

Introduction to Sociology

SOC 108, Fall 2009, Section 3

Class Location: Agriculture Building 102 (Ag 102), Class Schedule: MWF 10:00- 10:50 a

Professor: Muhammed Asadi

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Office Hours: M 12:00-1:30pm, T 1:00-3:00pm, W 12:00-1:00pm, Th: 12:00p-2pm and by appointment

The Field

Sociology is the scientific study of society. It examines the ways in which society is structured, and the factors that contribute to its stability, conflict and eventual change. It includes study of both micro processes through which we make sense of the world in which we live as individuals and members of intimate groups, and macro structures in which we participate as students, professors, employees, employers, and citizens or powerful decision makers. It also studies how your identity develops, how you come to see yourself and the world.

Course Objectives

This course is designed to examine the basic components of society that together form the social structure. We will examine in detail culture, socialization, social institutions and social organization. The primary goal of this class is to help students learn about the society in which they live within a wider global context and the more micro 'personal world' of everyday lives. We will discuss social issues beyond what the media reports with the aim of achieving wider understanding of the world and what the future might hold. For the purpose of teaching, I will use a combination of lecture/discussions and we might do some group work.

As part of this class, we will also be developing models based on core concepts discussed in your textbook. These summarizing models will help you master the concepts so that you can apply them to everyday events in order to better understand your society and the world. They will also help you understand how micro processes translate into macro structures, as the work of construction builders translates into a structure of a building. My expectation is that you will be able to develop and utilize critical reading, thinking and writing skills, which challenge common assumptions found in popular culture and be able to demonstrate sound scientific/logical reasoning for your conclusions.

At the end of this class, I expect students to be comfortable with

- Basic sociological concepts used in social analysis
- Basic theoretical paradigms in sociological analysis
- An ability to work with sociological concepts and paradigms to understand and explain current issues.

Core Curriculum

As part of the Core Curriculum at the university, the following goals should be kept in mind while pursuing this course:

- Understand human behavior as it is expressed individually and in groups.
- Promote thoughtful citizenship by offering ways to understand and respond to differences and harmonies in the human personality and in social groups.

- Introduce students to the fundamental principles of inquiry and analysis that inform a social and behavioral science perspective.
 - (Southern Illinois University, Core Curriculum Goals for the social sciences, <http://www.siu.edu/%7Ecorecurr/areagoals.html> , retrieved 9/1/08)

Core Curriculum Learning Objectives:

Upon successful completion of this course, students will be able to: (1) Demonstrate knowledge of basic sociological concepts about social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and institutions (e.g., the family, religion, and the state) ; (2) Summarize theoretical or explanatory arguments in sociology; (3) Apply these arguments to contemporary events and/or personal experiences; And (4) Display knowledge of cultural, class, religious, and other differences within and between societies.

Course Material:

Required Text Book: Neubeck, Kenneth J & David Silfen Glasberg. Sociology: Diversity, Conflict & Change. 2005. Mc Graw Hill. ISBN: 0-07-250476-5 (Inexpensive used copies are available online)

Supplementary Book: Mills, C. Wright. The Sociological Imagination. 1959. Oxford University Press. ISBN: 0195133730 (Note: Chapters 1, 9, 10, & Appendix are required readings). I highly recommend that you purchase this book for future reference as well regardless of what your major might be.

Course Policies:

- Attendance is mandatory. The course is not taught or tested merely from the textbook. Therefore, attendance is crucial to your ability to achieve success in this course. It is vital that your attendance remains in good standing in order to pass the course. You are allowed a maximum of two unexcused absences.
- I expect you to read the text section assigned for the class before the class for relevant participation. The chapters listed are (reading) homework and should be completed as such before the class.
- Grade scale:
 - 90% or more gets an A
 - 80% to 89% gets a B
 - 70% to 79% gets a C
 - 61% to 69% gets a D
 - Those getting below 61% get an F
- Class Format: The class will be a mix of lecture material and group discussions. My hope is that you all are eager to participate in class discussions. Many of the issues we will be discussing will challenge common perspectives, and should be interesting. Issues will be discussed from a sociological perspective and not a Republican, Democrat, Conservative or Liberal perspective.
- Course Expectations: You are responsible for all course material. Anything being discussed in the course can be used for testing purposes. This includes lectures, class discussions, and student presentations.
- Exams: There will be three exams, the first two (multiple-choice) worth 25% of the grade each. The final exam (multiple-choice) will be worth 45% of the grade. Surprise quizzes, class

participation/discussion etc. will be 5% of the grade. There will also be an opportunity for a 3% extra credit (see below for details). It is mandatory that you be present for the exams. I will not give a makeup exam without an extremely valid explanation for not being able to take the test when scheduled (a doctor's written excuse is such an example). The alternative to a missed test without a valid excuse usually involves a 15-page double-spaced take-home essay paper, or a score of "0". If you have a time conflict with the tests, please let me know in advance so the matter can be dealt with without complications later.

