

SOCIOLOGY 108: INTRODUCTION TO SOCIOLOGY
Fall 2008 section 11

Lecture: T Th 12:35- 1:50
Lecture location: Faner 1326
Instructor: Mohammed Zanoun
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Email: hamhis4@siu.edu
Office Hours: T Th: 11:00- 12:30, 2:00- 3:30 or by appointment

Core Curriculum Learning Objectives:

Upon successful completion of this course, 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.

Ethical Roles:

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.

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.

Americans with Disabilities (ADA) Statement:

Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of your TA 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

Examinations:

The exams will be strictly objective that consist of multiple choice and true/false questions. The exams are **NOT** cumulative, although the continued understanding of certain key concepts will be necessary throughout the semester. Exams **MUST** be taken on the scheduled day.

Grades:

Your final course grade will be determined based on the following criteria:

Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Final Exam	100 points
Assignment	90 points
Attendance	80 points
Participation, quizzes and homework	80 points

Total 500 points

Students who earn 450 or more points will earn an "A."

Students who earn 400 to 449 points will earn a "B."

Students who earn 350 to 399 points will earn a "C."

Students who earn 300 to 349 points will earn a "D."

Students who fail to earn at least 300 of the points will earn an "F."

Course Materials:

1- Kendall, Diana. *Sociology in Our Times The Essentials* (sixth ed.)

2- Supplemental materials will be available on the blackboard (B.B)

WEEK 1 (8/19): Syllabus and introduction

What is Sociology? Why study sociology?

What is Sociological Perspective?

The beginning of sociology

Readings:

Chapter 1: "the sociological Perspective and Research Process" (Kendall, pp. 2-21)

"The Promise," from *The Practical Skeptic* (Article on the Black Board)

WEEK 2 (8/26): Sociological Research Process

Research methods

Quantitative Research Models

Qualitative Research Models

Ethical Issues in Sociological Research

Readings:

Chapter 1: “the sociological Perspective and Research Process” [Kendall, pp. 21-35]

WEEK 3 (9/2): Culture

What is culture?
Components of culture
A global popular culture
Sociological analysis of culture

Readings:

Chapter 2: “Culture” [Kendall, pp. 34-61]

“India’s Sacred Cow,” from *Sociological Footprints* [Article]

WEEK 4(9/9): Socialization

The importance of socialization around the globe
Social psychological theories of human development
Sociological theories of human development
Agents of socialization

Readings:

Chapter 3: “Socialization” (Kendall, pp. 70-99)

“Code of the Streets,” from *The Practical Skeptic* (Article on the B.B)

“Anybody’s Son Will Do,” from *Society* (Article on the B.B)

WEEK 5 (9/16):

Exam 1 (Tuesday 9/16)

Social structure and Social Interaction in everyday life

Components of social structure
Social interaction and meaning
The social construction of reality

Readings:

Chapter 4: “Social Structure and Social Interaction” [Kendall, pp. 100-129]

“Meanwhile Backstage: Behavior in Public Bathrooms,” from *Sociological Odyssey* (Article on the B.B)

WEEK 6 (9/23): Groups and Organization

Types of groups
Group Characteristics and Dynamics
Formal organizations in Global Perspective
Organizations in the Future

Readings:

Chapter 5: “Groups and Organization” [Kendall, pp. 132-157]

“McDonaldization of Society,” from *Sociological Footprints* (Article on the B.B)

WEEK 7 (9/30): Deviance and Crime

What is Deviance?
Sociological Perspectives on Deviance

Crime stratifications and statistics
Deviance and crime in the United States

Readings:

Chapter 6: “Deviance and Crime” (Kendall, pp. 158-191)
“On Being Sane in Insane Places,” from *The Practical Skeptic* (Article on the B.B)

WEEK 8 (10/7):

Exam 2 (Tuesday 10/7)

Class and Stratification in the United States and Global Stratification

What is social stratification?
Systems of stratification
Classical Perspectives on social Class
Inequality in the United States
Wealth and Poverty in Global Perspective
Measuring Global Wealth and Poverty
Theories of Global Inequality

Readings:

Chapter 7: “Class and Stratification in the United States” (Kendall, pp. 192-225)

Chapter 8: “Global Stratification” (Kendall, pp. 226-251)

“The Uses of Poverty: The Poor Pay All,” from *Society* (Article on the B.B)

WEEK 9 (10/14): **Race and Ethnicity**

Social significance of race and ethnicity
Prejudice and discrimination
Sociological perspectives on Race and Ethnic Relations
Racial and Ethnic Groups in the United States
Global Racial and Ethnic Inequality in the Future

Readings:

Chapter 9: “Race and Ethnicity” (Kendall, pp. 192-225)

“Racial Formations,” from *Sociological Footprints* (Article on the B.B)

“Should We Generalize about People?,” from *Ten Questions* (Article on the B.B)

Assignment Due Th 10/16

WEEK 10(9/21): **Sex and Gender**

Sex: the biological Dimension
Gender: the Cultural Dimension
Gender and Socialization
Contemporary Gender Inequality
Sociological Perspectives on Gender Inequality

Readings:

Chapter 8: “Sex and Gender” (Kendall, pp. 286-315)

“Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?,” from *The Practical Skeptic* (Article on the B.B)

WEEK 11(10/28):

Exam 3 (Tuesday 10/7)

Families and Intimate Relationships

Families in Global Perspective
Theoretical Perspectives on Families
Developing Intimate Relationships and Establishing Families
Tensions and Problems in Families

Readings:

Chapter 11: “Families and Intimate Relationships” (Kendall, pp. 286-315)
“Family in Transition,” from *Sociological Footprints* (Article on the B.B)

WEEK 12(11/4): Religion

What is religion?
Religion in Historical Perspective
Sociological Perspectives on Religion
Trends in religion in then United States

Readings:

Chapter 12: “Education and Religion” (Kendall, pp. 365-378)
“Abiding Faith,” from *Sociological Odyssey* (Article on the B.B)

WEEK 13(11/11): Education

Sociological Perspectives on Education
Problems within Elementary and Secondary Schools
Opportunities and challenges in Colleges and Universities

Readings:

Chapter 12: “Education and Religion” (Kendall, pp. 346-364)

WEEK 14(11/18): Collective Behavior, Social Movements, and Social Change

Collective behavior
Types of social movements
Social movements theories
Social change in the future

Readings:

Chapter 16: “Collective Behavior, Social Movements, and Social Change” (Kendall, pp. 478-508)

November 22-30 Thanksgiving Vacation

WEEK 15 (12/2): continue ..Social Movements
Review and Evaluation

FINAL EXAM: Wed., Dec 10 12:50-02:50p.m.

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, Department of Public Safety's website 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.