

Loyola University Sociology SOCL101; Society in a Global Age
Course Syllabus 2024 Fall (v3 updated 8/21/2024)
Professor Christopher "Sal" Salituro (he/him)

SOCL101-010	T/TH 10:00 - 11:15	Dumbach 006
SOCL101-011	T/TH 11:30 - 12:45	Dumbach 006

Core Course Tier 1

Foundational Societal Knowledge

African Studies and the African Diaspora

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. Students are expected to attend all 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. 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

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.

The goals of 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.

Learning Outcomes

Students will be able to demonstrate achievement of the following [core curriculum goals](#):

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.

Sources and Reading

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/101Fall2024T%2FTh> 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:

- o **Be prepared - do the readings** and be ready to discuss them and **bring a laptop/ipad to class.**
- o **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.

- o **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.
- o **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](#)).
- o **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.
- o **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.
- o **Stop by** - On the way in or out of class stop by to talk about the lesson or the class
- o **Come to office hours** to talk about the class or get help

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+	59 - 0 F
92 - 90 A-	86 - 83 B	76 - 73 C	66 - 63 D	
	82 - 80 B-	72 - 70 C-	62 - 60 D-	

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.

Office Hours

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.

The sociology office is on the fourth floor of Coffey Hall. You can probably find me in either **my office (418)**. The **best time to find me is an hour before or after 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: csalituro@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 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]

About Me

I grew up in Chicago. I earned both my bachelor's degree ('96 Mertz represent!) and my master's degree ('04) at Loyola University Chicago. 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.

Fall 2024

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.

Preview

0.1 [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.

Week 1

Read: The [Syllabus](#)

8/27 1.1 [A Sociological Introduction](#)

8/29 1.2 [The Social Construction of Reality](#)

Week 2

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

9/3 1.3 [The Sociological Imagination](#)

9/5 1.4 [Lifeboat Simulation](#)

Week 3

9/10 1.5 [Founding Paradigms of Sociology](#)

9/12 **ASYNCHRONOUS** 1.6 [Finding and Reading Sociological Research](#)

Week 4

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

9/17 1.7 [Research Methods](#)

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

9/19 1.8 [Ingroups and Outgroups: Categories and Stereotypes](#)

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

Week 5

9/24 1.9 [Critical Thinking, Data and Statistics](#)

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.

9/26 2.1 [Nature AND Nurture and Socialization](#)

Week 6

Read: [Social Time](#)

10/1 2.2 [Culture](#)

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

Read: Buettner's [*Thrive*](#)

10/3 2.21 [Culture and Ethnicity in the US](#)

Week 7

10/08 Mid-semester Break

10/10 2.3 [\(Video\) Cross-cultural Ethnography: God Grew Tired of Us](#)

Week 8

10/15 2.4 [American Culture and Values](#)

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

10/17 2.5 [The "Self" and Agents of Socialization](#)

Week 9

10/22 2.6 [Agents of Socialization: Family](#)

10/24 2.7 [Agents of Socialization: School and Peers/friends](#)

Week 10

Assessment 2 due

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.

10/29 3.01 [Flipping Out over Social Class: Income, Wealth, Education, Location](#)

10/31 3.02 [From The Middle to Poverty](#)

Week 11

11/5 3.021 [Social Class Around the World](#)

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

11/7 **ASYNCHRONOUS** 3.03 [On your mark... get set...Race!](#)

Week 12

11/12 3.04 [Racism: Gaining and Maintaining Power](#)

11/14 3.05 [Race Specific Dynamics: Black, White](#)

Week 13

11/19 3.06 [Racialization of Asian and Hispanic Americans](#)

11/21 3.07 [Inequality and Gender](#)

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

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

Week 14

11/26 **ASYNCHRONOUS** 3.08 [Masculinity](#)

11/28 **Thanksgiving Break**

Week 15

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

12/2 3.9 [Femininity](#)

Assessment 3

12/4 Conclusion and Course Evaluation

Week 16: **Finals Week**

12/9 - 12

