

-Syllabus-
Introduction to Sociology (SOC 106)
Developing the Sociological Imagination
The Illinois State University
Spring 2018

INSTRUCTOR

Dr. Richard Sullivan

Office: Schroeder Hall 359

Office Hours: M/W 11-12:00

Lecture: T/R 12:35-1:50 pm Edwards Hall 235

Phone: 438-2408

Email: Sullivan@ilstu.edu

Website: www.RichardSullivan.org

GRADUATE TEACHING ASSISTANT

Paige Dobbins

Email: pdobbin@ilstu.edu

Office: SCH 373

Hours: Tu 9-11; Th 10-12:00 and by appt.

COURSE OBJECTIVES AND OUTLINE

The goal of this course is to provide an overview of the field and to introduce some key sociological concepts and ideas. The primary goal is to teach students to “think sociologically”. This is a challenging enterprise because it requires us to look at our everyday world as if seeing it for the first time, forcing us to critically re-examine behaviors and beliefs we may take for granted. Developing a sociological imagination can be a little uncomfortable at times, but it is also exciting – ideally throughout the course, you will experience a little of each.

The course is divided into three sections: 1) Constructing Reality, 2) The Social Structure and 3) Social Change. In the first part, we will introduce the sociological perspective and discuss how sociologists use it to understand society. We will also examine how social reality is created and how we as individuals are influenced by it. In the second section, we will look at how the social structure affects individuals and groups. We will focus on how inequality is produced and perpetuated through the institutions comprising the social structure. In the last part of the course, we will explore social change and the ways that people influence society. We will come to recognize that although social reality seems to be immutable, it is possible for people to “act back” upon society to change it.

REQUIRED COURSE READINGS

There is one required text available at the ISU Bookstores or online. Several copies will also be placed on reserve in Milner Library. There will also be other required readings:

- Dalton Conley, *You May Ask Yourself: Introduction to Thinking Like a Sociologist*. 5th Ed.
- ReggieNet Readings (denoted RN in syllabus) found on the ReggieNet Course Management System <https://reggienet.illinoisstate.edu>.

GRADES

Course grades are based on weekly online quizzes and three exams (see table below). We will do our best to have grades posted on ReggieNet within a week after they are due. In the event that a student believes there is a mistake pertaining to a grade they receive, they must bring the problem to my attention within seven days after scores are posted. Issues raised after that may not be considered.

ASSIGNMENTS AND GRADING RUBRIC		
Item	Points	Percent of Grade
Quizzes	200	20%
Mid-Term Exam #1	250	25%
Mid-Term Exam #2	250	25%
Final Exam	300	30%
Total	1000	100%

COMPUTING GRADES	
Point Totals	Grade
900-1000	A
800-899	B
700-799	C
600-699	D

Quizzes (ReggieNet)

Thirteen quizzes worth 20 points each will be given via the ReggieNet classroom management system at the end of each week (except exam weeks). They will be posted on Thursday evening and will be available until Sunday at midnight. Quizzes will cover the reading assigned for that week and/or material covered in the weeks' lectures. They will have short time limits so you should read the material prior to starting. Only your best 10 quiz scores will count toward your course grade. This will enable you to miss or "bomb" a quiz without harming your grade. Note: **there will be no opportunities to make up missed quizzes** – even in the event of technological problems with ReggieNet.

If you experience technical issues with ReggieNet, Do not contact the instructor or the TA. Go to ITHelp.IllinoisState.edu or call 438-HELP to submit a support ticket, so issues can be tracked and resolved. When filling out the ticket, include as much information as you can (e.g. course name and section, time the incident occurred, the device and browser you are using, etc.).

Exams

Each exam will be comprised of multiple-choice questions drawn from readings, videos and lectures. Each mid-term exam will cover material from that unit of the course. The Final will be cumulative, but half of the questions will cover material from the last unit of the course.

Attendance

While there is no points for attendance, students are expected to attend lecture. It is my goal to reward students who make attendance a priority with quiz and exam questions and with an occasional opportunity to earn extra for those attending class.

