

SOCIOLOGY 108: INTRODUCTION TO SOCIOLOGY

Summer 2010: Section 310

Lecture: Monday thru Friday; 9:50 a.m. –11:50 a.m.

Lecture location: Lawson 101

Professor: Dr. Derek Christopher Martin

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Office Hours: T/W/TH: 12:00 p.m. – 2:00 p.m., and by appointment

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. This course meets every day, for two hours, and your attendance is expected at all classes. Additionally, you are expected to have read all the course materials, prior to class. Because of the accelerated nature of the intersession format, it is imperative that you keep up.

Grading Criteria:

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

Examination 1 15%

Examination 2 20%

Examination 3 20%

Final Examination 20%

Group Project 10%

Attendance/Participation 15%

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. 2

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.

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 www.siu.edu/emergency/bert.html, 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 3

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 SIU Handbook. <http://www.siu.edu/~policies/policies/conduct.html>

Course Materials:

[CON] = Conley, Dalton. 2008. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. New York, NY: W.W. Norton & Company.

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

TOPICS & READINGS

WEEK 1: Introduction, Chapter 1, & Chapter 2

5/17 HR 1: What is Sociology? What Can It Do for Me?

HR 2: Sociological Imagination

5/18 HR 1: Sociological Theory

HR 2: Measurement & Causality

Readings

Chapter 1: —Sociological Imagination: An Introduction|| [CON, pp. 1-39]

“The Promise,” from *The Practical Skeptic* [RES]

5/19 HR 1: Spuriousness
HR 2: Doing Social Research
Reading

Chapter 2: "Methods" [CON, pp. 41-69]

5/20 HR 1: More Social Research
HR 2: Analyzing data

5/21 HR1: **EXAM 1**

WEEK 2: Culture and Media, Socialization, & Networks and Organizations

5/24 HR 1: What Is Culture?

HR 2: Media

Readings

Chapter 3: "Culture and Media" [CON, pp. 71-111]

"India's Sacred Cow," from *Sociological Footprints* [RES]

5/25 HR1: Socialization
HR2: Social Interaction

Readings

Chapter 4: "Socialization and the Construction of Reality" [CON, pp. 113-147]

"Body Ritual among the Nacirema," from *Society* [RES]

5/26 HR1: Networks
HR2:

Readings

"Anybody's Son Will Do," from *Society* [RES]

“Meanwhile Backstage: Behavior in Public Bathrooms,” from *Sociological Odyssey* [RES]

5/27 HR1: Organizations
HR2: Group Dynamics
Reading

Chapter 5: “Networks and Organizations” [CON, pp. 149-183]

5/28 **EXAM 2**
WEEK 3: Social Control and Deviance; Family; & Religion

6/1 HR1: Social Control
HR2: What Is Deviance?
Group Assignment [DUE 6/8]
Readings

Chapter 6: “Social Control and Deviance” [CON, pp. 185-232]

“On Being Sane in Insane Places,” from *The Practical Skeptic* [RES]

6/2 HR1: Love, Marriage, and Family
HR2: Family in Transition
Readings

Chapter 7: "Family" [CON, pp. 235-277]

"Family in Transition," from *Sociological Footprints* [RES]

6/3 HR1: What Is Religion?
HR2: The Evolution of Faith
Readings

Chapter 9: "Religion" [CON, pp. 321-367]

"Abiding Faith," from *Sociological Odyssey* [RES]

6/4 HR1: Review/Clean-up
EXAM 3
WEEK 4: Gender; Race; Stratification

6/7 HR1: Issues of Gender
HR2: Gender Inequality
Readings

Chapter 12: "Gender" [CON, pp. 447-489]

"Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous

Places for Women?," from *The Practical Skeptic* [RES]

6/8 HR1: What is race? What is ethnicity?
HR2: Status cues and stereotypes
Readings

Chapter 13: “Race” [CON, pp. 491-539]

“Racial Formations,” from *Sociological Footprints* [RES]

“Should We Generalize about People?,” from *Ten Questions* [RES]

6/9 HR1: Stratification
HR2: Inequality
Reading

Chapter 14: —Stratification|| [CON, pp. 541-579]

6/10 HR1: Social Class
HR2: Social Mobility
Reading

“The Uses of Poverty: The Poor Pay All” from *Society* [RES]

6/11 **FINAL EXAM**