

Sociology 101-004 || SOCIETY IN A GLOBAL AGE
Loyola U. Chicago || Spring 2023

Time: M/W/Fr from 11:30AM-12:25PM

Classroom: Mundelein 616

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Course Description: Welcome to Sociology 101. Prof. Yilmaz and I hope that you'll enjoy learning with us this semester about the shape of our social life in our post-modern age. We have worked hard to organize our course so that, by the end of the semester, you will understand three things:

- (1) what sociology is
- (2) how sociologists think and do research, and
- (3) the kinds of problems and creative solutions that sociologists are concerned with

Even though the field of sociology is just too big to cover it thoroughly in one semester, if our class is successful by this May you will have a much stronger grasp of how the social world works, how it forms us to be the persons we are, how the inequalities that surround us were generated, and what kinds of responses to these social problems we might imagine individually and collectively.

We will attempt to realize these ambitious goals in this class by splitting it into five parts or units, and we would like to say a few introductory words about each. In the first unit, we're going to look at what sociology itself is. This will mean helping you learn to think – to imagine the world – like a sociologist. To do this you'll have to know something how sociologists conceptualize social (and personal) problems and how we do research about them. Once we have our hands on what it means to imagine like a sociologist, in our second unit we'll start looking at the structure of society itself. Here you'll study things like culture and social institutions – including medicine, the military, or school systems. In this unit we'll also spend some time understanding the fascinating process of what is called “socialization,” or the way society shapes what we think, what we want, what we take to be problematic; even our very sense of who we are as individuals.

These first two units introducing the discipline of sociology and how it allows us to understand society will lead us into the third part of our class: an examination social inequality. Although many entire courses could be taught on each, in our class we will train our attention on four main types of inequality: race, gender, religion, and knowledge. After this our final unit will consist in a brief examination of politics, religion, and the media as those are functioning in our current “liquid,” or post-modern, world.

In reviewing the course schedule below you will also notice that there are four classes, two at the end of the second unit and two at the end of the third unit, on “global citizenship in a Jesuit context.” While further details can be found in the “course requirements” section below, in these four classes we will read and think together about what it means to be a global citizen today. This mini-unit will culminate in your joining fellow students from Jesuit universities around the world for a conversation about what global citizenship looks like in widely varying contexts.

Our class, in other words, will be diverse both in topic and method. Sometimes we'll be looking at cultures and other times at institutions (or the culture of institutions). And other times we'll be looking at other individuals – at our social selves or how “personal” relationships are shaped by social patterns. Sometimes we'll feel the constraint that society imposes upon us. But other times we'll notice the agency and the power that we have to change (or to thrive within) the institutions we've been given. I hope you'll find in this diversity something that both helps you to understand your own life and sparks the deep desires that dwell within you.

Course Objectives: As an introductory course, SOCL 101 provides a foundation for meeting many of the learning objectives for students set by the Department of Sociology at Loyola University Chicago. Although mastery is perhaps beyond our grasp, I do expect you to cultivate *proficiency* with the following specific objectives:

1. *Critical thinking* – you will learn to analyze and evaluate multiple and competing social, political, and/or cultural arguments.
2. *The sociological imagination* – you will learn to articulate and evaluate how our individual biographies are shaped by social structures, social institutions, cultural routines, socially constructed differences, and types of social inequality.
3. *Diversity* – you will develop an awareness of how people of different cultural, religious, and political belief systems interpret the world.
4. *Substantive sociological topic areas* – you will cultivate knowledge of multiple substantive areas within the field of sociology and learn to evaluate competing perspectives.
5. *Social justice in the Jesuit tradition* – you will develop the ability to articulate and evaluate how sociological insights might, ought, or can inform a commitment to social justice.

Structure of a Class Period: You can expect each class to begin with either a quiz (which will always be on the readings assigned for the day) or a short activity asking you to process, with a partner/partners what you have read. Generally, this will take about 10 minutes and will normally lead into a short lecture, also lasting about 10 minutes, given by either Prof. Yilmaz or myself. Ideally, these lectures will spark class-wide discussions in which we can think together through the topics we are processing that day.

