

Sociology 205 – SOCIOLOGICAL THOUGHT
Loyola U. Chicago – Fall 2025

Time: M/W/F, 10:25-11:15AM

Classroom: Dumbach Hall, Room 4

Instructor: Fr. Patrick Gilger, S.J., Ph.D.

Office Hours: Fri, 8-10AM

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Teaching Assistant: Eyyup Yilmaz

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Course Description: Here's a claim: We are all immersed in social theory. We live within theory, we construct theories *ad hoc* on our own, and we deploy theories to understand ourselves, one another, and the world. The problem is that, most of the time, we are not aware of any of this. And because we're unaware, our ideas can wreak havoc on the world.

In this class we will study whether – and how – this claim is true. I have broken down our examination of it into four main parts.

Because theory is, let's be honest, hard (and because it may not seem immediately applicable) the first part of our class will investigate the question of whether we actually are already immersed in social theories. We'll do this by reading selections from Prof. Jason Blakely's book We Built Reality. In this book Blakely argues for what he calls the "double-H effect," which is a fancy term for the idea that the theories social scientists have used to understand the world have ended up shaping and reshaping it in the very image of those theories. If he's right, then not only will we have to admit that theory is unavoidable, but we'll have to start asking how we're already using unarticulated theories to construct our social world – and whether we're satisfied with the world those theories help construct.

In the second part of our class, we'll sketch out the overarching story (what theorists call the "metanarrative") that sociology tells about itself. In other words, we'll try to understand where sociology comes from and what it thinks it's doing. In order to answer questions like these we'll read two kinds of history, one that narrates the origin of the modern world in which we live and move and have our being, and another that tells the story of how sociology fits into that picture of modernity.

Following this we will embark, in the third part of our course, on what can only be called a sprint through the history of social theory. The first part of this sprint will take us just past spring break, and in it we will focus on the triumvirate of thinkers who form the root structure of the oak tree that is contemporary sociology: Karl Marx, Max Weber, and Emile Durkheim. This is because without knowing the thought of these three, you can neither "enter the discipline" (which is part of the aim of this course, which is for sociology majors) nor do sociology responsibly. And, because we need to read their actual work to understand them, I have mainly asked you to read selections from their own works rather than syntheses or reproductions that summarize them. I think you will benefit from this, but it does mean that these original texts are just snippets, and that you will only get a... sushi-sized bite, say, of each of these three.

Each of the founders had passed away by 1920. Like so many modern institutions, after their death sociology fractured into various subfields. Since there simply isn't time to sample something from each subfield, in the final part of the class we will trace some of the main theoretical branches that emerge from the root structure of the founders. For example, we'll spend some time on the

tension between individualism and communitarianism, some time on the French (post-)structuralists Pierre Bourdieu and Michel Foucault, and two weeks on critical theories of politics, race, and gender.

At the end of this semester, it is my hope that each of you will not only have a sense of why social theory is essential for all would-be social scientists, but also have a strong grip on the story of social theory and the thought of (some of) the thinkers who shaped it.

A Note from Fr. Gilger: *I am very much looking forward to our class. This is in part because I love social theory, but also because I am eager to get to know each of you as well – your hopes and concerns and dreams and how sociology might fit into that much larger (and more significant) picture. This means that, in large part, what I am most looking forward to in our class is helping you think. But, in order for this to happen we have to work to make our class dialogical, relational, and collegial. And this requires a real commitment on all of our parts.*

Normally this commitment is simple. It involves mutual presence (i.e., showing up), mutual respect (i.e., listening and laughing and thinking together), and mutual preparation (i.e., arriving to class having done the work that will allow thinking to happen). Without us committing to this doing this on a regular basis our class simply can't function as it might otherwise. It's because I want this that I'm asking a lot of you in this class.

But there's another reason I'm asking a lot as well. It's because the experiences I prized most as a student came in classes that were both intellectually challenging and mutually responsible. It was the balance that made them fun. Everything else in school – writing, reading and, yes, grades – was secondary to that experience of thinking together. It's because this is the goal that this syllabus looks like it does. (Also, if there is something going on in your life that prevents you from living up to these hopes that is... actually just fine. We live in the real world. Life takes priority. Come talk to me, please, and we can find a way to keep pursuing a real education.)

