

Loyola University Sociology SOCL101; Society in a Global Age
Course Syllabus 2025 Spring
Professor Christopher “Sal” Salituro (he/him)

SOCL101-005 MWF 12:30-1:25 Dumbach 236

SOCL101-006 MWF 1:40-2:30 Dumbach 236

This is a foundational course in the social sciences which explores the effect of globalization on everyday life in the United States and elsewhere, using the basic perspectives and methodologies of sociology. This class's attributes are:

- Core Course Tier 1: Societal and Cultural Knowledge and Inquiry
- African Studies and the African Diaspora

Schedule Spring 2025

Preview: [An invitation to sociology](#)

Unit 1: The Sociological Perspective

These classes will focus on how sociology began as a discipline and how sociologists think about the world. Students should consider the unique nuance of each perspective and how they might apply that perspective to their lives.

1/13 Week 1

Read: [The Syllabus](#)

M: 1.01 [A Sociological Introduction](#)

W: 1.02 [The Sociological Perspective: Social Construction of Reality](#)

Read: [Outliers](#) (Introduction) by Malcolm Gladwell

F: 1.03 [Imagine ... Where or When; Thinking with a Sociological Imagination](#)

1/20 Week 2

M: MLK Day

W: 1.04 [Lifeboat Simulation](#)

F: 1.051 [Founding Paradigms of Sociology](#)

1/27 Week 3

Read: [Gang Leader for a Day](#) (Introduction) by Sudhir Venkatesh

M: 1.052 [Founding Paradigm Pt2](#)

W: 1.061 [Finding and Reading Sociological Research](#)

F: 1.062 [Finding and Reading Soc Research PT 2](#)

2/3 Week 3

M: 1.07 [Research Methods](#)

Read: [Should We Generalize?](#) by Joel Charon

W: 1.08 [Ingroups and Outgroups;](#)

F: 1.09 [Categories and Stereotypes](#)

2/10 Week 4

Read: [Damned Lies and Statistics](#) by Joel Best

M: 1.10 [Critical Thinking Data and Statistics](#)

W: 1.11 Flex Day - **Assessment 1** (due by the start of next class)

Unit 2: Social Structure

These lessons will examine the ways that individuals are influenced by larger social structures, especially culture and agents of socialization.

F: 2.01 [Nature AND Nurture and Socialization](#)

Read: [Social Time](#)

2/17 Week 5

M: 2.02 [Culture: Material, Nonmaterial and Norms](#)

W: 2.03 [Symbolic Culture and Ethnicity in the US](#)

F: ASYNCHRONOUS 2.04 [Watch God Grew Tired of Us](#)

Homework:

Read: Kohl's [Values Americans Live By](#)

Read: Buettner's *Thrive*

2/24 Week 6

M: 2.05 [American Culture](#)

W: 2.06 [The "Self" and Agents of Socialization](#)

Read: the [Introduction from Carolyn Dweck's book, *Mindset*](#)

F: 2.07 [Family](#)

3/3 SPRING BREAK

3/10 Week 7

M: 2.081 [School as an Agent of Socialization](#)

W: 2.082 [Peers as an Agent of Socialization](#)

F: ASYNCHRONOUS 2.10 [Social Media as Agent of Socialization *Social Dilemma*](#)

3/17 Week 8

M: 2.11 [Social Dilemma and Social Media Debrief](#)

Unit 3: Social Inequality

These lessons will focus on how social forces create and maintain inequality in society, especially through social class, race and gender.

W: 3.01 [Social Class: I'll bet you... Income](#)

F: 3.02 [Social Class Cont'd: Wealth, Education, and Location](#)

3/24 Week 9

M: ASYNCHRONOUS 3.02 [The Middle](#)

W: ASYNCHRONOUS 3.03 [Poverty](#)

F: ASYNCHRONOUS 3.04 [Poverty Cont'd](#)

Read: [Racial Formation by Omi and Winant](#)

3/31 Week 10

M: ASYNCHRONOUS 3.05 [On your mark... get set...Race!](#)

W: 3.06 [Racism: Gaining and Maintaining Power](#)

F: 3.07 [Race Specific Dynamics: Black/African American](#)

4/7 Week 11

M: 3.08 [Race Specific Dynamics: White](#)

W: 3.09 [Race Specific Dynamics: Asian and Hispanic](#)

F: 3.10 [Constructing Gender](#)

4/14 Week 12

M: 3.11 [Gender Inequality](#)

Read: [Adichie's We Should All Be Feminists](#)

W: 3.12 [Gender Inequality and Femininity](#)

