**Introduction to Sociology (Soc&101)**

Global and multicultural components have been integrated throughout the course through readings, videos, and discussion topics. In particular, components 1, 2, 4, 5, 6, 8 and 10 from the Sun model are addressed. Culture is studied as a separate topic, many of the topics have textbook sections from a multicultural perspective, and most chapters in the textbook have boxed sections called “Learning from other Societies.” This document will present the global objectives from my syllabus, and then discuss the readings, videos, and discussion topics that help students to explore multicultural themes.

**Global Objectives:**

* Demonstrate a culturally relative approach
* Explore approaches used to respond to people’s experiences in a variety of cultures
* Compare and contrast solutions to social problems employed in your own society to those used in other societies

**Multicultural Materials and Discussions**

* The building blocks of sociology are culture, society, socialization, social interaction, groups, and deviance. After introducing the field of sociology, and first topic covered is culture. Cultural differences in terms of values, norms, and rituals are prominent. A big emphasis is placed on the negatives of ethnocentrism and the importance of cultural relativity. Students read and discuss “Body Ritual Among the Nacirema” by Miner, which really brings home the pitfalls in judging other cultures when we don’t understand them. The textbook section on types of societies presents many global examples from throughout history to today. Childhood socialization and formal organizations in Japan, and crime and punishment in the Netherlands, are presented in “Learning from other Societies” boxes in the textbook.
* The next unit that is covered is stratification, including social class, racial, and gender inequality. The systems of stratification from various nations are presented, along with global stratification and related issues. The issues of immigration in the U.S. and views of gender cross-culturally are discussed. In the “Learning from other Societies” boxes, poverty and poverty policy in other Western democracies, immigration issues in the Netherlands, and women’s issues in various nations are presented. During this unit, students are asked to locate websites relevant to social class inequality and share them with the class in discussion. Many students choose to share websites related to inequality in other nations.
* The third unit that is covered is institutions, including political, economic, family, educational, religious, and health care institutions. Various political and economic systems that are prevalent in a number of nations are presented. The family, key world religions, and health and medicine are looked at from a cross-cultural perspective. Social democracy in Scandinavia, how child poverty is reduced in other societies, variations in schooling between nations, and national health care in wealthy nations are presented in the “Learning from other Societies” boxes of the textbook. Students also read articles on “family-friendly” policies that allow families to successfully combine work and family in other nations. They watch videos on education in Finland, and on the issues related to outsourcing to China and other nations, and how they impact people in those nations (problems related to Apple’s outsourcing to Foxxconn are a major focus). Discussion topics about family-friendly policies, education, outsourcing, and health care ask students to incorporate ideas from other nations.