A Note from Eyyup Yilmaz: *Welcome! I'm really excited to explore social theory with you this semester and to think together about the world we share.*

As your teaching assistant, I'll be grading your assignments throughout the semester. (Don't worry; I'm not a harsh grader ☺.) I believe every paper has value when it seeks to develop a way of thinking in dialogue with the scholars we read. More importantly, I want you to know that I'm not just here to grade. I'll also be glad to meet with you during my office hours – or at another time we arrange.

Whether you'd like to talk about your grades, review course material, explore sociology more broadly, or simply have a conversation about life, I'm always happy to connect outside of class.

A Few Idiosyncrasies of Our Classroom:

- Because we are trying to pay attention to one another, the focus of our class is in the center of the room. This is where our shared attention goes.
- It's because shared thinking is the goal that our classroom is a technology-free zone. Yes, that means no computers, tablets, or phones in the classroom.
 - This is because: technology does not help you think.
- You need to read. My job is to help you think and that means holding you accountable for the readings. This is why there are readings quizzes, etc. on the syllabus.
- Because reading is so important and I don't want technology in the classroom, whenever readings are not included in the books that I've asked you to buy Eyyup or I will print out the readings for you and bring those to the preceding class.

- Outside of class, please check your Loyola email. I will use that to communicate any necessary changes/addenda.

Course Objectives: there are three capacities that I hope you will develop in our class and one... well, maybe it's best to call it a "character trait," that I hope you develop.

1. *Capacity 1* – learn to tell the story that sociology tells about itself (i.e., understand and describe what sociology thinks it's doing) – and how that story can be used and criticized.
2. *Capacity 2* – have a sense of the history of social theory. That is, to have some sense of how social theory emerged and evolved, solidified and fractured. This does not mean that I expect you to master each thinker. It does mean that I expect you to become conversant with what each thinker argues, and how that fits within the story sociology tells about itself.
3. *Capacity 3* – understand why theory is necessary for sociology (i.e., be able to explain why there is no opting out of theory).
4. *A Character Trait* – I hope that this course will do for you something of what the first philosophy class I took as an undergraduate did for me. On the first day of class I remember walking out the building asking: "why didn't anyone teach me this before?!" I remember being astounded to discover that people had been thinking about what it means to be a human being in community and how we might both remove the personal, social and ideological walls that prevent us from being that kind of person and preserve/renew some of the supports that our grandmothers and grandfathers built in the past. What happened to me there was that I realized that it was possible to fall in love with reality by thinking deeply about it. I hope that this class will help you do the same.

Course Requirements: With the above as our goal, I will grade you on four aspects of your contribution to our class:

- (1) Your preparation for class will be evaluated in the form of regular reading quizzes,
- (2) Your presence and participation in class will be evaluated by your attendance and participation (especially in small group discussions),
- (3) Your capacity to process the material through three critical analysis quizzes, and
- (4) A final paper and oral exam over what you have written.

Here are some details as to what that will look like:

1. *Reading Quizzes – 152 points* (19 quizzes at 8 points each)
 - This class does not function if you have not prepared the readings. Reading quizzes keep us accountable for the readings.
 - As you can see above, there will be 19 quizzes. With 41 classes in total, you can expect to have a reading quiz, roughly, every other class.
 - These are reading quizzes – they will evaluate whether you have read the material.
 - My hope is that, if you've read, you will get a perfect score on these each time. In other words, you do not need to fret, you just need to read.
 - If you miss a quiz please contact Eyyup. You may make it up *within a week* for full credit.
2. *Presence and Participation – 76 points* (38 required classes at 2 points each)

