

SOCIOLOGY 108: INTRODUCTION TO SOCIOLOGY Spring 2012: Sections 9-16

Lecture:	Tuesday & Thursday; 9:00 – 9:50 a.m.
Lecture location:	Lawson 141
Discussion:	Thursday or Friday (day, time, & location varies according to section)
Professor:	Dr. Derek Christopher Martin
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Telephone:	(618) 453-7627
Email:	dmartin@siu.edu
Web:	http://sociology.siu.edu/faculty/fac_martin.html
Office Hours:	Tuesday: 10:00 a.m. – 10:45 a.m. & 1:30 p.m. – 4:30 p.m. Thursday: 10:00 a.m. – 10:45 a.m. & 1:30 p.m. – 3:00 p.m., and by appointment
TAs:	Trey Green, TLG0309@siu.edu ; Wendy Bressner, wendybressner@gmail.com ; Myah Gary, myahg@siu.edu

Core Curriculum Learning Objectives:

Upon successful completion of this course, students will be able to: (a) demonstrate knowledge of basic sociological concepts about social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and social institutions (e.g., the family, religion, and the criminal justice system); (b) summarize theoretical or explanatory arguments in sociology; (c) apply these arguments to contemporary events or personal experiences; and (d) display knowledge of cultural, class, religious, and other differences within and between societies.

Course Content and Requirements:

This course is designed to accomplish the above four objectives, and to help you understand how society is created, sustained, and changed. Ideally, you will also learn to see the interconnections between individuals and society, and to think logically and critically about the world around you. There will be three meetings each week: two lectures (Tue. & Thurs.) plus one discussion section (Thurs. or Fri.). You are expected to attend all scheduled meetings (lectures & discussions), and you are expected to read all course materials.

Grading Criteria:

Your final course grade will be determined based on the following criteria:

Examination 1	12%
Examination 2	18%
Examination 3	19%
Final Examination	21%
Discussion Section	30%

Students who earn 90% or more of the points will earn an “A.”

Students who earn 80% to 89% of the points will earn a “B.”

Students who earn 70% to 79% of the points will earn a “C.”

Students who earn 62% to 69% of the points will earn a “D.”

Students who fail to earn at least 62% of the points will earn an “F.”

I do not believe in giving extra credit, so do not even bother to ask.

In the event that it becomes necessary to implement a “curved” grading system, the following adjustments will be made:

Students in the top 15% of the class will earn an “A.”

The next 21% of the class will earn a “B.”

The next 28% of the class will earn a “C.”

The next 21% of the class will earn a “D.”

The bottom 15% of the class will earn an “F.”

An *INC* is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, *or graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an *INC* has been assigned with the intent of changing the *INC* grade. Re-registration will not prevent the *INC* from being changed to an *F*.

Examinations:

The examinations will consist of multiple choice and true/false questions. The exams will **NOT** be cumulative, although the continued understanding of certain key concepts will be necessary throughout the semester. Exams **MUST** be taken on the scheduled day; there will be **NO** make-up exams (except for those students with an **authorized** absence). Additionally, students who fail an exam **MUST** meet with me to discuss their performance. Students who do not meet this requirement **WILL BE** dropped from the course.

Discussion Sections:

Discussion sections are an important part of this course and attendance is mandatory. Beyond simply attending, however, you are also expected to participate in discussions. Class participation includes reading the course materials (**before class begins!**) and asking questions or making comments. When relevant, students are encouraged to enrich class discussions by bringing in current events, accounts from personal experiences, or other appropriate material from outside the class. Additionally, students are required to attend **ONE** approved campus event during the semester. The days, times, and topics of such events (public talks, forums, or lectures) will be announced as they are scheduled. Finally, you must complete three (3) written assignments which will count as part of your discussion grade:

Assignment 1	2-3 pp. (due t.b.a.)
Assignment 2	2-3 pp. (due 2/9 or 2/10)
Assignment 3	5 pp. (due 4/5 or 4/6)

Assignments will be graded on both their content and their form, therefore you should incorporate applicable subject matter from the course **AND** your writing should be clear, coherent, logical, and free of grammatical mistakes. All assignments should be typed, double-spaced, and proofread thoroughly. Assignments will be turned in during discussion sections, but students also **MUST** submit an electronic copy to [Turnitin.com](https://www.turnitin.com). Late assignments will not be accepted, except in the case of a documented illness or emergency.

