

**-Syllabus-**  
**Introduction to Sociology**  
**Developing the Sociological Imagination**  
(SOC 106 – Section 1)  
The Illinois State University  
Fall 2019

**INSTRUCTOR**

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**COURSE OBJECTIVES AND OUTLINE**

The aim of this course is to introduce students to the concepts and ideas central to sociology. The primary goal is to ignite and nurture your “sociological imagination” so that you can better understand our world and your place in it. The sociological perspective requires us to observe society as if we are seeing it for the first time. This can be challenging because it means questioning our core beliefs and critically analyzing aspects of social life that we may take for granted. Such exploration can make us feel uncomfortable at times. But it can also be eye-opening and empowering. It is my hope that you’ll experience both during the semester.

The course is divided into three sections: 1) Constructing Reality, 2) The Social Structure and 3) Social Change. In the first section, we introduce the sociological perspective and discuss how sociologists use it to understand society. We will also examine how social reality is created and how people are influenced by it. In the second unit, we examine the social structure and how it impacts individuals and groups. We focus on how inequality is produced and reproduced through various social institutions. In the last unit, we investigate social change and collective power. We will learn that although social forces are powerful, it is possible for people to “act back” to change society.

**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* 5<sup>th</sup> 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). In the event that a student believes there is an error in 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 POINT VALUES		
Item	Points	Percent of Grade
Quizzes	100	10%
Mid-Term Exam #1	300	30%
Mid-Term Exam #2	300	30%
Final Exam	300	30%
<b>Total</b>	<b>1000</b>	<b>100%</b>

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

### ***Quizzes (ReggieNet)***

There will be 13 weekly quizzes, each worth 10 points, posted on [ReggieNet](#) each Thursday evening at 6:00 pm (there will be no quiz on weeks when we have an exam). Quizzes will cover the assigned material and lecture content from that week. Quizzes will have short time limits so you should have already read the material *before* starting. **Only your 10 best scores will count toward your course grade.** This will allow you to “bomb” or miss an occasional quiz without seriously hurting your grade.

If you experience technical issues with ReggieNet please 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. 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 by learning more, scoring better on quizzes and exams, and having occasional opportunities for extra credit.

### ***Special Accommodations***

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website [StudentAccess.IllinoisState.edu](#). Students are encouraged to discuss the specific nature of the accommodations needed with the instructor in the first weeks of the semester.

## EXPECTATIONS

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

**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 contentious, 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 prohibited: talking out of turn, cell phone use, texting, web browsing, sleeping (see policy on use of electronic devices below).

**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.

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## IMPORTANT DATES TO REMEMBER

Exam #1	Thursday, September 19
Exam #2	Thursday, October 31
Final Exam	To Be Announced

### \*USE OF ELECTRONIC DEVICES\*

Education research shows that using personal electronic devices in the classroom negatively affects students' attention, retention and learning. All of which impact grades.<sup>i</sup> Therefore, unless given permission by the instructor, **all electronic devices are prohibited in this class**. This includes cell phones, laptop computers, tablet and handheld computers, digital audio and video players and recording devices. All such devices must be turned off or completely silenced and remain **out of sight during class**.

Violations of this policy will result in consequences imposed on the entire class. I will give the class "warnings" for the first three violations of the semester. After that, each violation will result in a 10 percent reduction in the amount of time available to complete the next online quiz. For example if two students are caught on their phones during Tuesday's lecture and another one on Thursday's lecture, the time for that week's quiz will be reduced from 10 minutes to 7 minutes **for everyone in the class**. Note: the full time will be restored for subsequent quizzes if there are no violations in class the following week.

