

Introduction to Sociology SOC 108, Fall 2011, Section 17

Instructor:	Luke Norris	Class Location:	Engineering Bldg A 219
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Overview

In this mixed format class involving lectures, videos, small group work, and class discussions, students will be introduced to the major concepts and ideas that sociologists use as they study the social world. By the end of the term, the sociology department expects 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 state); (b) summarize theoretical or explanatory arguments in sociology; (c) apply these arguments to contemporary events or personal experience; and (d) display knowledge of cultural, class, religious, and other differences within and between societies. Students will also develop an understanding of the methods that sociologists use to answer their research questions and how to conduct basic analyses of data. Students will gain this knowledge from lectures and through course readings, writing, group-work, practical applications using real data, and critical discussions. The course will help students develop and appreciate the skill of using the *sociological imagination*.

Required Material

1. Conley, Dalton. 2011. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. 2nd ed. New York: W.W. Norton & Company.

Course Website: <http://www.wwnorton.com/college/soc/you-may-ask-yourself2/welcome.aspx>

2. *Wadsworth Classic Readings in Sociology*. 2011. 5th ed. Belmont, CA: Wadsworth Publishing.

3. Supplementary readings will also be provided as PDFs on Blackboard.

***Copies of the textbook and reader are on reserve at the library for hourly checkout. ***

Course and University Policies

Make-up examinations may consist of all essay questions or an alternate set of multiple-choice questions and will be given only to students with excused absences and who notified me prior to the examination.

Student Conduct Code: 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.

Website: <http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf>

Classroom behavior: Please be on time, turn off cell phones (unless you are on call then put them on vibrate), and do not engage in distracting & disrespectful behavior such as chatting, sleeping, leaving early, newspaper reading, doing suduko/crossword puzzles, and other course work. The professor reserves the right to report and remove students who continually engage in these behaviors.

Reasonable accommodations will be available to students with disabilities. In order to take advantage of available accommodations, students must contact the SIU Disability Support Services (DSS) and then submit to me written documentation of the disability and necessary accommodations by the second week of the semester.

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

Class discussions should take place within a context of academic inquiry (you are here to learn) and in the spirit of understanding diverse perspectives and experiences. Students should not make negative comments about fellow classmates; demean, devalue or put down people for their experiences, backgrounds, and statements; nor show general signs of disrespect for the course, instructor or other students. If any student feels attacked, harassed, or otherwise disrespected, for any reason, that student is encouraged to set up a confidential meeting with the instructor.

Grades: It is the student's responsibility to track his/her performance in this course. If for some reason the total available points changes (up or down) due the addition or omission of an assignment, grades will be determined in terms of percentage of the new total possible points.

Grading of the exams is purely objective. Grading of the homework and special activities will involve both objective and subjective assessments. All work will be evaluated in terms of accuracy (if relevant), effort, sophistication, clarity, and completeness.

Total available points	=	1000
90% or more (900 or more)	=	A
80-89% (800-899)	=	B
70-79% (700-799)	=	C
60-69% (600-699)	=	D
59% or less (599 or less)	=	F

The instructor reserves the right to assign additional work of any nature if it becomes apparent that students are not actively engaged in the material or need additional practice. Course grading will be adjusted accordingly. That said, there are no opportunities for “extra credit”; instead, take advantage of the numerous opportunities for actual credit (that is, complete all special activities, attend class, participate, and work hard, and see me if you need help of any sort.)

Grading Criteria: The final course grade will be determined based on the following criteria:

Attendance	= 5%	Exam 1	= 12%
Participation	= 5%	Exam 2	= 14%
Paper	= 15%	Exam 3	= 16%
Quizzes	= 15%	Final Exam	= 18%

Attendance (5%): It is expected that you will attend all class meetings and arrive before class begins. If you expect that regular attendance and promptness to class will be a problem, please notify me immediately. If you are involved in university-sponsored or sanctioned events (i.e., athletics, academic conferences and/or competitions) and you will miss class because of such obligations, you will need to provide me with formal documentation listing the dates you will be absent. Also, if you must miss class due to severe illness or a death in the family, you must provide me with formal documentation of the event (i.e., doctor’s note or funeral program with your name listed clearly and legibly on the document). I will only grant excused absences for such events if respective forms of documentation are received.

Attendance will be recorded using a sign-in sheet. Anyone signing the attendance sheet for someone else will be guilty of academic dishonesty and will be dealt with accordingly. It is your responsibility to record your attendance for each class period. If you fail to sign the attendance sheet at the beginning of class, please notify me immediately after class to sign it. If your name is not present on the sign-in sheet, you will be marked absent from class for that meeting.

