviance and social control; theories of class and power; and class and power in Canada. The course concludes with a case study of the social creation of dangerous, violent criminals.

Although the course is general, ranging widely over the field of sociology in an interdisciplinary context, a concerted effort is made to develop and illustrate sociological principles and concepts with direct and familiar Canadian content.

#### 2. TEXTS

**Note on texts:** Students are not required to purchase the texts since there is at least one copy of each on reserve in the library.

Murray Knuttila, . *Introducing Sociology: A Critical Approach*. Fourth Edition. Toronto: Oxford University Press, 2008.

Richard Rhodes. *Why They Kill*. New York: Vintage, 1999.

#### **Notice:**

1. Each student in this course writing a final examination in the gymnasium **will be required** to bring photo ID to the examination room and place it on the desk for checking.
2. If there is any student in this course who, because of a disability, may have a need for accommodation, please discuss it with me and contact the co-ordinator of Special Needs Services at 585-4631.

### 3. **ORGANIZATION OF THE COURSE**

The class will meet in the place and at the time indicated on the timetable on Monday, Wednesday, and Friday in informal lecture format. Students are invited to raise questions at any time.

There is also a weekly seminar. Please ensure you have registered in a seminar. Do not switch seminars without permission. From time to time guest lecturers and films will be used.

### 4. **COURSE REQUIREMENTS**

Evaluation and grading will be based on the fulfillment of the following requirements:

- a) Mid-term I examination.....15%
- b) Mid-term II examination.....15%
- c) Book exam.....10%
- d) Seminar grade.....10%
- e) Final examination.....50%

### 5. **LECTURE TOPIC AREAS**

- a) Sociology as a Social Science  
Readings: Knuttila, Ch. 1, 7, 8. Appendix
- b) Origins and Cultural Development of Humans  
Readings: Knuttila, Ch. 2, 3
- c) Socialization/Personality and Social Structure  
Readings: Knuttila, Ch. 4, 5, 6, 10, 16
- d) Theories of Social Class and Power  
Readings: Knuttila, Ch. 7 to 14
- e) Class and Power in Canada  
Readings: Knuttila, Ch. 7 to 14, 17
- f) Deviance and Social Control  
Readings: Knuttila, Ch. 15
- g) A Case Study in Sociology: The creation of dangerous violent criminals  
Readings: Rhodes, all
- h) You and Social Science  
Readings: Knuttila, Postscript

## FOLLOWING THE LECTURES -- SOME KEY CONCEPTS

### Note Taking and Study Guide by Lecture Topic Area

#### a) **Sociology as a Social Science**

- sociology (socius/logos)
- really a science? beliefs vs. scientific method
- scientific method: steps; intersubjective testability rule
- sociological imagination
- conflict theory vs. functionalism; knowledge for what? for whom?

#### b) **Origins and cultural development of humans**

- social life of apes and monkeys/of hunting and gathering (Stone Age) humans; discontinuity between animals and humans; cultural vs. biological evolution
- culture/ideational/material
- sex and family life: cultural phenomena; kinship
- nature/nurture debate; biological/biosociological/sociological models
- biological determinism: biological diversity/biological uniformity
- social Darwinism; the Eugenics movement
- conceptual errors of biological determinism re: the gene
- flaws in biological determinist arguments and evidence
- cases of extreme social isolation (“the forbidden experiment”); teratology
- separated one-egg/monozygotic/identical twins
- human original nature

#### c) **Socialization/Personality and Social Structure**

- socialization/primary/secondary
- sociological model: roles, institutions, social structure
- life cycle/sex or gender/age/occupational/etc. roles
- ascribed vs. achieved roles; anticipatory socialization; agent of socialization
- role incompatibility/role conflict/marginality
- language/reality/Sapir-Whorf
- reference groups: primary/secondary

#### d) **Theories of social class and power**

- structural functionalism; the conflict theory tradition
- functionalist, conflict, and elite theory approaches to inequality
- social stratification; simple stratification; complex stratification: estate, caste, class
- objective and subjective studies of class; class structure and power; the state; power and ideology

**e) Class and Power in Canada**

- dimensions of class and status; the classes and class fractions
- income distribution; wealth and poverty; ethnicity; age; gender; region; education; opportunity and achievement: social mobility
- the social inheritance; the social wage
- consequences of class and income: power and self-determination; opportunity; health; life expectancy; education; crime

**f) Deviance and Social Control**

- deviance/social control; deviant differentiation; norms
- theories of deviance: differential association; anomie and opportunity; labelling and societal reaction; conflict
- agent of social control
- social movements/social change/class consciousness/class conflict

**g) Case Study: The Creation of Dangerous Violent Criminals**

- taking the attitude of the other
- substantially violent criminal acts; the conscious construction of violent plans
- interpretations: physically defensive; frustrative; malefic; frustrative malefic
- follow-through: fixed line of indication; restraining judgement; overriding judgement
- phantom communities/the phantom “other”
- self-images: violent; incipiently violent; nonviolent
- careers of violent criminals: escalating, stable, de-escalating
- crime as product of social retardation/violentization (1) brutalization: (2) belligerency; (3) violent performance; (4) virulency
- brutalization: violent subjugation; personal horrification; violent coaching
- murders with motives: violentization as a developmental process
- childhood: preparing for survival in malignant communities
- strategies of prevention and control: general prevention; selective rehabilitation; selective incapacitation

Please also note that at the end of each assigned chapter in the Knuttila book there is a list of terms and concepts. Students will be expected to know these. Further, key concepts other than those listed are defined throughout the Knuttila and Rhodes texts. The definitions provided in the lectures and/or those provided in the texts are acceptable on exams. These are only some of the key concepts, the most important ones. Nevertheless, other important concepts are also used in the lectures and in the texts. These should not be over looked – examinations cover all lecture material and all assigned readings.