*\*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 prior approval from the instructor or a note from the Dean of Students.**

*\*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.*

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

## COURSE SCHEDULE

	<b>TUESDAY</b>	<b>THURSDAY</b>
<b>Week 1</b> Aug. 20 & 22	<b><u>Introduction to Course</u></b> Read Syllabus Read: <a href="#">“Secret to Happiness and Good Grades”</a> at <a href="http://www.RichardSullivan.org">www.RichardSullivan.org</a>	<b><u>The Sociological Imagination</u></b> Conley Ch. 1 (pp. 3-17; 35-43) C. Wright. Mills Sociological Imagination (RN) P. Berger “Invitation to Sociology” (RN)
<b>Week 2</b> Aug 27 & 29	<b><u>Tools of the Trade: Theory</u></b> Conley Ch. 1 ( pp. 17-34) “Marx, Weber & Durkheim “(RN)	<b><u>Tools of the Trade: Research Methods</u></b> Conley Ch. 2 Schwalbe “Studying the Social World” (RN)
<b>Week 3</b> Sept. 3 & 5	<b><u>Social Construction of Reality</u></b> Conley Ch. 4 (pp.136-149) Goffman “Presentation of Self” (RN)	<b><u>The Power of “Constructed” Reality</u></b> Truman Show Discussion Watch “The Truman Show” prior to class
<b>Week 4</b> Sept. 10 & 12	<b><u>Culture</u></b> Conley Ch. 3 (pp. 77-93)	<b><u>Socialization</u></b> Conley Ch. 4 (pp. 117-136) Lorber “Night to his Day” (RN)
<b>Week 5</b> Sept. 17 & 19	<b><u>Dynamics of Social Control</u></b> Conley Ch. 6 (pp.189-215)	<b>Mid Term EXAM #1</b>
<b>Week 6</b> Sept. 24 & 26	<b><u>Introducing the Social Structure</u></b> In class exercise - WAMAYC Newman pp. 24-30;.260-271 (RN)	<b><u>Social Institutions</u></b> Conley (pp.93-113)
<b>Week 7</b> Oct. 1 & 3	<b><u>Media as Institution</u></b> Glassner “Fear Mongering” (RN)	<b><u>Education as Institution</u></b> Conley Ch. 13 Arum and Roksa “Academically Adrift” (RN)
<b>Week 8</b> Oct. 8 & 10	<b><u>Capitalism as Social Institution</u></b> Conley Ch. 14 Zweig “Institution of Capitalism” (RN)	<b><u>Politics as Institution</u></b> Conley Ch.15 <a href="#">“This is How Power Works”</a> RichardSullivn.org
<b>Week 9</b> Oct. 15 & 17	<b><u>Social Inequality</u></b> Conley Ch. 7 Video “In Sickness and Wealth” (56 min)	<b><u>Class</u></b> Stewart “New Aristocracy” (RN) Sawhill and Morton – Economic Mobility (RN)
<b>Week 10</b> Oct. 22 & 24	<b><u>Race</u></b> Conley Ch. 9; Bonilla Silva “Racism without Racists” (RN) Shapiro – Roots of Racial Wealth Gap (RN)	<b><u>Gender</u></b> Conley Ch. 8
<b>Week 11</b> Oct. 29 & 31	<b><u>Summary and Review</u></b> Risman “Gender as Structure” (RN) Loe “Working at Bazooms” (RN)	<b>Mid Term EXAM #2</b>
<b>Week 12</b> Nov. 5 & 7	<b><u>Social Change and Rationalization</u></b> Ritzer “McDondalization of Society” (RN)	<b><u>Globalization: Rise of Neo-Liberalism</u></b> Brecher “Globalization From Below” Ch.1 (RN) Piven “Neo-Liberal Challenge” (RN)
<b>Week 13</b> Nov. 12 & 14	<b><u>Globalization and its Implications</u></b> Silverstein - Shopping for Sweat (RN) In-class Video “New Rulers of the World” (54 min)	<b><u>Social Movements</u></b> Conley Ch. 18
<b>Week 14</b> Nov. 19 & 21	<b><u>Global Justice Movement</u></b> Brecher “Globalization From Below” Ch. 2 (RN) In-class Video: “This is What Democracy Looks Like” (72 min)	<b><u>Another World is Possible</u></b> Johnson “What Can We Do?” (RN) Pollan – “Why Bother?” (RN)
<b>Week 15</b> Dec. 3 & 5	<b><u>The Promise of Sociology</u></b> Newman “Revisiting Sociological Imagination” (RN) Berger - “Sociology and Freedom” (RN)	<b><u>The Last Lecture</u></b> Berger - “Sociology as Humanistic Discipline” (RN)