Since many of these quizzes and activities will be conducted through Sakai or on a shared Google doc, you are expected to bring computers to class.

Required Text: Most of the readings we will do in class will be from Susan Ferguson’s Mapping the Social Landscape (abbreviated MSL below). Prof. Yilmaz and I will provide everything else on Sakai, but I am asking you buy/rent/borrow a copy of MSL for our class. Here is the relevant info:

- Ferguson, Susan J. (2020). Mapping the Social Landscape: Readings in Sociology (9th edition). Los Angeles: SAGE Publications.
 - Press Link: <https://us.sagepub.com/en-us/nam/mapping-the-social-landscape/book259311>
 - Amazon Link: <https://www.amazon.com/Mapping-Social-Landscape-Readings-Sociology-dp-1544334664/dp/1544334664/>

Course Requirements: our class will normally be graded in three ways: daily participation, reading quizzes, and end of unit evaluations. A word about each follows.

1. Participation – 80 points (16 activities at 5 points each)
 - Over the semester, our course will meet 40 times. In fifteen of these you may expect to be given a short, in-class, assignment. Completing it successfully is worth 5 points.
 - Often these will be doing in pairs/small groups.
 - Often these will be completed on Google docs.

2. Reading Quizzes – 80 points (8 quizzes at 10 points each)
 - Throughout the course there will be 10 unannounced reading quizzes. Normally they will have five questions, each of which will be worth two points.
 - These will be *reading* quizzes – i.e., Prof. Yilmaz and I will write them not to test comprehension but whether you have done the reading with some level of attention.
 - Often these will be on Sakai.
 - If you miss a reading quiz you may write a 1-page summary of (one of) the day’s readings and turn it within 2 classes/1 week of the missed quiz for full credit.

3. End of Unit Evaluations – 140 points (four projects/tests at 35 points each)
 - Each of our four unites will be evaluated either by a project or a test.
 - Unit 1, in which we start learning how to think sociologically, will have a test at its conclusion. This will be mainly multiple choice, with a few short answers.
 - This test will take place **in class on Friday, 2/10/23.**
 - Unit 2, in which we attempt to understand culture, institutions, and the self in a sociological manner, will end with a group podcast project.
 - Your podcast project will be **due on Sakai by 11:59PM on Friday, 3/3/23.**
 - Unit 3, in which we study inequalities of race, gender, and class, will be evaluated by a short media analysis paper.
 - Your short paper will be **due on Sakai by 11:59PM on Friday, 4/7/22.**
 - And Unit 4, in which we study “liquid modernity,” will be evaluated by a take home final.
 - I will open the final one week ahead of time (after class on Monday, 4/24/23).
 - It will be **due on Sakai at 11:59pm on Monday, 5/1/22** (the date of our final exam).

- 3b. Global Citizenship Mini-unit – up to 15 points of extra credit
 - Prof. Yilmaz and I are excited to let you know that our class is going to participate in the first ever [Global Citizenship Project](#). Sponsored by Georgetown University, this module is an effort to facilitate conversations between students studying at Jesuit universities around the globe about macro-level social challenges such as environmental justice, democracy, war and peace, human rights, and religious faith. Website: <http://globalcitizenship.georgetown.edu/>.
In preparation for each of the four class periods we will devote to this mini-unit, you will be expected to watch a video-lecture by Georgetown professor Dr. Thomas Banchoff, and do the readings listed on the course schedule below. Both the module lectures and readings are available [on the project page](#). These readings and lectures will be evaluated in the normal fashion for our course (via participative activities and/or reading quizzes). Additionally, after the first two courses (that is, *by Friday, March 3rd*), Prof. Yilmaz and I are asking you to sign up for a “global student dialogue” – a 90-minute facilitated conversation with students at

Jesuit universities around the world. Links for the global dialogue can be found on the Project website or at this googledoc link: https://docs.google.com/forms/d/e/1FAIpQLScfRJF-BqLYFuRUV7H9XFHbdnwRit_I2mfsln1z6c_geEg4Q/viewform.