- **Extra Credit:** A 3 percent extra credit is available to any student who does a three page (double spaced) typed, book report on any book that he or she reads other than the texts prescribed. The report is to be turned in by April 15th. The book must be properly credited and cited as well as a list of sociological themes must be clearly highlighted in the summary report.
- **Cheating and Plagiarism:** Regarding my policy for cheating and plagiarism; any student caught cheating or plagiarizing will receive an "F" for the course.
- **Pagers and Phones:** Please turn these items off to minimize disruptions.
- **Special Needs:** If you require special learning needs because of any disability, please see me as soon as possible.
- **Assessment:** You will have the opportunity to assess the quality of teaching as it relates to your overall learning in this course, in the class period after every exam (except the Final). This is in addition to the teacher evaluation at the end of the semester.

Please Note: This is a tentative schedule which might be subject to change. I will consult with you (the students) and inform you in a timely manner about any changes we make. The subject matter of this course makes it a unique learning experience, for some of you it might define your career choice. I hope you enjoy your introduction to sociology!

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 the BERT'S website at 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.

Tentative Course Schedule

Instructor reserves the right to alter this schedule in consultation with the students

Week, Date Assignments/Tests Chapter(s)

Week 1: The Sociological Imagination

M 1/12, W 1/14, F 1/16

Neubeck, Chapter 1, Pages 3-21

Mills, Chapter 1. The Promise

Week 2: Research Methods

M1/19 (No Class) W 1/21 & F 1/23

Neubeck, Chapter 2, Pages 22-42

Week 3: Macro Social Structures

M 1/26, W 1/28, F 1/30

Neubeck, Chapter 3, Pages 44-78

Week 4: Micro Social Structures

M 2/02, W 1/04, F 2/06

Neubeck, Chapter 4, Pages 80-109

Week 5: 1. Exam over Chapters 1-4, & Mills Chapter 1. (M 2/09)

2. Culture (W 2/11, F 2/13)

Neubeck, Chapter 5, Pages 110-139

Web Article, Herman, *Media Propaganda Model* (<http://asadi.95mb.com/asadi>)

Can be accessed through <http://www.asadi.org>, see bar on left under same title.

Week 6: Socialization & Inequality

M 2/16, W 2/18, F 2/20

Neubeck, Chapter 6, Pages 142-181

Neubeck, Chapter 7, Pages 184-199

Week 7: Deviance & Crime

M 2/23, W 2/25, F 2/27

Neubeck, Chapter 9, Pages 254-290 + Video

Week 8: Social Change & Social Movements

M 3/2, W 3/4 -Neubeck, Chapter 10, Pages 292-327

F 3/6-Exam over Chapters 5, 6, 7, 9, 10

Week 9: Spring Vacation 3/7 to 3/15.

Week 10: M 3/16, W 3/18, F 3/20

**1. Institutions I:
The State & the Economy**

Neubeck, Chapter 11, Pages 330-362

Mills, Chapter 9. *On Reason & Freedom.*

Week 11: Institutions I continued:

M 3/23, W 3/25, F 3/27

The State & the Economy

Neubeck, Chapter 11, Pages 330-362.

Mills, Chapter 10, On Politics (Read twice before class)

Web Article, Mills, *Power Elite*

(http://www.thirdworldtraveler.com/Book_Excerpts/PowerElite.html)

Can be accessed through, <http://www.asadi.org>, see bar on left under *Power Elite*.

Week 12: Institutions II:

M 3/30, W 4/01, F 4/03

1. **Work-** Neubeck, Chapter 12, Pages 364-385
 2. **Education-** Neubeck, Chapter 13, Pages 398-417
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Week 13: Institutions III:

M 4/06, W 4/08, F 4/10

3. **Health-** Neubeck, Chapter 14, Pages 434-458
 4. **Religion-** Neubeck, Chapter 16, Pages 504-522
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Week 15: Institutions IV:

M 4/13, W 4/15, F 4/17

Families- Neubeck, Chapter 15, Pages 468-501

Week 16-17: Emerging Issues

M 4/20, W 4/22, F 4/24, M 4/27

Neubeck, Chapter 17, Pages 536-573

Mills, Appendix- On Intellectual Craftsmanship

PowerPoint- *The Political Economy of War*

Wrap up, Review, & Final Exam, Chapters 11,12,13,14,16,15,17 & Mills Chapter 9, 10, & Appendix

W 4/29, F 5/1.

Final Exam

Monday May 4, 2009: 65 multiple choice- 45% of your grade