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Lecture: **Parkinson 124**, T+TH, 9:00AM-9:50 AM
Office Hours: TUs+THs, 11:00AM-1:00PM, +
 3:30PM-4:30PM,
 and by appointment

Discussion Sections: THs + Fs (times and locations vary)
TAs: Yuniro Kawashima, Sarah Pitcher, & Debaleena Ghosh

Introduction to Sociology

"The study of Sociology ... is an effort to understand ourselves in the hope that self-enlightenment will lead to improved lives."

Anthony Giddens

COURSE DESCRIPTION

This course is an introductory survey on the discipline of sociology. It is intended to give students a broad understanding of group dynamics, social institutions / processes, social inequalities, and social change. The basic objective of this course is to explore sociological concepts, theories, and principles of interpretation.

There are two lectures and a discussion section each week. You are expected to keep up with the reading material.

Attendance at lectures, sections, and films (if scheduled) is required.

Course Agenda

- To gain basic knowledge of social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and social institutions in society (e.g., the family, religion, and the state)
- To become acquainted with some of the theoretical paradigms and explanatory arguments in the discipline.
- To apply sociological arguments to contemporary events and / or personal experience.
- To explore cultural, class, religious, and other differences within and between societies.

Course Goals

- To facilitate the development of critical and theoretical "thinking" about the relationship between personal experiences, social conditions, and the social processes through which these are constituted.
- To question the taken-for-granted assumptions connected to social condition.
- To (re)activate our sociological imaginations in challenging ways.

COURSE SCHEDULE

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|-----------------------------|---|
| • First Day of Class: 08/23 | • Number of Discussion/Lectures: 30 |
| • Last Day of Class: 12/08 | • Number of Holidays: 2 (10/11, 11/24) |
| • Final Exam Day: 12/14 | • Number of Absences Allowed without Penalty: 3 |

TEXTS / READINGS

Required (Available at the University Bookstore)

- *Essentials of Sociology (EOS)*, 3rd edition (2011) by Anthony Giddens, Mitchel Duneier, Richard Appelbaum, and Deborah Carr

Supplementary Readings (Available on Blackboard)

- Selections from *Sociological Footprints (SF)* (2010) by Leonard Cargan and Jeanne H. Ballantine, editors.
- Selection from *Sociological Odyssey (SO)* (2010) by Patricia Adler and Peter Adler, editors.
- Selections from *Understanding Society: An Introductory Reader (US)* (2009) by Margaret L. Andersen, Kim A. Logio, and Howard F. Taylor, editors.

NOTE: Additional readings for this course MAY be assigned throughout the semester. These will be provided to you.

COURSE REQUIREMENTS**I. Class / Section Attendance / Participation (50 points) (16%)**

Attendance at lectures, sections, and films (if scheduled) is required.

You can accumulate up to 50 points for the entire semester, depending on your attendance and participation rate in your Discussion Section. To ensure accurate reward for your presence in Discussion Sections, you will receive a score every time you attend. Attendance counts for **30 points**. Participation counts for **20 points**.

This course requirement is worth **16%** of your grade.

NOTE: For every **4 absences** your **Final Grade** for the course will be downgraded a **Full Grade**. Absences include medical, family, and work emergencies.

You are expected to engage with the course material, to actively participate in the learning process. Discussion in the classroom facilitates the learning process. Asking questions, therefore, plays an important role in what you learn. "Questioning involves speculating about possibilities both real and unreal, given and hypothetical." Good "questions are designed to probe, to find something that is *not* already there, to discover relationships and possibilities that are not given. ... By posing questions [*you*] want answered," you will invest yourself "more fully and care more deeply" about the subject matter (Bowker 2010: 129, 133).

"Inquiry is liberating" for it helps us "formulate[] our perspective on the world and transforms [us] in the process" (Deluty 2010: 137).

Your class participation in the form of your directed inquiries plays an important role in what you learn. Come prepared to ask questions during the class period. Bring your discoveries, identified contradictions, and / or your perspective on the readings to our get-togethers. As you engage with the course material, work to formulate questions for you to bring to class. Develop your questions: 1) After a good-faith reading of the material; 2) based on concepts, arguments, and assumptions in a particular reading; 3) on a "critical" evaluation of the latter components; and/or 4) on the connections between and within weekly readings.

I mention the issue of participation not to intimidate you but rather because I feel dialogue is conducive to the learning process. My role as an instructor is to stimulate the (further) development of "critical thinking." An important element to such development or practice is a question-centered approach to the learning process itself.

II. Examinations (250 points) (84%)

3 in-class Exams (90 points, 30 ea.)
2 Essay Exams (60 points, 30 ea.)
1 Final (100 points)

You will be taking 3 in-class Exams and a Final. All in-class exams will be multiple-choice, and true and false. The first 3 Exams count **30 points** each. The Final counts **100 points**.

You will also have to submit 2 take-home Essay Exams (EEs). Each EE counts **30 points**. This course requirement entails answering a set of questions based on course lectures, readings, and discussions. EEs are 4-5 pp. in length.

This course requirement makes up about **84%** of your grade.