By attending the global student dialogue and writing a 500-word response paper on the experience you may earn up to 15 points of extra credit. This will be the only extra credit opportunity available for our class. These can be turned in until 11:59pm on Monday, 5/1/23.

Point Totals & Grading Scale: 300 points are available in our class. Here’s the breakdown:

1. Participation = 80/300 = ~27% of total grade
2. Quizzes = 80/300 = ~27% of total grade
3. Each Unit Project/Test = 35/300 = ~12% of total grade

POINTS EARNED	PERCENTILE	LETTER
279+	93+	A
270-278	90-92%	A-
261-269	87-89%	B+
249-260	83-86%	B
240-248	80-82%	B-
231-239	77-79%	C+
219-230	73-76%	C
210-218	70-72%	C-
201-209	67-69%	D+
180-200	60-66%	D
Below 180	0-59%	F

COURSE SCHEDULE

Three notes precede the schedule:

1. Given intellectual property law, digital materials used here ought not be shared elsewhere.
2. Prof. Yilmaz and I will do our best to keep to this schedule. But... I mean... life happens. So, the plan is for us to do our best, together, to follow this roadmap. If changes need to be made we’ll talk about it in class and you will be notified via email.
3. All the readings not found in Mapping the Social Landscape (hereafter MSL) are either linked here or in the “Resources” tab on Sakai. All such readings are marked with this symbol: [§§]

Class 1 (Wed, 1/18) – introduction to the course and one another

Unit 1: Thinking Sociologically

Class 2 (Fri, 1/20) – the sociological imagination

- Mills – “The Promise” (MSL ch. 1, pp1-6)

Class 3 (Mon, 1/23) – the sociological imagination in action

- Gaines – “Teenage Wasteland” (MSL ch. 2, pp7-18) **AND**
- [§§] Harrington – “How Sociologists Can Battle Covid Denialism” in *The Chronicle of Higher Education*

Link: <https://www.chronicle.com/article/how-sociologists-can-battle-covid-denialism>

Class 4 (Wed, 1/25) – the three major theoretical perspectives

- Hunter & McClelland – “Theoretical Perspectives...” (MSL ch. 4, pp31-39)

Class 5 (Fri, 1/27) – modernity & sociology

- [§§] Wagner – “Modernity: History of the Concept,” pp9949-54 in the International Encyclopedia of the Social & Behavioral Sciences

Class 6 (Mon, 1/30) – sociology before modernity

- [§§] Alatas – “Ibn Khaldun and Contemporary Sociology”

Monday, 1/30 = Last day to withdraw without a “W”

Class 7 (Wed, 2/1) – doing sociological research

- Schwalbe – “Finding Out How the Social World Works” (MSL ch. 7, pp56-65)

Class 8 (Fri, 2/3) – sociology & the (un)reliability of statistics

- [§§] Best – “The Importance of Social Statistics,” pp9-29 of Damned Lies and Statistics

Class 9 (Mon, 2/6) – objectivity in a post-truth society

- [§§] Rodgers – “When Truth Becomes a Commodity” in *The Chronicle of Higher Education*

Link: <https://www.chronicle.com/article/when-truth-becomes-a-commodity/>

Class 10 (Wed, 2/8) – sociological research: between objectivity and relativism

- [§§] Calnitsky – “Basic Income and the Pitfalls of Randomization,” pp22-29 in *Contexts* 2019: 18 (1)

Class 11 (Fri, 2/10) – **UNIT 1 TEST** (in class)

Unit 2: Understanding Social Institutions

Class 12 (Mon, 2/13) – culture: what it is; how it’s built

- Becker – “Culture: A Sociological View” (MSL ch. 10, 89-98)

