

SOC 108: Introduction to Sociology, Intercession 2012 (May 14-June 8)
Monday through Friday 2:30-4:30pm, Parkinson 202
Instructor: Kristi Brownfield

If you need to contact me:

Faner Hall 3433

Mon through Wed: 12-2pm or by appointment

kabrownf@siu.edu (preferred) or 453-7620 (office)

Sociology Dept. Phone: 453-2494

Class blog: <http://soc108.wordpress.com> (be sure to check this page frequently for updates, reading lists, and other information – you will also have an assignment based on the blog)

Required Texts:

Schafer, Richard T. 2012. *Sociology Matters*. New York: McGraw Hill. 5th Edition.

Bedchel, Alison. 2007. *Funhome: A Family Tragicomic*. Mariner Books.

Westerfeld, Scott. 2005. *Uglies*. New York, NY: Simon and Schuster.

The Schafer text, *Sociology Matters*, will be your primary textbook throughout the class. You will NEED to get a copy of this book to pass the class. The other two books, *Funhome: A Family Tragicomic* and *Uglies* are popular novels and you will need to read to complete review assignments. However owning the books is not necessary so long as you are able to get copies to read (e.g., from the library, from a friend, etc.).

Course Objectives:

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.

Sociology is something you have been and will be doing your entire life – even if you didn't know it! Sociology is the study of people, groups, interaction, and the things people produce. That means anytime you ask a question – from “why was Transformers 3 so bad?” to “why do women get paid less than men?” – you are engaging in Sociology. This class is about realizing what you've always been doing and learning how to do it more frequently.

Plagiarism:

See the student handbook for a definition of plagiarism. Taking another person's work and passing it off as your own will not be tolerated in this class. You will receive an immediate zero for plagiarized work. The second attempt at plagiarism will be reported to the university and I reserve the right to give a failing grade for the course at that point.

Electronics:

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related to* this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom

as a learning environment. Please note that if you're being disruptive or I notice your inattention you will be required to write a thousand-word essay about a sociological concept of my choosing.

Acknowledging Differences:

During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences.

Support Services Available:

The university does have a policy in place to help accommodate religious observance by students. Please read the policy online in the catalog: <http://registrar.siu.edu/pdf/ugradcatalog1112.pdf>

To meet the expectations of this course, persons with disabilities requiring special accommodations are encouraged to bring this to my attention 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 the SIU Disability Support Services (DSS) to facilitate requests:

Woody Hall B-150, Carbondale, IL 62901, Mail Code: 4705
DSSsiu@siu.edu Ph: (618) 453-5738 Fax: (618) 453-5700 TTY: (618) 453-2293

Saluki Cares: The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIUC will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: www.salukicare.siu.edu; (618) 453-5714, or siucare@siu.edu.

Writing Center: I urge you to take advantage of SIUC's writing center throughout the semester. They offer free tutoring services to improve writing skills. You can find more information online: <http://write.siu.edu/>

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because 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, on BERT's website at www.bert.siu.edu, Department of Safety's website www.dps.siu.edu, and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

The instructor 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 BERT Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Course Requirements and Grading:

Exam 1: 100 points
Exam 2: 100 points

Exam 3: 100 points

Blog Discussion Participation: 10 points each x 2 times a week x 4 weeks = 80 points

Book Review Papers: 25 points each x 2 = 50 points

In-class Exercises, Quizzes: 50 points

Attendance: 20 points

Total possible points: 500 points

Grading Scale:

450 or above – A

400 to 449 – B

350 to 399 – C

300 to 349 – D

299 or below – F

Participation and Attendance:

I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Attendance is mandatory for this course. Everyone will begin with 20 points for attendance. Each unexcused absence will cost you 5 points. After 4 absences, your points will be completely gone. If you are absent 5 times over the course of the semester, you will receive an automatic failing grade. Each class day during intercession is roughly equivalent to one week during the regular semester; that means five absences in this class is equal to missing *five weeks of class*.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

Exams:

You will have three exams throughout the class, each worth 100 points. The exams will be taken in class and you will be given an hour to complete each. Exams will be multiple choice, true/false, and short answer. Exams will be given:

Exam 1: Friday May 25

Exam 2: Friday June 1

Exam 3: Friday June 8

Blog Discussion Participation:

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted daily on the class blog. Everyone is expected to post two 250-word response analyzing aspects of the readings due by 12pm on Fridays. Some suggested topics to write about:

Questions the readings raised for you

Videos, articles, or other interesting internet-based material that is related to the readings

(along with a discussion of how they are related)

Applying sociological theories and ideas in the readings to gender in your life (e.g., how you act, popular culture you consume, etc.)

Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post to the blog at least eight times (twice a week).

Book Reviews:

There will be two short out-of-class writing assignments due on Mondays, each worth 25 points, this semester as well. These reviews should be 2-3 pages long and based on the two novels assigned (*Funhome: A Family Tragicomic* and *Uglies*). You will be asked to apply concepts you've learned in class to the books. What concepts are present? Why do you think so? How does it affect your understanding of the books? How are these books "sociological"?

