

**Introduction to Sociology**  
SOC 108, Spring 2008, Section 2

Professor:	Dr. Whaley	Class location:	Faner 1326
Office:	Faner 3434	Schedule:	TTH 9:35-10:50
E-mail:	<a href="mailto:rwhaley@siu.edu">rwhaley@siu.edu</a>	Office Hours:	TWF 1:30-3:30 & by appointment
Ofc Phone:	453-7631		
Dept phone:	453-2494		

### Overview

In this mixed format class involving lectures, videos, small group work, and seminar style discussions, students will be introduced to the major concepts and ideas that sociologists use as they study the social world. By the end of the term, the sociology department expects 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. Students will also develop an understanding of the methods that sociologists use to answer their research questions and how to conduct basic analyses of data. Students will gain this knowledge from lectures and through course readings, writing, group-work, practical applications using real data, and critical discussions. The course will help students develop and appreciate the skill of using the *sociological imagination*.

**Note for History-Education Students:** Your work will be assessed as part of the accreditation review for the National Council for the Social Sciences. This course will explore and analyze a number of issues you will impart to your future high school students, including: how role, status, and social class impact interactions among individuals, groups, and institutions; the form, function, and evolution of institutions, their relationships, and how they influence people, events, and culture; how groups and institutions aim to meet individual needs and promote the common good, but create tensions between social conformity and expressions of individuality; how behavioral sciences can be applied to the examination of social problems.

### Required Material

1. Schaefer, R. *Sociology Matters*, 3<sup>rd</sup> edition. McGraw Hill.

2. Barkan. *Discovering Sociology: Using Microcase Explorer*, 3rd edition. Wadsworth.

\*\*\*\*\* DO NOT BUY A USED WORKBOOK \*\*\*\*\*

## Student Responsibilities and Requirements

### Summary:

#### Three exams

Exam 1 (80 points) 2/28 covering weeks 1-7

Exam 2 (60 points) 4/10 covering weeks 8-13

Exam 3 (60 points) finals week, 5/8 covering weeks 14-16

#### Workbook exercises

Complete 10 out of 11 workbook exercises (see below for due dates)

100 points total

#### Special activities

Almost weekly, in-class activities and/or extra homework assignments (writing or extra analyses attached to workbook exercises)

Up to 100 points total

Attend all class (absences will make it hard to earn special activity points)

1. There will be three examinations (200 points total). Most of the examination questions will be multiple choice but some may be matching and true-false statements. It will be necessary to “simply memorize” some of the material presented in class, the text, and the workbook and some exam questions will test this type of learning. However, my primary goal is for you to understand the course material and to be able to apply course concepts in various ways. As such, many exam questions will be designed to evaluate your understanding of material and your ability to apply course concepts and ideas rather than simply memorize information.

The examinations are not cumulative per se. However, to understand material in the latter part of the term, you will need to have a sufficient understanding of the material present earlier in the term. Knowledge is cumulative and in this way, the exams are too.

2. Complete 10 out of 11 assigned workbook exercises. The exercises are designed to help you learn how to “do quantitative sociology”, to test hypotheses with real data, and to think sociologically.

Exercises must be turned in **prior to or at the start of the class on which they are due**. Late assignments will be penalized for each day they are late; if you do not turn them in at the start of class, they will be penalized a full point (i.e., a full grade). If for some reason you cannot make it to class on the day the assignment is due, it is your responsibility to get the assignment to me prior to or at the start of the class on which they are due.

**Sometimes exercises will be graded by another classmate during class and you will grade another classmate’s exercise.**

There are 11 exercises assigned, you only have to complete 10. (10 exercises/ 10 points each = 100 points or about 23% of final grade).

Occasionally, I will add a task to one of the workbook exercises (e.g., select a variable of your choice and run another cross-tabulation); the product will be used in class and will count towards special activity points. You will need to be present in class to receive the assignment; these addendums cannot be made up.

3. Special activities: About once a week (more or less), there will be some type of in-class activity or extra task related to the workbook (homework). You will turn in the end-product of the activity; it may be in the form of individual or group notes, individual or group writing, quiz, discussion question, reaction paragraph, or some other written form.

Some of these assignments will be connected to the workbook exercises so make sure you complete those as scheduled below, others will relate textbook chapters, and others to in-class topics/discussions.

You must be present to complete the activity and to get credit (in class activities cannot be made up). However, if you are absent you should find out if you missed an extra homework task.

Sometimes these activities will be graded (depending on the task 1 -10 points may be possible), other times, they will just be recorded as credit/no credit. To get full points on any particular activity you will have to produce excellent work. Attendance will be tracked via these assignments as well. You can earn up to 100 points in total. (about 23% of total grade)

4. Attend all classes and participate in class or group discussions. Come to office hours to discuss any questions, interests, problems with the course material. I am here to help and advise you but I can only do that if you come and see me.