Absences will influence your FINAL grade as follows:

0-3 absences: no penalty

4-6 absences: 5% penalty

6-9 absences: 10% penalty

10+ absences: **Automatic Failure** of the course

If you have ANY questions regarding this policy, please bring such questions to my attention immediately.

You are solely responsible for learning the information in this course. There is a positive relationship between class attendance and final grades: if you attend class on a regular basis, you are more likely to do well in the class. You are responsible for all notes and assignments missed as a result of class absences. My notes are off limits. Being absent from class does not excuse you from adhering to deadlines for homework, projects, in-class activities or quizzes.

Participation (5%): Come to class prepared, having read the materials with a few questions or comments to share with the class for discussion. Your participation grade will not be based simply upon your appearance in class or on your frequency of comments but also upon the *quality* of your

comments and your active participation in class. For example, bringing up a point from the reading that was unclear or critiquing an argument in the reading is more involved (and of more quality) than merely reciting descriptive information from the text. Additionally, quality listening skills are important to the class -- I value the ability to build discussion with other class members, value others' opinions, and exhibit respect for one another in the classroom.

Paper (15%): A major portion of your grade in this class will come from a sociological research paper. The topic of this paper must focus on a sociologically significant topic. The paper must be four to five pages in length, double-spaced, one-inch margins, Times New Roman font, and formatted in ASA style. In addition, the paper must include at least three scholarly sources from academic journals or books, a title page, and a references page. This paper will be explained in greater detail during the first few weeks of class meetings.

Quizzes (15%): The quizzes will consist of multi-choice, true/false, and short answer questions. There will be eight quizzes offered during the semester. The quiz questions will pertain to the most recent weeks readings, lectures, and discussion topics. Many of the concepts used in quiz questions will also be used in drafting exam questions; therefore, doing well on the quizzes will greatly improve your ability to do well on the exams.

Examinations (60%): The examinations will consist of multi choice, true/false, and short answer 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.

Emergency Procedures: Southern Illinois University Carbondale is committed to providing a safe and health 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, Department of Safety's website www.dps.siu.edu (disaster drop down), and in Emergency Response Guideline 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.

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.

Tentative Course Schedule

Week 1: Introduction, Syllabus, and Theory

- 08/22: Welcome; Discuss Syllabus; Why are you here?; *Pulp Fiction* Clip
- 08/24: The True Costs of College; Social Institutions; Introduction to Sociological Theory; **Conley** - Chapter 1: Sociological Imagination Pp. 1-39
- 08/26: Continue Theory; Related Disciplines; **Readings 1, 2 & 3** – Mills' *Sociological Imagination*, Berger's *Welcome to Sociology*, Marx and Engels' *Manifesto of the Communist Party* Pp. 1-18

Week 2: Methods

- 08/29: Methods of Social Research; Elements of Sociological Research; **Conley** – Chapter 2: Methods Pp. 40-69
- 08/31: Types of Data Collection; Qualitative and Quantitative Methodology; Ethical Issues in Research
- 09/02: Summary of Theory and Methods; **Quiz 1**

Week 3: Culture & Media

- 09/05: LABOR DAY – NO CLASS
- 09/07: Culture; Definitions and Types of Culture; **Conley** – Chapter 3: Media and Culture Pp. 71-109
- 09/09: Media and Popular Culture; *Dove Beauty Campaign* Clip; **Readings 4 & 5** – Miner's *Body Ritual of the Nacirema* Pp. 19-23 & Wells-Barnett's *Lynch Law in America* Pp. 24-29

Week 4: Socialization

- 09/12: The Process of Socialization; Theories of Socialization; **Conley** – Chapter 4: Socialization and the Construction of Reality Pp. 110-141
- 09/14: Agents of Socialization; Social Interaction; Gender Roles; **Readings 6 & 7** – Mead's *The Self* & Goffman's *The Presentation of Self* Pp. 30-44
- 09/16: The Social Construction of Reality; **Quiz 2; Review for Exam 1**

Week 5: Groups & Networks

- 09/19: **Exam 1**
- 09/21: Social Groups; Individual and Social Groups; **Conley** – Chapter 5: Groups and Networks Pp. 142-175
- 09/23: Networks and Society; Social Capital; Network Analysis; Organizations; *Six Degrees of Separation* Exercise

Week 6: Crime, Deviance & Social Control

- 09/26: What is Social Deviance?; Theoretical Approaches to Deviance; **Conley** – Chapter 6: Social Control and Crime Pp.176-223