F: EASTER BREAK

4/21 Week 13

M: EASTER BREAK

Read: [Mahler and Kimmel's article here.](#)

Read: [Excerpt from CJ Pascoe here.](#)

W: 3.13 [Masculinity](#)

Assessment 3

F: 3.14 [Conclusion, Course Evaluation, Final Paper Instructions](#)

4/28 Finals Week

[Final Exam](#)

About Me

I grew up in Chicago. I earned both my bachelor's degree ('96 Mertz represent!) and my master's degree ('04) here at Loyola. I have been teaching sociology for over 25 years, ten of which I served as the Assistant High School Director for the American Sociological Association (ASA) in Washington D.C. While working with the ASA, I co-authored both the [National Standards for Sociology](#) and the [Common Core and Civic Life Standards](#) for sociology. I am also co-chair and co-founder of the Chicago Area Sociology Teachers, a professional development group for sociology teachers. I live in Arlington Heights with my wife (LUC '96 SSM '00) and three daughters. I like

mountain biking (off road and single track), golfing, skiing, basketball, gardening, traveling, cooking and aikido, a Japanese martial art.

I am usually very responsive to email - please email me at **csalituro@luc.edu**. Additionally, you can usually find me in person before class either in my office or in the classroom. The sociology office is on the fourth floor of Coffey Hall. You can probably find me **my office (418)**. The **best time to find me is during the 2 hours before I teach**. I am also happy to meet with you at a time that works better for you. Please talk to me after class or email me to set up a time:

Use office hours to ask questions about the content of class, grades, strategies for learning or exploring what how the course might apply to your life.

Welcome

I have structured the class to help students focus on learning and limit the amount of stress for students. I know that school and life can add up to be difficult. My course will provide multiple opportunities for both learning the course work and for demonstrating your competency. If you have difficulty, please don't wait to tell me about it and ask for help. I want you to benefit from the class and be content and happy!

Course Modality

This course is an in-person lecture and discussion class. Besides some sessions which may be asynchronous due to scheduling conflicts, students are expected to attend classes in person. Some circumstances may lead to a particular lesson being asynchronous and remote, in which case students will be notified via their LUC email. Classes will be a mix of lecture and discussion that will present the course content to students, have them apply that content and then provide formative informal feedback about their ability to understand and apply the content. If a student must miss a class in person (such as due to religious holidays or illness), then the student may demonstrate their understanding of the lesson by filling out the Google Form which is embedded within each lesson.

Course Overview and Outcomes

Sociology began as a reaction to the profound changes in society that resulted because of the industrial revolution. These changes led to scholars using data to analyze the way that society is structured and how those structures shape the individuals who are in them. Some of the most studied structures are family, education, and media - all of which create and maintain culture and societal stability. But the industrial revolution also created and exasperated inequalities in how people are treated or influenced to see themselves. And so, sociology was also created with an eye toward inequalities, especially that of social class, race and gender.

Learning sociology can give students new insights about everyday life. C. Wright Mills, an important sociologist, said that sociology will make "the familiar, strange;" sociology may make you feel uncomfortable and challenge your assumptions about the world. Peter Berger, another notable sociologist, warned that "People who like to avoid shocking discoveries...should stay away from sociology." Sociology can be an amazing class that changes your perspective about the world and more importantly about yourself. These insights will hopefully increase student mindfulness about themselves as individuals, their interactions with others and their society in general. Sociology is excellent preparation for working with diverse people and data.

My goals for this course are twofold. The first goal is a personal one. This course is designed for you to have a sociological understanding of the world that will give you three important insights: 1. A greater understanding of who you are as a person. 2. A greater understanding of other people. 3. A more meaningful framework for living your life with purpose. The second goal is academic. As mentioned above, sociology is an enormous discipline. This class is an introduction to the discipline. It is far from a complete analysis of the discipline. Therefore, upon successful completion of this course, students will have the abilities to *begin* learning about sociology. The course will give students the perspectives that sociologists use to analyze society. This may be applied generally to a student's own personal learning, or more specifically to advanced sociology courses in college or even prepping for the MCAT.

Core Learning Outcomes: Societal and Cultural Knowledge and Inquiry

After completing the two courses in this area, students will be able to:

1. describe and analyze the key processes and components of cultural, economic, political, or social forces across time or place.
2. summarize the various ways that people, groups, or communities shape and are shaped by cultural or social forces.
3. analyze the various ways in which identities are formed through a complex interaction of biographical, societal, or cultural contexts.
4. describe the experiences of underrepresented, marginalized, or oppressed communities within various contexts, including inequality in outcomes and resistance to systems of oppression.
5. analyze how systems of power, privilege, and oppression (e.g., racism, sexism, heterosexism, ableism) operate to create and maintain inequality as well as how resistance to these systems is enacted.
6. apply concepts from above to analyze contemporary or historical issues of inequality and justice.

