

**SOCIOLOGY 108: INTRODUCTION TO SOCIOLOGY
SPRING 2013: SECTION 17**

Lecture:	Mon., Wed., Fri.: 12:00-12:50
Lecture location:	Lawson 221
Instructor:	Justin A. Martin
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Office Hours:	MWF 9-11 Other times 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 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.

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 creatively about the world around you. There will be three meetings each week. You are expected to attend all scheduled meetings, and you are expected to read all course materials. Exam materials will come from both readings and lectures. The instructor reserves the right to make reasonable revisions to this syllabus as he deems necessary.

Grading Criteria:

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

Attendance / Participation	50 pts. total
Reading Prep Sheets (20 pts. each)	160 pts. total
Exams	<u>200 pts.</u>
	410 total points

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 60% to 69% of the points will earn a "D."

Students who earn less than 60% of the points will earn an "F."

Structured Reading Prep Sheets:

For each day that there is an assigned reading posted to Desire2Learn (D2L) you will read the assigned reading and prepare a set of questions/outside connections based on the readings and your group's role per the Reading Schedule. These readings will be discussed in small groups (to be assigned by the instructor) and each day one group, on a rotating basis, will present the day's reading and facilitate full class discussion. Roles will be assigned to each small group member by the instructor and instructions for fulfilling that role will be provided. Although the readings will be discussed in class as a group, you will be assessed on your individual performance, preparation, and participation. It is vital that you fulfill your role within your group, otherwise, total group performance will deteriorate.

Attendance & Participation:

Beyond merely attending class sessions, you are expected to participate in discussions. Class participation includes reading the course materials 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. Participation points will also include any in-class activities assigned by the instructor. You are allowed three absences before negative consequences to your grade on a prorated basis.

Examinations:

The exams 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 and **NO** exams scheduled outside of class except for **EXTRAORDINARY** circumstances. Additionally, students who fail an exam are strongly encouraged to meet with me to discuss their performance. There are four examinations. The final exam schedule for Finals Week is not a cumulative exam; it is simply the fourth exam and will cover material from the previous unit only.

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 instructor 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 SIU Disability Support Services (DSS) to facilitate requests:

Woody Hall B-150, Carbondale IL 62901, Mail Code: 4705. DSSsiu@siu.edu

Phone: 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 the 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 or and/or combative with other students in the class.

Classroom Decorum:

I have an obligation to maintain a classroom environment that allows students to learn to the best of their abilities. 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. If you cell phone must be on for medical, child care, or other reasons, please set it to silent or vibrate.

Ethical Conduct:

Southern Illinois University 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 encourages 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. Acts of Academic Dishonesty are 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 your instructor or refer to the SIU Handbook, available at: <http://www.siu.edu/~policies/policies/conduct.html>

Required Course Materials:

TEXT = Schaefer, Richard T. 2012. *Sociology Matters*. Fifth Ed. New York: McGraw Hill. 9780073528250

D2L = Additional readings will be announced in class and posted on D2L to be read as assigned and discussed in class

COURSE SCHEDULE

(Subject to change at the discretion of the instructor.)

TOPICS & READINGS

WEEK 1: Introduction & Overview

1/14 Syllabus review
1/16 Lecture: What is sociology
1/18 Lecture: Theory/Methods Introduction

WEEK 2: Theoretical Foundations

TEXT: Pp. 1-20
D2L: None

1/21 No Class – MLK Day
1/23 Lecture: Marx
1/25 Lecture: Weber & Durkheim

WEEK 3: The Science of Sociology

TEXT: Pp. 21-34
D2L: TBA
Reading Schedule A

1/28 Lecture
1/30 Lecture
2/1 D2L Discussion

WEEK 4: Socialization

TEXT: Chapter 2
D2L: Becker, Howie. 1953. "Becoming a Marihuana User." *American Journal of Sociology* 59(3):235-242.
Reading Schedule B

2/4 Lecture
2/6 Film: Secrets of a Wild Child
2/8 D2L Discussion

WEEK 5: Social Groups
TEXT: Chapter 3
D2L: None

2/11 Lecture
2/13 Lecture/Review

2/15 **EXAM ONE**

WEEK 6: Culture
TEXT: Review pp. 37-57
D2L: Cahill, Spencer, et al. 1985. "Meanwhile Backstage: Public Bathrooms and the Interaction Order." *Journal of Contemporary Ethnography* 14(1):33-58.
Reading Schedule C

2/18 Lecture
2/20 Lecture
2/22 D2L Discussion

WEEK 7: Deviance and Social Control
TEXT: Chapter 4
D2L: Adler, Peter and Adler, Patty. 2005. "Self-Injurers as Loners: The Social Organization of Solitary Deviance." *Deviant Behavior* 26:345-378.
Reading Schedule D

2/25 Lecture
2/27 Film: Quiet Rage
3/1 D2L Discussion

Institutions

WEEK 8: Marriage & The Family
TEXT: Chapter 8
D2L: Qian, Zhenchao. 2005. "Breaking the Last Taboo: Interracial Marriage in America." *Contexts* 4(4):33-37.
Reading Schedule A

3/4 Lecture

3/6 **EXAM TWO**
3/9 D2L Discussion

WEEK 9: Spring Break

WEEK 10: Education, Government & Economy

TEXT: Chapter 9

D2L: None

3/18 Lecture

3/20 Film: Declining by Degrees, Pt. 1

3/22 Film: Declining by Degrees, Pt. 2

WEEK 11: The Media

TEXT: No readings

D2L: None

3/25 Lecture

3/27 Film: OutFoxed

3/29 No Class: Good Friday

Inequalities

WEEK 12: Stratification

TEXT: Chapter 5

D2L: Kozol, Jonathan. 1967. "Halls of Darkness: In the Ghetto Schools."

Harvard Educational Review 37(3):379-407.

Reading Schedule B

4/1 Lecture

4/3 Lecture/Film: The Big One

4/5 D2L Discussion

WEEK 13: Racial Inequality

TEXT: Chapter 6

D2L: None

4/8 Lecture

4/10 Film: Race: The Power of an Illusion, Pt. 1

4/12 Film: Race: The Power of an Illusion, Pt. 2

WEEK 14: Sexuality & Gender

TEXT: Chapter 7

D2L: Cahill, Spencer. 1989. "Fashioning Males and Females: Appearance

Management and the Social Reproduction of Gender." *Symbolic Interaction*

12(2):289-298.

Reading Schedule C

4/15 Lecture

4/17 EXAM THREE

4/19 D2L Discussion

WEEK 15: Health & Aging

TEXT: Chapter 10

D2L: Waskul, Dennis and Pamela van der Riet. 2002. "The Abject Embodiment of Cancer Patients: Dignity, Selfhood and the Grotesque Body.:" *Symbolic Interaction* 25(4):487-513.

Reading Schedule D

4/22 Lecture

4/23 Lecture

4/25 D2L Discussion

WEEK 16: Social Movements

TEXT: Chapter 11

D2L: None

4/29 Lecture

5/1 Film: Berkeley in the Sixties

5/3 Review/Wrap Up

FINALS WEEK:

EXAM FOUR 5/8, 12:50-2:50 Lawson 221