

-Syllabus-
Introduction to Sociology
Developing the Sociological Imagination
(SOC 106 – Section 1)
The Illinois State University
Fall 2018

INSTRUCTOR

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COURSE OBJECTIVES AND OUTLINE

The aim of this course is to provide an overview of the field and to familiarize you with some key sociological concepts. The central goal is to teach students to “think sociologically”. This can be challenging because it requires us to look at our everyday world as if seeing it for the first time and forces us to critically re-examine things we may take for granted. Developing a sociological imagination can be uncomfortable at times, but it is also exciting. Hopefully throughout the semester, we’ll experience both of these emotions.

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 textbook available at the ISU Bookstores or online. Several copies of the textbook are on reserve in Milner Library. Additional readings are posted on ReggieNet:

- 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 daily 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)

Roughly 25 quizzes, each worth 10 points each will be given via the ReggieNet classroom management system will be posted on ReggieNet 24 hours prior to each lecture (except on exam days) and will remain open until 15 minutes prior to the start of class. Quizzes will cover the reading assigned for that day and may include material covered in a previous lecture. They will have short time limits so you should read the material prior to starting. **Only your 20 best scores will count toward your course grade.** This will enable you to miss or “bomb” an occasional quiz without seriously harming your grade.

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.). Note: **there will be no opportunities to make up missed quizzes – even in the event of technological problems with ReggieNet.**

Exams

Each exam will be comprised of questions drawn from readings, videos and lectures. Each mid-term exam will cover material only from that unit of the course. But the Final Exam will be cumulative, covering material from the entire semester.

Attendance

While there is no grade associated with attendance per se, students are expected to attend lecture. Students who attend consistently will be rewarded: they will learn more, have better scores on quizzes and exams, and have occasional extra credit opportunities.

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. Therefore, unless given permission by 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 have the following consequences: confiscation of the device for the remainder of the class period, being dismissed from 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 important to keep up with all assigned reading. Generally, lectures will *augment* the readings – they will not be summaries of 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 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(zes), or exam(s).** The maximum penalty is expulsion from the University.

IMPORTANT DATES TO REMEMBER

Exam #1	Thursday, September 20th
Exam #2	Thursday, November 1st
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. ****

COURSE SCHEDULE

	TUESDAY	THURSDAY
Week 1 August 21 & 23	<u>Introduction to Course</u> Read Syllabus Guide to Using ReggieNet	<u>Sociological Imagination</u> Conley Ch. 1 (pp. 3-17; 35-43) C. Wright. Mills Sociological Imagination (RN) P. Berger "Invitation to Sociology" (RN)
Week 2 August 28 & 30	<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 Schwalbe "Studying the Social World" (RN)
Week 3 September 4 & 6	<u>Social Construction of Reality</u> Conley Ch. 4 (pp.136-149) Goffman "Presentation of Self" (RN) Truman Show (In class)	<u>The Reality of "Constructed" Reality</u> Truman Show Discussion Newman Ch. 3 excerpts (RN)
Week 4 September 11 & 13	<u>Culture</u> Conley Ch. 3 (pp. 77-93) Anderson "Code of the Streets" (RN)	<u>Socialization: Learning Culture</u> Conley Ch. 4 (pp. 117-136) Lorber "Night to his Day" (RN)
Week 5 September 18 & 20	<u>Summary and Review</u> Conley Ch. 6 (pp.189-220)	Mid Term EXAM #1
Week 6 September 25 & 27	<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> Conley (pp.93-113)
Week 7 October 2 & 4	<u>Media as Institution</u> Glassner "Fear Mongering" (RN) Marger "Media as Power Institution" (RN)	<u>Education as Institution</u> Conley Ch. 13 Arum and Roksa "Academically Adrift" (RN)
Week 8 October 9 & 11	<u>Capitalism as Social Institution</u> Conley Ch. 14 Zweig "Institution of Capitalism" (RN)	<u>Politics as Institution</u> Conley Ch.15 "This is How Power Works" RichardSullivn.org
Week 9 October 16 & 18	<u>Stratification and Social Inequality</u> Conley Ch. 7 In-Class Video "In Sickness and Wealth" (56 min)	<u>Class</u> Stewart "New Aristocracy" (RN) Sawhill and Morton – Economic Mobility (RN)
Week 10 October 23 & 25	<u>Race and Ethnicity</u> Conley Ch. 9 Bonilla Silva "Racism without Racists" (RN) Shapiro – Roots of Racial Wealth Gap (RN)	<u>Gender</u> Conley Ch. 8
Week 11 October 30 November 1	<u>Summary and Review</u> Risman "Gender as Structure" (RN) Loe "Working at Bazooms" (RN)	Mid Term EXAM #2
Week 12 November 6 & 8	<u>Social Change and Rationalization</u> Ritzer "McDondalization of Society" (RN)	<u>Globalization: Rise of Neo-Liberalism</u> Brecher "Globalization From Below" Ch.1 (RN) Piven "Neo-Liberal Challenge" (RN)
Week 13 November 13 & 15	<u>Globalization and its Implications</u> Silverstein - Shopping for Sweat (RN) In-class Video "New Rulers of the World" (54 min)	<u>Social Movements</u> Conley Ch. 18
Week 14 November 27 & 29	<u>Global Justice Movement</u> Brecher "Globalization From Below" Ch. 2 (RN) In-class Video: "This is What Democracy Looks Like" (72 min)	<u>Another World is Possible</u> Johnson "What Can We Do?" (RN) Pollan – "Why Bother?" (RN)
Week 15 December 4 & 6	<u>The Promise of Sociology</u> Newman pp 474-477 (RN) Berger – Sociology and Freedom (RN)	<u>The Last Lecture</u> Berger - Sociology as Humanistic (RN)