Note for History-Education Students:

Your work will be assessed as part of the accreditation review for the National Council for the Social Sciences. This course will explore and analyze a number of issues you will impart to your future high school students, including: how role, status, and social class impact interactions among individuals, groups, and institutions; the form, function, and evolution of institutions, their relationships, and how they influence people, events, and culture; how groups and institutions aim to meet individual needs and promote the common good, but create tensions between social conformity and expressions of individuality; how behavioral sciences can be applied to the examination of social problems.

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and is available on the BERT website at <http://www.bert.siu.edu/>, Department of Public Safety's website www.dps.siu.edu/ (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Americans with Disabilities (ADA) Statement:

Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of your TA as soon as possible. Written documentation of the disability should be submitted during the first week of the semester along with a request for special accommodations. Contact the SIU Disability Support Services (DSS) to facilitate requests:

Woody Hall B-150, Carbondale, IL 62901, Mail Code: 4705

DSSsiu@siu.edu Ph: (618) 453-5738 Fax: (618) 453-5700 TTY: (618) 453-2293

Acknowledging Differences:

During the semester students will have the opportunity to share thoughts, opinions, and beliefs about their life experiences. The differences in these perspectives that each student brings to the discussion will add to the richness of this course. Students should communicate in ways that acknowledge and respect such differences. While it is natural and expected that many of us will have differing opinions, we must always respect our fellow students in the class and the opinions they hold. I expect and **encourage** students to be critical of each other's ideas, but it is **UNACCEPTABLE** to be dismissive of and/or combative with other students in the class.

Classroom Decorum:

I have an obligation to maintain a classroom environment that allows each student to learn to the best of his or her capabilities. While I encourage students to ask questions and make comments in class, I will not tolerate or permit behavior that is disruptive, distracting, or demeaning. Actions

that violate these norms will be treated seriously— after one warning you will be asked to leave. Also, if your cell phone must be on for medical, child care, or other reasons, please set it to silent or vibrate.

Ethical Conduct:

Southern Illinois University at Carbondale is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourage independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. An act of ***academic dishonesty*** is a breach of the student conduct code. Dishonesty includes: 1. Plagiarism, representing the work of another as one’s own work; 2. Preparing work for another that is to be used as that person’s own work; 3. Cheating by any method or means; 4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research; 5. Knowingly furnishing false information to a university official relative to academic matters; 6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code. If you are in doubt or have questions regarding behavior that may constitute academic dishonesty, please consult with me or refer to the SIUC Student Conduct Code: <http://policies.siu.edu/policies/conduct.html>

SIUC email policy: Official SIUC Student Email Policy: <http://policies.siu.edu/policies/email.htm>

Course Materials:

[CON] = Conley, Dalton. 2011 (2nd ed.). *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. New York, NY: W.W. Norton & Company.

[Course Website: www.wwnorton.com/college/soc/you-may-ask-yourself2/]

[LIES] = Loewen, James W. 2007. *Lies My Teacher Told Me (Everything Your American History Textbook Got Wrong)*. New York, NY: Touchstone.

[RES] = Articles available through the library’s on-line reserve system

TOPICS & READINGS

WEEK 1: Introduction

1/17 What is Sociology? What Can It Do for Me?

1/19 Sociological Imagination

Readings

Chapter 1: “Sociological Imagination: An Introduction” [CON, pp. 1-39]
“The Promise,” by C. Wright Mills [RES1]

WEEK 2: Theory & Methods

1/24 Sociological Theory

Reading

“Introduction: Something Has Gone Very Wrong” [LIES, pp. 1-9]

1/26 Causality & Spuriousness

Reading

Chapter 2: “Methods” [CON, pp. 40-69]

Assignment II [DUE 2/9 or 2/10, in section]

WEEK 3: How Do We Know?