Your reviews will be due:

Uglies: Monday May 21, 12pm

Funhome: A Family Tragicomic: Monday June 4, 12pm

Exercises and Quizzes:

There will be a variety of different in-class exercises throughout the semester. Examples of these activities may be formal debates, scavenger hunts, media content analysis, and so forth. There will be no make-ups for these assignments so if you are not in class the day the assignment is given, you will receive no points!

As our class periods are so long, the class will be divided into two portions. One half of the class will be devoted to lecture/discussion. We will then take a short 5-10 minute break and resume. The second portion of the class will be activities, movies, and other exercises (such as your exams).

Turning Work In:

I ask that students turn their work in digitally through email [kabrownf@siu.edu]. All work should be sent by 12pm on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted. **No late work will be accepted.**

Tentative Course Schedule: (topics/readings subject to change)

SM = *Sociology Matters*

Week One:

Monday May 14: Course introduction, introduction to Sociology

Tuesday May 15: Introduction to sociology continued; Sociological imagination

Readings: SM CH1

View: Barbie & Ken & American Girl doll pictures

[<http://www.flickr.com/photos/22691138@N05/sets/72157603693131721/>]

Listen to: <http://www.studio360.org/2009/feb/13/barbie/> – NPR's American Icon show on Barbie

Wednesday May 16: Culture and Socialization

Readings: SM CH2

Thursday May 17: Culture and Socialization

Read: Pascoe: Read: Becoming Mr. Cougar [from "Dude You're A Fag"]

[<http://soc108.files.wordpress.com/2012/04/becomingmrcougar1.pdf>]

View: Jane Austen Fight Club [[http://www.funnyordie.com/videos/efeb4dc1b6/ja Cne-austen-s-fight-club](http://www.funnyordie.com/videos/efeb4dc1b6/ja-Cne-austen-s-fight-club)]

Friday May 18: Social Structure

Readings: SM CH3

Week Two:

Monday May 21: Deviance and Social Control

Readings: SM CH4

Due: *Uglies* review paper (by email), 12pm

Tuesday May 22: Deviance and Social Control

Read: More women than men being dismissed from the military for being gay

[http://www.cnn.com/2009/US/10/09/military.gays.dismissals/index.html?eref=rss_topstories]

View: Classic Disney Movies [<http://www.cracked.com/funny-4485-classic-disney-movies/>]

View: The 10 Most Important Things They Didn't Teach You in School

[http://www.cracked.com/article_18611_the-10-most-important-things-they-didnt-teach-you-in-school.html]

Wednesday May 23: Stratification

Readings: SM CH5

Thursday May 24: Stratification

Read: A Labor Market Punishing to Mothers

[<http://www.nytimes.com/2010/08/04/business/economy/04leonhardt.html>]

Read: Class Matters [http://www.nytimes.com/2005/05/15/national/class/OVERVIEW-FINAL.html?_r=1]

Friday May 25: Race/ethnicity

Read: SM CH6

Due: Exam 1

Week Three:

Monday May 28: Race/ethnicity

View: black womyn: leah

[http://www.youtube.com/watch?playnext=1&index=0&feature=Playlist&v=ICWODR_bnCs&list=PL613F012A0DEB5826]

Tuesday May 29: Gender

Read: SM CH7

Wednesday May 30: Gender

View: Onslaught/Beauty Pressure [<http://www.youtube.com/watch?v=Ei6JvKOW60I>],

Thursday May 31: Institutions: Family and Religion

Read: SM CH8

Read: Raising Katie [<http://www.thedailybeast.com/newsweek/2009/04/22/raising-katie.html>]

Friday June 1: Institutions: Education, Politics, the Economy

Read: SM CH9

Due: Exam 2

Week Four:

Monday June 4: Institutions: Education, Politics, and the Economy

View: SIUC's gender stats (students: <http://www.irs.siu.edu/quickfacts/gender.aspx> / faculty and staff: <http://www.irs.siu.edu/quickfacts/fulltimeemptenure.aspx>)

Read: The Assault on Public Education

[http://inthesetimes.com/article/12985/the_assualt_on_public_education/]

Read: Private School: The Future of Education, for Good and Ill

[<http://www.forbes.com/sites/jamespoulos/2012/04/01/private-school-the-future-of-education-for-good-and-ill/>]

Due: *Funhome: A Family Tragicomic* review paper (by email), 12pm

Tuesday June 5: Demography

Read: SM CH10

Read: The Age Gap: Demographics Threaten Economies [<http://www.cnn.com/id/46683669>]

Wednesday June 6: Social Movements, Social Change, and Technology

Read: SM CH11

Thursday June 7: Social Movements, Social Change, and Technology

Listen: Why Do Girl Gamers Get So Little Respect? [<http://www.npr.org/2011/01/24/133187977/Why-Girl-Gamers-Get-So-Little-Respect>]

Read: Tea and Sympathy [http://www.newyorker.com/reporting/2010/05/03/100503fa_fact_lepore]

Read: Is the Arab Spring Bad for Women?

[http://www.foreignpolicy.com/articles/2011/12/20/arab_spring_women]

Read: Pre-Occupied [http://www.newyorker.com/reporting/2011/11/28/111128fa_fact_schwartz]

Friday June 8: Wrapping It All Up

Due: Exam 3