- There are 41 class sessions. You may miss three with no questions asked or permissions needed. That is, you are graded for 38 of the 41 classes.
 - Missing six or more classes (~15% of the total) without cause (please come talk to me...) may result in failure of the course.
 - Attending class is worth 1 point. Participating actively is worth 1 point.
 - Yes, you may receive credit for attending/participating in up to 41 classes.
 - Active participation doesn't have to mean talking all the time. Really, what I am hoping for is shared attention on the texts. If you are with us, attentive and engaged, not using technology, I will be very happy to give you participation credit. (And if you're wondering how you're doing just ask me. Nothing is hidden that shall not be revealed.)
 - N.B., introverts → I know that talking in class is not always easy. Instead of forcing yourself to do that, I suggest preparing something to say ahead of time. For example, write a note to yourself about a comment you'd like to make. Or, if I call on you, just tell me that you're not ready. I can come back to you.
 - N.B., extroverts → Sometimes being a good thought-partner means pulling the best out of your partners – which means listening is as essential as speaking.
3. *Critical Analysis Quizzes* – **99 points** (3 quizzes at 33 points each)
- There are 9 units in our class. At regular intervals (dates below in bold) we will have a “critical analysis quiz.” These in-class evaluations will consist in you writing an essay that shows your engagement with some of the material in the previous unit.
 - In each quiz, which will take ~30 minutes, you will write an essay that does three things:
 - First, you will pick a reading from a list of my choosing.
 - All of these readings will come from the preceding unit. For example, the first quiz will ask you to engage with a reading from classes 2-8.
 - Second, you will be asked to identify and explain a major theoretical concept that is present in the reading you have selected.
 - In your first couple of paragraphs, then, you will explain *one* of the main analytic concepts found in the reading, telling me what the concept is, how the author used it, and how it fits into her/his scholarship.
 - After introducing the concept you should, third, evaluate it. That is, in the next couple of paragraphs you should critically evaluate the author's use of the concept. Are there things the author misses? Are there criticisms that you would like to apply to this concept?
 - Strong essays will include criticisms drawn from other authors we've read in class.
 - Or, strong essays might show how the concept is foundational and can be constructively built upon. In other words you might compliment the concept.
 - Finally, in the close of your essay I would like you to show how the concept can be used to understand the social world. Here is where you take the concept and show me how the world looks to you when you look at the world through it.
 - For example, you might show how Durkheim's concept of “totemism” is found in the iconography of Loyola University Chicago – or your sorority, etc.
 - Strong essays will be both analytically rigorous and fun/strange/interesting.
4. *Final Paper & Oral Exam* – **73 points**
- Details will be forthcoming later this semester, but generally this will look like a critical analysis quiz, but will be written outside of class. It will be distinct in that you will be

expected to integrate one reading/concept from each of the units of the semester into your analysis of a contemporary social phenomenon.

- This paper is due on December 1st.
- During the final week of the semester there are no readings. Instead, we will schedule time for an oral exam in which Eyyup and I will discuss your paper with you.

Point Totals & Grading Scale: 400 points are available in our class. Here's the breakdown:

Preparation = 152/400 = 38% of total grade

Participation = 76/400 = 19% of total grade

Critical Analysis Quizzes = 99/400 = ~25% of total grade

Final Paper & Oral Exam = 73/400 = ~18% of total grade

POINTS EARNED	PERCENTILE	LETTER
372+	93+	A
360	90-92%	A-
348	87-89%	B+
332	83-86%	B
320	80-82%	B-
308	77-79%	C+
292	73-76%	C
280	70-72%	C-
268	67-69%	D+
240	60-66%	D
Below 240	0-59%	F

Required Texts: I am asking you to buy two books for our class. Three options for getting them are included. Beneath the texts listed are links to the Press page and to Amazon. Below those are instructions from LUC about getting books from the bookstore. *I'll provide all the other readings.*

1. Jason Blakely. 2020. *We Built Reality: How Social Science Infiltrated Culture, Politics, and Power.* New York: Oxford University Press.
 - a. Press link: <https://global.oup.com/academic/product/we-built-reality-9780190087388?q=we%20built%20reality&lang=en&cc=us>
 - b. Amazon link: <https://a.co/d/dhgHPMx>
2. Craig Calhoun, et. al. 2022. *Classical Social Theory* (4th edition). Hoboken: Wiley Blackwell.
 - a. Press link: <https://www.wiley.com/Classical+Sociological+Theory%2C+4th+Edition-p-9781119527367>
 - b. Amazon link: <https://a.co/d/7LvdYQ1>