Class 13 (Wed, 2/15) – culture as difference & interaction

- Williams – “Shopping as Symbolic Interaction” (MSL ch. 19, pp182-91) **AND**
- Trask – “Lovely Hula Hands” (MSL ch. 12, pp106-112)

Class 14 (Fri, 2/17) – understanding cultural difference

- [§§] Briggs – “Emotions Have Many Faces,” pp157-64 in *Anthropologica* 2000: 42 (2)

Class 15 (Mon, 2/20) – the power of institutions

- Rosenhan – “On Being Sane in Insane Places” (MSL ch. 6, pp45-55) **AND**
- Adler & Adler – “Peer Power” (MSL ch. 18, pp167-81)

Class 16 (Wed, 2/22) – belonging to & resisting institutions, part 1

- Granfield – “Making It by Faking It” (MSL ch. 15, pp136-47)

Wednesday, 2/22 = Ash Wednesday

Class 17 (Fri, 2/24) – becoming a self, part 1

- Conley – “The Birth of the Intraividual” (MSL ch. 17, pp158-66)

Class 18 (Mon, 2/27) – becoming a self, part 2

- [§§] Davidman & Greil – “Characters in Search of a Script,” pp201-16 in *Journal for the Scientific Study of Religion* 2007: 46 (2)

Class 19 (Wed, 3/1) – global citizenship in a Jesuit context: mindset and practice

- [§§] The Universal Declaration of Human Rights (1949)
- [§§] Gandhi – “All Men Are Brothers” (1953)
- [§§] King, Jr. – “Nobel Peace Prize Lecture” (1964)
- [§§] Dalai Lama – “The Global Community and the Need for Global Responsibility” (2022)

Both the readings and lecture for part 1 can be [found on the Global Citizenship website](#).

Class 20 (Fri, 3/3) – global citizenship in a Jesuit context: contemporary challenges & opportunities

- [§§] Guterres – “Address to the General Assembly of the United Nations” (September 2022)
- [§§] Pope Francis – paragraphs 9-55 of *Fratelli Tutti*

Both the readings and lecture for Part 2 can be [found on the Global Citizenship website](#).

***** Friday 3/3 = UNIT 2 INTERVIEW PROJECT DUE (on Sakai by 11:59PM) *****

LUC Spring Break = no classes from Monday, 3/6, to Friday, 3/10

Unit 3: Inequality (of Race, Gender, Religion & Knowledge)

Class 21 (Mon, 3/13) – racial inequality

- Desmond & Emirbayer – “What is Racial Domination?” (MSL ch. 31, pp324-38) **AND**
- [§§] 2020 Census data on race
Link: <https://www.npr.org/2021/08/22/1029609786/2020-census-data-results-white-population-shrinking-decline-non-hispanic-race>

Class 22 (Wed, 3/15) – racial inequality

- [§§] McMillan Cottom – “Dying to Be Competent,” pp77-97 in Thick

- *Watch in class* – I Am Not Your Negro (2016)

Class 23 (Fri, 3/17) – racial inequality

- [§§] Baldwin – “The Artist’s Struggle for Integrity” in The Cross of Redemption
- *Watch in class* – I Am Not Your Negro (2016)

Class 24 (Mon, 3/20) – inequalities of knowledge & religion

- [§§] Rana – “The Story of Islamophobia,” pp148-161 in *Souls* 2007: 9 (2) **AND**
- [§§] Allen – “Toward a New Definition of Islamophobia”

Class 25 (Wed, 3/22) – inequalities of knowledge & religion

- [§§] Said – pp63-75 in Orientalism

Class 26 (Fri, 3/24) – inequalities of knowledge & religion

- [§§] Banerjee & Connell – “Gender Theory as Southern Theory,” pp57-68 in the Handbook of the Sociology of Gender

Class 27 (Mon, 3/27) – gender inequality

- Risman – “Gender as Structure” (MSL ch. 27, pp278-86)