1/31 Doing Social Research

Readings

“From Summer Camps to Glass Ceilings,” by Michael J. Lovaglia [RES2]

Chapter 1: “Handicapped by History: The Process of Hero-Making” [LIES, pp. 11-30]

2/2 Analyzing data

Reading

Chapter 2: “1493 – The True Importance of Christopher Columbus” [LIES, pp. 31-69]

WEEK 4: Culture and Media

2/7 **EXAM 1**

2/9 What Is Culture?

Readings

Chapter 3: “Culture and Media” [CON, pp. 70-109]

“Body Ritual among the Nacirema,” by Horace Miner [RES3]

WEEK 5: Socialization and the Construction of Reality

2/14 More Culture

Readings

“India’s Sacred Cow,” by Marvin Harris [RES4]

Chapter 3: “The Truth about the First Thanksgiving” [LIES, pp. 70-92]

2/16 Socialization

Readings

Chapter 4: “Socialization and the Construction of Reality” [CON, pp. 110-141]

Chapter 4: “Red Eyes” [LIES, pp. 93-134]

WEEK 6: Socialization and the Construction of Reality

2/21 Social Interaction

Readings

“Meanwhile Backstage: Behavior in Public Bathrooms,” [Read only pp. 33-59] [RES5]

“Authenticity at Burning Man,” by Katherine Chen [RES6]

2/23 Groups
Reading
Chapter 5: “Groups and Networks” [CON, pp. 142-174]

WEEK 7: Groups and Networks

2/28 Group Dynamics
Reading
Chapter 5: “Gone with the Wind” [LIES, pp. 135-171]

3/1 **EXAM 2**

WEEK 8: Stratification

3/6 Stratification
Reading
Chapter 7: “Stratification” [CON, pp. 227-263]

3/8 Inequality
Readings
Chapter 6: “John Brown and Abraham Lincoln” [LIES, pp. 172-203]
“The Compassion Gap in American Poverty Policy,” by Block et al. [RES7]

SPRING BREAK: NO CLASS [MARCH 10-18]

WEEK 9: Social Class

3/20 Social Mobility
Readings
Chapter 7: “The Land of Opportunity” [LIES, pp. 204-218]
“Equal Opportunities and the Welfare State,” by Gøsta Esping-Anderson [RES8]

3/22 Issues of Gender
Reading
Chapter 8: “Gender” [CON, pp. 265-305]
Assignment III [DUE 4/5 or 4/6, in section]

WEEK 10: Gender

3/27 Gender Inequality
Readings
Chapter 8: “Watching Big Brother” [LIES, pp. 219-243]
“Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?” by Boswell and Spade [RES9]

3/29 What is race? What is ethnicity?
Reading
Chapter 9: “Race” [CON, pp. 307-353]

WEEK 11: Race

4/3 Essentialism & Constructionism

Readings

“Racial Formations,” by Omi and Winant [RES10]

“In Search of Indians,” Snipp [RES11]

Chapter 9: “See No Evil” [LIES, pp. 244-258]

4/5 Status cues and stereotypes

Readings

Chapter 10: “Down the Memory Hole” [LIES, pp. 259-279]

“The Moynihan Report, a Retrospective,” by Ledger [RES12]

“Race as Class,” by Gans [RES13]

WEEK 12: Deviance

4/10 **EXAM 3**

4/12 What Is Deviance?