SHOP NEW, USED, RENTAL, AND DIGITAL FROM YOUR CAMPUS STORE

Online		In Person
Go to www.LoyolaChiShop.com Click on Textbooks > Enter your Student ID Number or click Enter Courses to get a list of your required materials > Select your materials and check out. Orders can be shipped or picked up at the campus store.	or	Go to www.LoyolaChiShop.com Click on Textbooks > Enter your Student ID Number or click Enter Courses to get a list of your required materials > Shop textbook aisles which are arranged by author's last name and check out at the front of the store.

COURSE SCHEDULE

Two prefatory notes:

1. I'm really going to do my best to help us stick with this schedule. But, listen, things happen. So, the plan is for us to do our best, together, to make this schedule happen. And, if changes need to be made, we'll (1) talk about it in class, and (2) I'll notify you.
2. Our readings will either be from We Built Reality, Classical Social Theory, or I will have printed copies for you in class. All of readings that are not in the books will be printed out for you, but just in case they can also be found on Sakai. In the course schedule below, the readings that are not in your books are marked with this symbol: [§§].

Class 1 (Mon, 8/25) – Introductions

Unit 1: Why Theory?

Class 2 (Wed, 8/27) – Blakely, “Introduction” to We Built Reality (pp. xi – xxviii) AND [watch this panel discussion](#) on the book.

Class 3 (Fri, 8/29) – Blakely, “Republic, Inc.,” ch.2 of We Built Reality (pp24-43)

9/1 – Labor Day = no class on Monday

9/2 – Last day to add/swap classes

Class 4 (Wed, 9/3) – Blakely, “Management Ethos,” ch.4 of We Built Reality (pp70-86)

- If you have time, read [§§] Weatherby, “The Bookmaker”

Unit 2: The Story (and History) of Sociology

Class 5 (Fri, 9/5) – [§§] Rhys Williams, “Liberalism, the Enlightenment, and Sociology as an Academic Discipline” (pp1-21)

9/7 – Last day to withdraw without a “W” grade (= 100% cost refund)

Class 6 (Mon, 9/8) – [§§] Wagner, “Modernity: The History of a Concept,” (pp9949-9954)
Class 7 (Wed, 9/10) – [§§] Christian Smith, Intro & ch.1 of Sacred Project (pp.ix-27)
Class 8 (Fri, 9/12) – [§§] Christian Smith, ch.4 of Sacred Project (pp119-132)

Class 9 (Mon, 9/15) – **Critical Analysis Quiz #1** on Units 1 & 2

Unit 3: Karl Marx

Class 10 (Wed, 9/17) – [§§] Calhoun on Marx, Classical Social Theory (hereafter: CST) (pp143-153), AND Marx, “Estranged Labor,” ch12 in CST (pp158-167)

Class 11 (Fri, 9/19) – Marx, “Manifesto of the Communist Party,” ch13 in CST (pp168-82)

Class 12 (Mon, 9/22) – Marx, excerpts from The German Ideology AND “The Fetishism of Commodities,” chs.11 & 16 in CST (pp154-58; 193-97)

- If you have time, [listen to this short podcast](#) on alienation in Marx.

Class 13 (Wed, 9/24) – [§§] Arlie Hochschild, ch.1 of The Managed Heart (pp3-23)

Unit 4: Max Weber

Class 14 (Fri, 9/26) – Calhoun on Weber, CST (pp273-278) AND [§§] Kolbert – “Why Work?” AND watch either [this short video](#) or [this short video](#)

Class 15 (Mon, 9/29) – Gilger, “A Brief Intro to The Protestant Ethic” AND an excerpt from Weber, Protestant Ethic, ch24 in CST (pp296-303)

- Stop at the section that begins: “We can address the idea of naïve historical...”