### **Additional Course and University Policies**

1. Make-up examinations may consist of all essay questions or an alternate set of multiple choice questions and will be given only to students with excused absences and who notified me prior to the examination.

2. STUDENT CONDUCT CODE: Southern Illinois University at 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 encourage 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 is a breach of the student conduct code. Dishonest 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. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

3. Classroom behavior: Please be on time, turn off cell phones (unless you are on call then put them on vibrate), and do not engage in distracting & disrespectful behavior such as chatting, sleeping, leaving early, newspaper reading, doing suduko/crossword puzzles, and other course work. The professor reserves the right to report and remove students who continually engage in these behaviors.

4. Reasonable accommodations will be available to students with disabilities. In order to take advantage of available accommodations, students must contact the SIU Disability Support Services (DSS) and then submit to me written documentation of the disability and necessary accommodations by the second week of the semester.

5. Class discussions should take place within a context of academic inquiry (you are here to learn) and in the spirit of understanding diverse perspectives and experiences. Students should not make negative comments about fellow classmates; demean, devalue or put down people for their differing experiences, backgrounds, and statements; nor show general signs of disrespect for the course, professor or other students. If any student feels attacked, harassed, or otherwise disrespected, for any reason, that student is encouraged to set up a confidential meeting with the professor.

5. Grades. It is the student's responsibility to track his/her performance in this course. If for some reason the total available points changes (up or down) due the addition or omission of an assignment, grades will be determined in terms of percentage of the new total possible points.

Total available points = 400

90% or more (360 or more) = A

80-89% (320 - 359) = B

70-79% (280 - 319) = C

60-69% (240 - 279) = D

59% or less (239 or less) = F

6. The professor reserves the right to assign additional work of any nature if it becomes apparent that students are not actively engaged in the material or need additional practice. Course grading will be adjusted accordingly. That said, there are no opportunities for "extra credit"; instead, take advantage of the numerous opportunities for actual credit (that is, complete all special activities, attend class, participate, and

work hard on the computer assignments and the examinations, and see me if you need help of any sort.)

## 7. 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](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://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 Schedule** (subject to change, changes will be announced in class)

### Week 1 **Course Introduction/ What is Sociology?**

T 1/15        no reading  
TH 1/17        Text: Chapter 1, p. 1-7  
                  Workbook: read introduction, learn software  
                  (Please bring workbook to class)

### Week 2 **Theory and Research (or Doing Sociology)**

T 1/22        Text: Chapter 1, p. 7-20  
TH 1/24        Text: Chapter 1, p. 20-end

### Week 3 **Doing Sociology** continued

T 1/29        Workbook: Exercise 1 **due**  
TH 1/31        no readings or homework

### Week 4 **Culture**

T 2/5        Text: Chapter 2, p. 36-52  
TH 2/7        Workbook: Exercise 2 **due**

Week 5 **Deviance**

T 2/12 Chapter 96-103  
TH 2/14 no homework/readings

Week 6 **Socialization**

T 2/19 Text: Chapter 2, p. 52-end  
TH 2/21 Workbook: Exercise 3 **due**

Week 7

T 2/26 Summary/review  
TH 2/28 **Exam 1**

Week 8 **Social interaction, groups, and social structure**

T 3/4 Text: Chapter 3  
TH 3/6 Workbook: Exercise 4 **due**

Week 9 SPRING BREAK 3/10-3/14

Week 10 **Stratification**

T 3/18 Text: Chapter 5  
TH 3/20 Workbook: Exercise 6 **due**

Week 11 **Racial and ethnic inequality**

T 3/25 Text: Chapter 6  
TH 3/27 Workbook: Exercise 7 **due (in class video and discussion)**

Week 12 **Gender inequality**

T 4/1 Text: Chapter 7  
TH 4/3 Workbook: Exercise 8 **due**

Week 13 **Stratification continued**

T 4/8 Wrap up stratification section and in-class activity  
TH 4/10 **Exam 2** on Chapters 3, 5, 6, and 7 only and exercises 4,6-8

Week 14 **Social institutions - Family**

T 4/15 Text: Chapter 8, p. 194-206  
TH 4/17 Workbook: Exercise 11 **due**

Week 15 **Social Institutions - Religion, Education**

T 4/22 Text: Chapter 8, p. 206-216  
TH 4/25 Text: Chapter 9, p. 217-228  
Workbook: Exercise 12 **due**

Week 16 **Social movements, Social Change, and Technology**

T 4/28      Text: Chapter 11

TH 5/1      Exercise 17 **due**

**Exam 3 during Finals Week: Thursday, May 8 7:50 - 9:50 am**  
(On chapters 8, 9, and 11, exercises 12 and 17)