Special Accommodations

Students who need accommodations based on a disability may contact the [Office of Student Access and Accommodation Services](#) (438-5853 or TT/TDD 438-8620) and are encouraged to discuss the specific nature of the accommodations needed with the instructor.

USE OF ELECTRONIC DEVICES

Education researchers have discovered that using personal electronic devices in the classroom negatively affects student learning and grades.¹ Therefore, unless given the expressed permission of the instructor, **all electronic devices are prohibited in this class.** Electronic devices include but are not limited to cell phones, laptop computers, tablet and handheld computers, digital audio and video players and recording devices. All such devices must be turned off or be completely silenced (vibrate modes or alerts that are audible are prohibited), and remain out of sight during class time.

Violations of this policy shall lead to any of the following actions: confiscation of the device for the remainder of the class period, dismissal from the class. For repeat violations: expulsion from remaining lectures, grade penalties and/or referral to the student to Dean of Students Community Rights and Responsibilities for disciplinary action under the Code of Student Conduct.

**A student with a diagnosed disability must present the appropriate paperwork from the Office of Disability Concerns to document the need for use of an electronic device.*

LATE WORK POLICY

- **Under NO circumstances will late quizzes or assignments be accepted. There will be NO opportunity to make up a quiz or assignment.**
- **No make-up exams will be given without a note from the Dean of Students or prior approval from the instructor.**

**If you are involved in University sponsored activities that will result in you missing more than one class, it is your responsibility to contact me within the first week of the semester.*

EXPECTATIONS

Expect to be engaged. Your performance in the class will be enhanced by regular attendance. I expect you to attend every class. It is also important to keep up with all assigned reading. Generally, my lectures will *augment* the readings – do not expect me to summarize them. If you have questions, it is your responsibility to raise them in class or to visit with a Teaching Assistant or myself during our office hours. The more you engage with the material, the instructors and your fellow students, the more you will get out of the course.

Expect to be challenged. One of the central goals in sociology is to challenge taken-for-granted assumptions about the world in which we live. Due to the critical nature of the discipline, sociology is often a contentious enterprise, particularly when questioning our most firmly held beliefs. While you might disagree with some ideas we discuss please

¹ Duncan, D., Hoekstra, A., & Wilcox, B. (2012). Digital devices, distraction, and student Performance: does in-class cell phone use reduce learning? *Astronomy Education Review*, 11, 010108-1, 10.3847/AER2012011.

remember we are here to be challenged. It is a good indication that you are learning if you experience some level of discomfort while in class. Finally, everyone has an opinion, but not all opinions have equal sociological merit or pedagogical value and it is my job to make this determination. Keeping this in mind, we will enjoy a semester filled with lively discussions that result in a richer learning experience for all of us.

Expect to have the Opportunity to Learn. Every student in this class has worked hard to be here and each of you has the right to expect an environment that is conducive to learning. I consider it my first responsibility – particularly in a class this size – to ensure that all students are able to take full advantage of their educational opportunity without interference from other students. **ANY behavior that interferes with the educational opportunity of others will not be tolerated.** Students who engage in disruptive or disrespectful behavior may be asked to leave. The following activities are among those that are expressly prohibited: talking out of turn, cell phone use, texting, web browsing, sleeping (see policy on use of electronic devices above).

Expect to uphold standards of Academic Integrity. Academic honesty is expected in all class-related endeavors. Offenses involving academic dishonesty include, but are not limited to: **any talking or communicating during an exam**, cheating on assignments, quizzes or examinations, computer dishonesty, plagiarism, grade falsification, or collusion, knowingly or unknowingly allowing others to use your work. (see Student Handbook for definitions and University regulations regarding academic dishonesty). All acts of academic dishonesty will be reported to University officials. **The minimum penalty in all instances is receiving no credit on the assignment(s), quiz(ze)s, or exam(s).** The maximum penalty is expulsion from the University.

IMPORTANT DATES TO REMEMBER

Exam #1	Thursday, February 15 th
Exam #2	Thursday, April 5 th
Final Exam	To Be Announced

****I WILL ASSUME STUDENTS ENROLLED IN THIS CLASS HAVE READ, UNDERSTAND, AND ACCEPT THE POLICIES AND EXPECTATIONS OUTLINED IN THE SYLLABUS. ****

Free Tutoring is Available for this Course!