Monday, 3/27 = last day to withdraw from class

Class 28 (Wed, 3/29) – gender inequality

- Pascoe – “Dude, You’re a Fag” (MSL ch. 29, pp302-309)
- *Watch in class* – The Codes of Gender (2009)

Class 29 (Fri, 3/31) – gender inequality

- [§§] Reichelt, et. al. – “The impact of COVID 19 on gender inequality,” ppS228-S245 in European Societies (2021)
- *Watch in class* – The Codes of Gender (2009)

Class 30 (Mon, 4/3) – global citizenship in a Jesuit context: caring for our common home

- [§§] Pope Francis – paragraphs 23-36, 43-61, and 163-198 of *Laudato Si’*
- [§§] Thunberg, Greta – “Speech at the European Parliament” (November 2019)

Both the readings and lecture for Part 3 can be [found on the Global Citizenship website](#).

Class 31 (Wed, 4/5) – global citizenship in a Jesuit context: justice & the Jesuit university

- [§§] Society of Jesus – excerpts from Decree 4 of the *Documents of the 32nd General Congregation of the Society of Jesus*: “The Service of Faith and the Promotion of Justice”
- [§§] Pope Francis – paragraphs 198-254 of *Fratelli Tutti*

Both the readings and lecture for Part 4 can be [found on the Global Citizenship website](#).

***** Friday, 4/7 = UNIT 3 PAPER DUE (on Sakai by 11:59pm) *****

LUC Easter Break = no classes on Friday, 4/7, or Monday, 4/10

Unit 4: Life in Liquid Modernity

Class 33 (Wed, 4/12) – what is liquid modernity?

- **Read** [§§] Palese – “Zygmunt Bauman. Individual and Society in the liquid modernity,” pp1-4 in *SpringerPlus* 2013: 2 (191) **AND**
- [§§] Bauman – “On Being Light and Liquid,” pp1-8 of *Liquid Modernity* (2000) **AND**
- **Watch** (before class) *The Trouble with Being Human These Days* (50 minutes)
Link: <https://www.kanopy.com/en/luc/watch/video/307695>, or
LUC Kanopy app (search the title): <https://libguides.luc.edu/kanopy>

Class 34 (Fri, 4/14) – liquid politics

- [§§] Mercieca – “We Are all Propagandists Now” in *The Conversation* (July 2021)
Link: <https://theconversation.com/we-are-all-propagandists-now-164519>

Class 35 (Mon, 4/17) – liquid media

- [§§] Sullivan – “My Distraction Sickness” in *New York Magazine* (September 2016)
Link: <https://nymag.com/intelligencer/2016/09/andrew-sullivan-my-distraction-sickness-and-yours.html>

Class 36 (Wed, 4/19) – liquid religion

- [§§] Burton – pp1-34 of *Strange Rites: New Religions for a Godless Age*

Class 37 (Fri, 4/21) – liquid religion & politics

- [§§] French – “Did Donald Trump Make the Church Great Again?” in *The Dispatch* (September 2021)
Link: <https://frenchpress.thedispatch.com/p/did-donald-trump-make-the-church>

Class 38 (Mon, 4/24) – liquid love

- Cherlin – “The Deinstitutionalization of American Marriage” (MSL ch. 53, pp553-65) **AND**
- [§§] Levin – “The Changing Face of Social Breakdown” in *The Dispatch* (November 2021)
Link: <https://thedispatch.com/p/the-changing-face-of-social-breakdown>

Class 39 (Wed, 4/26) – living in a liquid world: being silent

- [§§] Tonino – “The Desert Within: Douglas Christie On The Power Of Silence And Contemplation” in *The Sun* (January 2022)
Link: <https://www.thesunmagazine.org/issues/553/the-desert-within>