Reading

Chapter 6: “Social Control and Deviance” [CON, pp. 177-223]

WEEK 13: More Deviance

4/17 More Deviance

Readings

“On Being Sane in Insane Places,” by Rosenhan [RES14]

“The Good, the Bad, and the Social,” by Winchester and Hitlin [RES15]

4/19 Social Control

Readings

“Safe at Home,” by Warr [RES16]

Chapter 11: “Progress is Our Most Important Product” [LIES, pp. 280-300]

WEEK 14: Family

4/24 Love, Marriage, and Family

Readings

Chapter 12: “Family” [CON, pp. 427-467]

“Cheating Hearts,” by Carr [RES17]

4/26 Family in Transition

Readings

“The Changing Landscape of Love and Marriage,” by Hull et al. [RES18]

“How Cohabitation Is Changing American Families,” by Brown [RES19]

Chapter 12: “Why is History Taught like This?” [LIES, pp. 301-339]

WEEK 15: Religion

5/1 What Is Religion?

Readings

Chapter 16: "Religion" [CON, pp. 583-627]

"Abiding Faith," by Chaves [RES20]

5/3 The Evolution of Faith

Readings

"Muslims in America," by Read [RES21]

Chapter 13: "The Result of Teaching History like This" [LIES, pp. 340-354]

"Afterword" [LIES, pp. 355-362]

FINAL EXAM – Friday, May 11th, 12:50 a.m. – 2:50 a.m.

Supplemental Readings

1. Mills, C. Wright. 1959. "The Promise." Pp. 3-24 in *The Sociological Imagination*. Oxford University Press.
2. Lovaglia, Michael J. 2003. "From Summer Camps to Glass Ceilings: The Power of Experiments." *Contexts* 2(4): 42-49.
3. Miner, Horace. 1956. "Body Ritual among the Nacirema." *American Anthropologist* 58(3): 503-507.
4. Harris, Marvin. 1977. "India's Sacred Cow." In *Cannibals and Kings: The Origins of Cultures*. New York, NY: Vintage.
5. Cahill, Spencer E., William Distler, Cynthia Lachowetz, Andrea Meany, Robyn Tarallo, and Teena Willard. 1985. "Meanwhile Backstage: Public Bathrooms and the Interaction Order." *Journal of Contemporary Ethnography* 14(1): 33-58.
6. Chen, Katherine K. 2009. "Authenticity at Burning Man." *Contexts* 8(3): 65-67.
7. Block, Fred, Anna C. Kortweg, and Kerry Woodward. 2006. "The Compassion Gap in American Poverty Policy." *Contexts* 5(2): 14-20.
8. Esping-Anderson, Gøsta. 2007. "Equal Opportunities and the Welfare State." *Contexts* 6(3): 23-27.
9. Boswell, A. Ayres and Joan Z. Spade. 1996. "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?" *Gender and Society* 10(2): 133-147.
10. Omi, Michael and Howard Winant. 1989. "Racial Formations." Pp. 3-13 in *Racial Formation in the United States: From the 1960s to the 1980s* (2nd ed.). New York, NY: Routledge Press.
11. Snipp, C. Matthew. 2004. "In Search of Indians." *Contexts* 3(4): 71-72.
12. Ledger, Kate. 2009. "The Moynihan Report, a Retrospective." *Contexts* 8(4): 48-52.
13. Gans, Herbert J. 2005. "Race as Class." *Contexts* 4(4): 17-21.
14. Rosenhan, D. L. 1973. "On Being Sane in Insane Places." *Science* 179(4070): 250-258.
15. Winchester, Daniel, and Steven Hitlin. 2010. "The Good, the Bad, and the Social." *Contexts* 9(4): 40-44.
16. Warr, Mark. 2009. "Safe at Home." *Contexts* 8(3): 46-51.
17. Carr, Deborah. 2010. "Trends: Cheating Hearts." *Contexts* 9(3): 58-60.
18. Hull, Kathleen E., Ann Meier, and Timothy Ortyl. 2010. "The Changing Landscaper of Love and Marriage." *Contexts* 9(2): 32-37.
19. Brown, Susan L. 2005. "How Cohabitation is Reshaping American Families." *Contexts* 4(3) 33-37.
20. Chaves, Mark. 2002. "Abiding Faith," *Contexts* 1(2): 19-26.
21. Read, Jen'nan Ghazal. 2008. "Muslims in America." *Contexts* 7(4): 39-43.