Diversity Learning Outcomes

By way of example, Loyola graduates should be able to:

1. Recognize that human diversity is complex and variegated.
2. Distinguish the various factors that inform and impact individual identity formation.
3. Comprehend how group identities are formed in a heterogeneous society.
4. Identify distinctive patterns of thought and behavior that contribute to the formation of a culture different from one's own.
5. Perceive the interdependence of cultures in domestic and global terms.

Reading, Required Materials and Optional Resources

The most important source material in this course will be the in-class lessons and my course blog which can be found at: <https://sociologysal.blogspot.com/search/label/101Spr2025>. Bookmark the above link because it will serve as our course textbook as well as a guide for our lessons.

Besides the lesson posts on the course blog (at the link above), there will also be some short readings such as academic journal articles, excerpts from books as well as some popular media monographs. I will post them within the lessons on our class blog as well as in the course schedule below. I recommend annotating these readings with your thoughts in the margins - identify points of emphasis and how these might be related to the unit we are studying as well as questions you may have. I will expect you to be able to discuss the readings in class and they will be incorporated into the assessments. If you need help with reading strategies, please don't hesitate to ask me.

Optional/helpful resources; These are some optional sources that you might find helpful:

- [Open-Source Soc Dictionary](#) - This will take you to an online sociology dictionary edited by various sociology profs. It is a free and accessible reference.
- [OpenStax digital text](#) This will take you to a free, online introduction to sociology textbook. This might be useful if you either want or need additional understanding of any sociological concepts from our class.

Assessment and Grades

Students are expected to adhere to Loyola University's [Standards of Academic Integrity](#), especially, but not limited to: not plagiarizing, not colluding and not cheating. Penalties for violation of Loyola's academic integrity guidelines will reflect the seriousness of the offense. Students will be assessed in each of the following categories based on the percentages enumerated below:

- **20% Participation/Assignments**

Your participation in the lessons will be your biggest asset toward success in this class. Students will be assessed a grade on their ability to engage with both the course material and their fellow students. Note that to show professors (and anyone important to you) that you are engaged in their presence you should:

- **Be prepared - do the readings** and be ready to discuss them and **bring a laptop/ipad to class.**
- **Show up in person** - if you must miss class, be sure to check in with me and do the lesson online (including the Google Form), but I value your presence in the classroom and your experience matters to the class so please try to be present.
- **Be on time** - I understand that things come up and there might be a class or two that you are late to but if you can't be in class before the scheduled start time, please try your best to get into the class with minimal distraction and become part of the lesson. If there is a reason for chronic lateness, please let me know in advance.
- **Be in the moment** - do not engage in work from other classes or social media. Note that most professors are aware of more that is going on in the class than you realize. If necessary, use paper and pen to take notes traditionally so you are not tempted by digital distractions ([more on digital distraction here](#)).
- **Nonverbal feedback** - besides eye contact, facial expressions and gestures such as nodding communicates that you are following along.
 - **Do not wear earbuds while in class** - Even if they are turned off, wearing earbuds sends a nonverbal message that you may or may not be listening.
 - **Eye contact** - If using a laptop to take notes, be sure to look up from time to time.
- **Speak loud and share** - be willing to answer questions and talk to peers in small discussions. Ask questions and share your own examples from your life, but be sure to speak loud enough for the room to hear.
- **Stop by** - On the way in or out of class stop by to talk about the lesson or the class
- **Come to office hours** to talk about the class or get help

If your observance of a [major religious holiday](#) affects your ability to attend class, please communicate that with me and I will make every effort to help you continue your learning in my class.

- **60% Midterm Assessments**

These assessments will be at the end of each unit that we will study. The assessment will be quantitative (multiple choice). However, students who either do not take the quantitative assessment or are dissatisfied with the score may take a qualitative (essay) test. The three units of study will be assessed based on this:

- **15% The Sociological Perspective**
- **20% Social Structure**
- **25% Social Inequality**

Each assessment of the above units will be a quantitative (multiple choice) exam. If the student is unable to complete the exam, or if they feel that the exam did not demonstrate their understanding of the course material, then there will be an option to complete a qualitative (essay). If a student completes both assessments, the grade will be the higher of the two. If you choose to complete a qualitative assessment, please submit it to me within one week after the quantitative assessment was due.