09/28: Crime, Criminal Justice & Criminology; Types of Crime; Crime Reduction; **Reading 8 & 9** – Durkheim’s *The Normality of Crime* & Rosenhan’s *On Being Sane in Insane Places* Pp. 45-56

09/30: **Quiz 3**

Week 7: Stratification

10/03: Views of Inequality; Standards of Equality; **Conley** – Chapter 7: Stratification Pp. 226-262

10/05: Forms of Stratification; Contemporary Stratification in America; **Reading 10** – Gans’ *The Uses of Poverty: The Poor Pay All* Pp. 57-62

10/07: *Stratification Monopoly* Exercise

Week 8: Gender

10/10: FALL BREAK – NO CLASS

10/12: The Concept of Gender; Sex as a Process; Gender Differences; Patriarchy; Theories of Gender; **Conley** – Chapter 8: Gender 264-305

10/14; Sexualities; The Social Construction of Sexuality; Sexism; **Reading 12** – Gilman’s *Women and Economics* Pp. 68-79; McIntosh’s – *Unpacking the Invisible Knapsack* (Blackboard PDF); **Quiz 4; Review for Exam 2**

Week 9: Race

10/17: **Exam 2**

10/19: The Myth of Race; The Concept of Race and Its Evolution; Racial Realities; **Conley** – Chapter 9: Race Pp. 306-353

10/21: Movie – *Race: The Power of an Illusion, Episode 1: The Difference Between Us*

Week 10: Race

10/24: Race vs. Ethnicity; Ethnic Groups in the United States; White Privilege **Reading 11** -- Du Bois’ *The Souls of Black Folks* Pp. 63-67

10/26: Minority-Majority group Relations; Color-Blind Racism; Racial Conflict; Prejudice vs. Discrimination; The Future of Race; **Sociology of Music Paper Prompt**

10/28: **Quiz 5**

Week 11: Poverty, Health & Society

10/31: The Culture of Poverty; Few Rich and Many Poor; Poverty in the United States; **Conley** – Chapter 10: Poverty Pp.354-385 & Chapter 11: Health and Society Pp. 387-424

11/02: Medical Sociology; The Social Construction of Illness; The United States Health Care System; The Sociology of Mental Health; Global Health; **Reading 13** – Mills’ *The Power Elite* Pp. 80-85

11/04: Movie – *Food Inc.*

Week 12: Family

11/07: Family Forms and Changes; The Public/Private Divide on the Family; Family and Work; Feminist Visions of the Family; **Conley** – Chapter 12: Family Pp. 426-467

11/09: Domestic Abuse; The Second Shift; Inequalities of American Families; Inequalities in the Home; The Future of Families; *Family in Transition* (Blackboard PDF); **Quiz 6; Review for Exam 3; Sociology of Music Paper Due**

11/11: VETERANS DAY – NO CLASS

Week 13: Education

11/14: **Exam 3**

11/16: Functions of Learning; The Importance of Schools; A View Inside Schools; **Conley** – Chapter 13: Education Pp. 468-509

11/18: Higher Education; Inequalities in Education; **Reading 14** – Kozol’s *Savage Inequalities* Pp. 86-92

Week 14: Film & Thanksgiving Vacation

11/21: Movie – Milgram’s *Obedience*; **Quiz 7**

11/23: THANKSGIVING VACATION – NO CLASS

11/25: THANKSGIVING VACATION – NO CLASS

Week 15: The Economy, Politics & Government

11/28: The History of Capitalism; Theories of Capitalism; Recent Changes in Capitalism; The Corporate Economy; **Conley** – Chapter 14: Capitalism and the Economy Pp. 510-543

11/30: Types of Legitimate Authority; Obedience to Control; Authority, Legitimacy & the State; Radical Power & Persuasion; **Conley** – Chapter 15: Authority and the State Pp. 544-580

12/02: Video – *Capitalism: A Love Story*

Week 16: Religion

12/05: What is Religion?; Theoretical Perspectives on Religion; Religiosity in the United States; **Conley** – Chapter 16: Religion Pp. 582-627

12/07: Religion and the Social Landscape; The Commercialization of Religion; Popular Religious Forms; **Reading 15** – Weber’s *The Protestant Ethic and the Spirit of Capitalism* Pp. 93-98; *Abiding Faith* (Blackboard PDF)

12/09: Concluding Remarks; **Quiz 8; Review for Final Exam**

***Final Exam on Monday, December 12th from 12:50-2:50pm in Engineering Building A 219. ***

“Neither the life of an individual nor the history of a society can be understood without understanding both.”

– C. Wright Mills (1959), *The Sociological Imagination*