The **Julia N. Visor Academic Center** provides *free* tutoring sessions for this course! To sign up, stop by the Visor Academic Center at **Vrooman 012** or call **(309) 438-7100**. For more information, visit <http://universitycollege.illinoisstate.edu/tutoring/>

COURSE SCHEDULE

	TUESDAY	THURSDAY
Week 1 January 16 & 18	<u>Introduction to Course</u> Read Syllabus Guide to Using ReggieNet	<u>Sociological Imagination</u> Conley Ch. 1 (pp. 3-17; 35-43) C. W. Mills - Sociological Imagination (RN) P. Berger – Invitation to Sociology (RN)
Week 2 January 25 & 27	<u>Tools of the Trade: Theory</u> Conley Ch. 1 (pp. 17-34) Marx, Weber & Durkheim (RN)	<u>Tools of the Trade: Research Methods</u> Conley Ch. 2 Duneier (RN)
Week 3 January 30 & February 1	<u>Social Construction of Reality</u> Conley Ch. 4 (pp.136-149) Goffman (RN)	<u>The Reality of “Constructed” Reality</u> Truman Show Discussion Newman Ch. 3 excerpts (RN)
Week 4 February 6 & 8	<u>Culture</u> Conley Ch. 3 (pp. 77-93) Anderson (RN)	<u>Socialization: Learning Culture</u> Conley Ch. 4 (pp. 117-136) Lorber (RN)
Week 5 February 13 & 15	<u>Summary and Review</u> Rosenhan (RN) Conley Ch. 6 (pp.185-220)	Mid Term EXAM #1
Week 6 February 20 & 22	<u>The Power of Social Structure</u> In class exercise - WAMAYC Newman pp. 24-30; 260-271 (RN)	<u>Institutions and the Social Structure</u> Glassner - <i>The Culture of Fear</i> [Intro + Chs. 2 & 9] (RN)
Week 7 February 27 & March 1	<u>Media as Institution</u> Conley pp.90-109 Marger (RN)	<u>Education as Institution</u> Conley Ch. 13 Arum and Roksa – Academically Adrift , excerpt (RN)
Week 8 March 6 & 8	<u>Capitalism as Social Institution</u> Conley Ch. 14 Zweig (RN)	<u>Politics as Institution</u> Conley Ch.15 “This is How Power Works” RichardSullivn.org
Week 9 March 20 & 22	<u>Stratification and Social Inequality</u> Conley Ch. 7 In-Class Video “In Sickness and Wealth” (56 min)	<u>Class</u> Purrucci and Wysong (RN) Sawhill and Morton – Economic Mobility (RN)
Week 10 March 27 & 29	<u>Race and Ethnicity</u> Conley Ch. 9 Bonilla Silva –Racism without Racists (RN) Shapiro (RN)	<u>Gender</u> Conley Ch. 8 Loe – Working at Bazooms (RN)
Week 11 April 3 & 5	<u>Summary and Review</u> Risman (RN)	Mid Term EXAM #2
Week 12 April 10 & 12	<u>Social Change and Rationalization</u> Ritzer (RN)	<u>Globalization: Rise of Neo-Liberalism</u> Brecher et.al. Ch.1 (RN) Piven “Neo-Liberal Challenge” (RN)
Week 13 April 17 & 19	<u>Globalization and its Implications</u> Derber (RN) Silverstein - Shopping for Sweat (RN) In-class Video “New Rulers of the World” 54mins	<u>Social Movements</u> Conley Ch. 18 Brecher et. al. Ch. 2 (RN)
Week 14 April 24 & 26	<u>Global Justice Movement</u> In-class Video : “This is What Democracy Looks Like” (72 mins)	<u>Another World is Possible</u> Johnson (RN) Pollan – Why Bother? (RN)
Week 15 May 1 & 3	<u>The Promise of Sociology</u> Newman pp 474-477 (RN) Berger –Sociology, Freedom & Humanism (RN)	Wrap-up & Review for Final