Guidelines for EEs

EEs should be double-spaced, standard sociological journal format (1.25 margins), page numbered, and typed. Please **ONLY** use the last four (4) digits of your Dawg # on the upper right corner of the first page to identify your work when submitting these.

This course requirement is intended to provide you with an opportunity to further develop your analytical and writing skills. Your examinations should reflect a critical and sociological analysis of examined topics. These assignments should also reflect **critical thinking** ability. Critical thinking entails a willingness "to ask any question, no matter how difficult; to be open to any answer that is supported by reason and evidence; and to openly confront one's biases and prejudices when they get in the way" (Appelbaum and Chambliss 1995:4). "Critical" writing, moreover, reflects a concise understanding of a theme, idea, or concept, and also offers critical evaluation and/or (when possible) an alternative or more nuanced interpretation to material content.

Be sure to also reference the reading materials on your answers. Attach a bibliography of the referenced material to each of your **EEs** too.

The following are the Exam (Due) Dates:

EE 1:	(9/15)	In-class Exam 3:	(11/10)
In-class Exam 1:	(9/22)	EE 2:	(12/01)
In-class Exam 2:	(10/13)	Final:	(12/14)

See also course schedule below for Exam Dates.

All in-class Examinations, EEs, and the Final need to be taken in order to PASS this course.

IMPORTANT INFORMATION:

- **Morris Library:** You will benefit from your University experience if you choose to take advantage of the services the Morris Library has to offer. The following are potential resources for you to take advantage of:
 - **Research Resources** at <http://www.lib.siu.edu/departments/distance/researchresources/view?searchterm=research%20resources>
 - **Library Instruction** at <http://www.lib.siu.edu/departments/instruction>
- **Good Writing:** Should you require help with your writing feel free to stop by my office. I shall be providing some tips on good writing, but in the mean time you may want to consult the following resource first:
 - The *Writing Center* at <http://write.siu.edu/>.
- **Academic Success:** Should you want guidance in achieving your best the following services are available to you:
 - **Saluki First Year** at www.FirstYear.siu.edu
 - **Student Support Services** at <http://triestudentsupport.siu.edu/>
 - **Center for Academic Success** at <http://success.siu.edu/cas/>
- **Well-being:** Stressed, homesick, or overwhelmed? SIU cares! You may contact Saluki Cares for help and referrals at www.salukicare.siu.edu
- **Academic Integrity / Student Conduct:** Plagiarism of any type or academic dishonesty will **NOT** be tolerated and will result in disciplinary action. Students are also expected to abide by Student Code of Conduct.
 - See <http://policies.siu.edu/policies/conduct.html> for info on Academic Dishonesty, Student Code of Conduct, and Academic Dishonesty Procedures.
- **Incompletes:** Incompletes need to be formally requested by the student and officially approved by me. No Incompletes will be granted on account of poor performance and/or after the end of the term.
- **Classroom Conduct:** No disruptive, distracting, or demeaning behavior will be tolerated in this class. Additionally, texting, recording of any type, ringing, and surfing the net are strictly prohibited during the Lecture/Discussion period. If your cell phone must be on for medical, childcare, or other reasons, please set it on vibrate. Should I need to remind you about Classroom Conduct more than twice, your final grade will be downgraded a letter grade – no exceptions!
- **Acknowledging Differences:** During the course of the semester we will have the opportunity to share thoughts, opinions, and beliefs about our life experiences as we try to illuminate the sociological perspective. Differences in outlooks will inevitably surface as we share our points of view. Let us recognize and acknowledge such differences as an opportunity to critically come to terms with the complex organization of social life. Most importantly, let us respect such differences. While the critical appraisal of difference is part of the course in the exchange of ideas, such an opportunity should not be conceived as an occasion to dismiss or put someone down.
- **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, available on BERT's website at www.bert.siu.edu, the Department of Safety's website www.dps.siu.edu (disaster drop down), and in Emergency Response Guideline pamphlets. 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.

- **Statement for Disability Students:** Special accommodations may be arranged for disability students. I encourage you to contact me at the end of lecture or during my office hours to discuss accommodation-related matters. See <http://disabilityservices.siuc.edu/> for related info on Disability Support Services.
- **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.