- **20% Final Assessment**

Students are required to complete a final assessment. Our final assessment will be an essay that incorporates the three units of study. If you are making travel plans for the end of the semester, note that our final is an essay, so you will **NOT** be required to be physically present for the university's assigned day of the final exam. I hope this will be useful.

However, be sure that you have submitted the final assessment by the final exam time required by the university.

Grades

The grading scale for the class will be the following:

100 - 93 A	89 - 87 B+	79 - 77 C+	69 - 67 D+	62 - 0 F
92 - 90 A-	86 - 83 B	76 - 73 C	66 - 63 D	
	82 - 80 B-	72 - 70 C-		

Students with Classroom Accommodations

Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). If you would like to discuss the accommodations, please meet with me individually. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

ADVICE FOR STUDENTS:

Be Open

Be a willing participant in the class. This is *your* education and *your* class; your experience and what you get out of the class is in *your* hands. One way to think about this is to have a beginner's mind. New learners, like curious children, are open to all possibilities. They are curious and unbiased because their thoughts have not been hardened by the kiln of experience. These learners are like an empty bowl or cup; they are ready to accept the lesson being given to them. So, **be open to the ideas in class** and ask any questions that you have. Instead of opinion, sociology is the *scientific* study of society so please **do not assume that this is a debate class about social topics** and they want to share their preconceived opinions about society. If this is you, and you are not willing to be open, you should drop this class now.

Be Prepared - General Trigger Warning

Sociology focuses on how the structures of society shape individuals, how they create inequality among individuals and how people interact with each other based on shared meaning. Therefore, **students of sociology should be prepared to learn and discuss myriad topics, some of which may be difficult to talk about:** families, social class and poverty, race and racism, gender and sexism, sexuality, suicide, prison, violence, school shootings. While these topics might be difficult to talk about and might be considered controversial in everyday conversation, sociology will help you understand these issues better. It will help you speak about these topics in a more distinct and evidence-based manner. Therefore, I think the emotional difficulty of examining these topics is worth the challenge so that you may have a better understanding of yourself and your society.

Sociology is a class that many students find relevant to their everyday lives. Because the discipline studies society, many issues in the national discourse come up in studies of sociology as well. Some of these issues are also part of political discourse. **Please do not confuse sociology with politics or rhetorical debate.** Sociologists might study race, gender, stereotypes, the economy or criminal justice, but they are using empirical data. Whether you are politically liberal, conservative, moderate or agnostic, sociology will help you to be more thoughtful in your views and help you to think critically.

Please show up prepared with a beginner mindset, willing to share your own insights and examples and open to learning from your peers.

Can you agree to this? If so, try to come to class each day fired up and ready to go. Fired up? [Ready to go]

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am a Responsible Campus Partner ("RCP") under Loyola's **Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation** (available at www.luc.edu/equity). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP, **I am must notify the Office for Equity & Compliance ("OEC")/Title IX Coordinator when I have any information about conduct that reasonably may constitute Title IX Sex-Based Discrimination.** Title IX Sex-Based Discrimination includes any of the following conduct, when the conduct was within the University's education program or activity:

- Discrimination or discriminatory harassment on the basis of sex (including sex stereotypes, sex characteristics, gender identity, sexual orientation, and Pregnancy or Related Conditions)
- Sexual harassment (including *quid pro quo* and hostile environment sexual harassment)
- Sexual assault
- Domestic violence, and/or stalking

As the University's **Title IX** office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected. As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect

(<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Additionally, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at equity@luc.edu or 773-508-7766.

If you ever wish to speak with a **confidential** resource regarding gender-based violence, I encourage you to call **The Line** at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed -- *without* generating a report or record with the OEC. More information about The Line can be found at luc.edu/wellness.

RESPECT FOR STUDENT IDENTITY

I strive to respect each student's identity, including names and pronouns. If you have a preferred name and/or pronunciation and/or pronoun(s), please do not hesitate to inform me of what your preference is. If you wish, please share your gender pronouns with me and the class when you introduce yourself. If you prefer to let me know your preference privately, please do so and know that I will work diligently to honor your wishes. My goal is to create an affirming environment for all students so that everyone can learn and engage as our full and true selves.

Course Schedule

Below is a schedule of the lessons and the readings that you will be expected to discuss. Please use this as a guide with the understanding that the schedule may change based on the [official Loyola calendar](#). Please note that the readings should be read before the next lesson, and you should be ready to discuss them.