Class 40 (Fri, 4/28) – living in a liquid world: education as desire-formation

- [§§] Clune – “The Humanities Fear of Judgement,” Dettmar & Starr – “Who Decides What’s Good or Bad in the Humanities?,” and Clune – “The Hypocrisy of Experts,” pp38-46 in *The Chronicle Review: Endgame* (Winter 2020)

*** Monday, 5/1 = **UNIT 4 TAKE HOME EXAM DUE** (on Sakai by 5pm) ***

Remaining Policy Notes:

Academic Calendar: The academic calendar can be found here:

https://www.luc.edu/academics/schedules/spring/academic_calendar.shtml

Academic Integrity: Please be sure that the work you submit is your own. The easiest way to do this is to cite your sources. While I will fit the consequences to the level of academic dishonesty, the first time that dishonesty occurs you may expect to receive a zero on the assignment without the opportunity to make up the grade. If it happens a second time you may expect to receive a zero in the course along with a written report to the Dean of the College.

In my experience most students who plagiarize do not intend to do so. Let me recommend three bumpers that can keep you from plagiarizing unintentionally: First, whenever you're unsure, cite. It's better to have an awkward looking paper with too many citations than an accidental plagiarization. Second, please remember, just changing the wording/phrasing of another's work is still plagiarizing. (Plus, what's the point? I want to hear from *you* about what *you* learned.) Third, if you still have questions read the info in the links I'm including below.

Two last notes. First, you should be aware that when you turn in written work to Sakai it is automatically run through a plagiarism-checking software program. Second, if, to my great chagrin, I find that you plagiarized, I will send you an email letting you know *and I have to report the incident to the Dean's office – including a record of our emails about the incident.* Alright, enough of this, here are the links:

1. http://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/PARENT/layout_details/false
2. https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Accommodations: The office of Services for Students with Disabilities (SSWD) coordinates accommodations and services for students with disabilities. The SSWD Office is located in the Sullivan Center for Student Services, 6339 N. Sheridan Rd, Suite 117. If you have a disability, you can request services by calling 773-508-3700.

Authorized Class Absences: If you need to miss class for a university-sponsored event (i.e., official athletic games, etc.) please let me know as soon as possible (one week ahead is great). Come see me during office hours and we can talk.

Mental Health: Look, there's a lot going on. Stress is real and can come from many places – some of which may seem “logical” and others of which may not. It's actually quite normal for college students to deal with insomnia, depression, anxiety, eating disorders, and other serious mental health issues. None of these are – either to me or to professionals in the field – signs of failure or unsuitability. In all honesty, they are part of being human. Another part of being human is doing our best to not go through these things alone.

All to say: If mental health issues are interfering with your ability to do your class work, please talk to me. Both as a priest and as a professor I would be more than happy to help. Of course that help can be academic (rearranging deadlines, etc.) but it might also be just listening or helping you get in touch with a professional.

Finally, the Counseling Center can be reached at 773-508-8883.

Department Values Statement: As scholars and teachers, the faculty in the Department of Sociology at Loyola University Chicago share in the mission of the University, with its paramount focus on human dignity, as articulated in Plan 2020 (<http://www.luc.edu/strategicplanning/plan2020>).

We reaffirm our commitment to social justice, diversity, inclusion, scientific inquiry, and academic freedom. We reject bigotry and discrimination based on race, ethnicity, religion, gender identity, sexuality, disability, political orientation, and documentation status. We stand in solidarity with and will actively support students and colleagues who face such discrimination. We hold strongly to the principle that scientific examination of systematically collected empirical evidence, in conjunction with sociological concepts and theoretical frameworks, is irreplaceable for reasoned discussion of the problems and solutions facing society. This discussion must be open and mutually respectful of diverse perspectives. We also support and advocate for the analysis of the complex interplay between individuals and society that structures inequalities, constraints, and opportunities in life chances. Our purpose is to foster open and mutually respectful discussions that contribute to intellectual and moral leadership that advances a just society. Our determination in remaining wedded to these ideals through our scholarship, teaching, and service is unwavering.

Statement of Intent: By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.