OUTLINE OF COURSE EXPLORATIONS

<<COURSE AND CLASSROOM INTRODUCTIONS; PEDAGOGY; AND THE SOCIOLOGICAL PERSPECTIVE>>

Week I (8/23, 8/25, 8/30)	<p><i>Sociological Thinking, Theories, and Methods</i> EOS, Chapter 1 Reading Supplements:</p> <ul style="list-style-type: none"> • <i>Pedagogy of the Oppressed</i>, Chapter 2 (2002), by Paulo Freire (Available on Blackboard) • “The Promise of Sociology” (1987) by C. Wright Mills (Available on Blackboard) • “What should Students Understand After Taking Introduction to Sociology” by Caroline Hodges Persell, Kathryn M. Pfeiffer, and Ali Syed, from SF
Week II (9/01, 9/06)	<p><i>Culture: Our Way of Life</i> EOS, Chapter 2 Reading Supplements:</p> <ul style="list-style-type: none"> • “Culture Matters: Diversity in the United states and its Implications” by Michael Jindra, from SF
Week III (9/08, 9/13)	<p><i>Socialization and the Life Course</i> EOS, Chapter 3 Reading Supplements:</p> <ul style="list-style-type: none"> • “Becoming ‘Boys,’ ‘Men,’ ‘Guys,’ and ‘Dudes’” by Clyde W. Franklin II, from SF
Week IV (9/15, 9/20)	<p><i>Social Interaction and the Social Self</i> EOS, Chapter 4 Reading Supplement:</p> <ul style="list-style-type: none"> • “The Engagement Proposal as Performance” by David Schweingruber, Sine Anahita, and Nancy Berns, from SO <p>Dues: EE 1, 9/15</p>

<<SOCIAL GROUP DYNAMICS>>

Week V (9/22, 9/27)	<p><i>Groups, Networks, and Organizations</i> EOS, Chapter 5 Reading Supplement:</p> <ul style="list-style-type: none"> • “Cliques Dynamics” by Patricia Adler and Peter Adler, from US • “Characteristics of Bureaucracy” by Max Weber, from SF <p>Dues: Exam 1, 9/22</p>
Week VI (9/29, 10/04)	<p><i>Deviance, Conformity, and Crime</i> EOS, Chapter 6 Reading Supplement: “The Social Functions of Crime” by Emile Durkheim, from US</p>

<<SOCIAL INEQUALITIES>>

Week VII (10/06, 10/13)	<i>Class Stratification / Inequality</i> EOS, Chapter 7 Dues: Exam 2, 10/13
Week VIII (10/18, 10/20)	<i>Global Inequality</i> EOS, Chapter 8 Reading Supplement: <ul style="list-style-type: none"> • “The Garment Industry in the Restructuring Global Economy” by Edna Bonacih, Lucie Cheng, Norma Chinchilla, Nora Hamilton, and Paul Ong, from US. • “The Nanny Chain” by Arlie Russell Hochschild, form US
Week IX (10/25, 10/27)	<i>Gender Inequality</i> EOS, Chapter 9
Week X (11/01, 11/03)	<i>Racial Inequality</i> EOS, Chapter 10 Reading Supplement: <ul style="list-style-type: none"> • “The Problem of Racial/ethnic Inequality” by James Crone, from SF

<<SOCIAL INSTITUTIONS>>

Week XI (11/08)	<i>The Family</i> EOS, Chapter 11
Week XII (11/10, 11/15)	<i>Education and Religion</i> EOS, Chapter 12 Reading Supplement: <ul style="list-style-type: none"> • “Learning the Student Role: Kindergarten as Academic Boot Camp” by Harry L. Gracey, from SF Dues: Exam 3, 11/10
Week XIII (11/17, 11/22)	<i>Politics and Economy</i> EOS, Chapter 13 Reading Supplement: <ul style="list-style-type: none"> • “The Power Elite” by C. Wright Mills, from US

<<SOCIAL CHANGE>>

Week XIV (11/29, 12/01)	<i>Urbanization, Population, and the Environment</i> EOS, Chapter 15 Dues: EE 2, 12/01
Week XV (12/06, 12/08)	<i>Globalization</i> EOS, Chapter 16
FINAL (12/14)	<i>Final Exam</i> (At Parkinson 124, 3:10PM-5:10PM)

A COMMENTARY ON TEACHING

“[T]eaching [is] a revolutionary act... Learning and teaching are complex, endlessly fascinating collaborations. [A teacher can] learn enormous amounts from the students ... [Students are] colleagues and companions on an intellectual, potentially life-changing journey.... [Good goals for teaching] include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live” (Foran 2003:02).

A COMMENTARY ON OFFICE HOURS / CLASS SECTIONS

“Dialogue with the people is radically necessary to every authentic revolution.”

Paulo Freire

I encourage you to attend office hours and class sections. The TAs and I are available to address any concerns or issues connected to your academic experience. Please feel free to talk to us about the subject matter or assignments. You will do well in this course if you are prepared to study hard. Taking advantage of a more “accessible” setting either during office hours or class sections may help your learning efforts. We are available to address your issues, questions, concerns, ideas, or discoveries. We are interested in your reactions, responses, views, or perceptions. Part of the learning process requires meaningful dialogue between the teaching staff and the student. Therefore, your individual feedback is important and your thoughts, ideas, perceptions, concerns, questions, or doubts are essential to the learning process itself.

FILMS & GUEST LECTURES

(To be announced, if scheduled)

References

- Appelbaum, Richard and William J. Chambliss. 1995. *Sociology*. New York: HarperCollins College Publishers.
- Bowker, Matthew H. 2010. “Teaching Students to Ask Questions Instead of Answering Them.” *Thought and Action* 26: 127-134.
- Deluty, Evelyn W. 2010. “Asking Questions: Cultivating the Habit of Inquiry.” *Thought and Action* 26: 135-137.
- Foran, John. 2003. Syllabus for Sociology 130ST, *Radical Social Change from Chile to Chiapas*, at UCSB, Summer Sessions.