Class 16 (Wed, 10/1) – Weber, the rest of ch24 in CST (pp303-313)

Class 17 (Fri, 10/3) – [§§] Whatley – “Toward a Leisure Ethic” (pp1-14)

10/6-7 – LUC Midwinter Break = no class on Monday, 10/6

Unit 5: Emile Durkheim

Class 18 (Wed, 10/8) – Calhoun on Durkheim, CST (pp205-210) AND listen to [this short podcast](#) on Durkheim

Class 19 (Fri, 10/10) – Durkheim, Division of Labor in Society, ch19 in CST (pp228-49)

- N.b., you can skip the “The Causes” section, pp233-38

Class 20 (Mon, 10/13) – Durkheim, Suicide, ch21 in CST (pp262-270)

Class 21 (Wed, 10/15) – Durkheim, Elementary Forms, ch20 in CST (pp250-261)

Class 22 (Fri, 10/17) – **Critical Analysis Quiz #2** on Units 3-5

Unit 6: Symbolic Interactionism

Class 23 (Mon, 10/20) – Calhoun on self & society, CST (pp343-47) AND Simmel, “Metropolis & Mental Life,” ch31 in CST (pp372-380) AND [§§] Brinkhof, “Are Big Cities Bad for Our Mental Health?”

Class 24 (Wed, 10/22) – G.H. Mead, “The Self,” ch28 in CST (pp348-60)

- If you have time, [listen to this podcast](#)

Class 25 (Fri, 10/24) – [§§] Goffman, excerpts from Presentation of Self (pp.xi-16)

Unit 7: Individualism, Communitarianism, and Social Capital

Class 26 (Mon, 10/27) – [§§] Jagannathan, “The Politics of Polyphonic Singing” from *Plough Magazine* (10.7.2020) AND [§§] Rose – “The Civil Theology of Robert Bellah” from *Commonweal Magazine* (10.29.2023)

- We will start class by discussing these two readings and then watch a snippet from the doc “Join or Die,” which I am asking you to finish watching on your own.
- Netflix link: <https://www.netflix.com/title/81746809> (or search “Join or Die”)
- Website link: <https://www.joinordiefilm.com/>.

Class 27 (Wed, 10/29) – [§§] Bellah et. al., ch.6 of Habits of the Heart (pp142-163)

Class 28 (Fri, 10/31) – [§§] Robert Putnam, “Bowling Alone” (pp64-77)

10/31 – Last day to withdraw with a “W” grade on your transcript

Unit 8: French Structuralism & Post-Structuralism

Class 29 (Mon, 11/3) – [§§] Calhoun on Bourdieu, Contemporary Social Theory (pp325-34) AND [§§] Bourdieu, “The Forms of Capital” (pp280-291)

Class 30 (Wed, 11/5) – [§§] Calhoun on Foucault, Contemporary Social Theory 2 (pp289-94) AND an excerpt from [§§] Foucault, Discipline and Punish (pp192-203)

Class 31 (Fri, 11/7) – **Critical Analysis Quiz #3** on Units 6-8

Unit 9: Critical Theory: Freedom, Gender, Race; Intersectionality

Class 32 (Mon, 11/10) – Calhoun on critical theory AND Horkheimer, “Traditional and Critical Theory” in CST (pp399-418)

Class 33 (Wed, 11/12) – excerpts from [§§] Zygmunt Bauman, Liquid Modernity (pp16-18, 22-26, 30-34, 38-41)

Class 34 (Fri, 11/14) – [§§] Aldon Morris, “Sociology of Race and W.E.B. Du Bois: The Path Not Taken” in Sociology in America, A History (pp503-534)

Class 35 (Mon, 11/17) – Du Bois, Souls of Black Folk, ch32 in CST (pp381-86) AND excerpts from [§§] “The Souls of White Folk” (pp923-27, 931-33, 936-38).

- If you have time, [listen to this podcast](#)

Class 36 (Wed, 11/19) – excerpts from [§§] Dorothy Smith, The Everyday World as Problematic (pp48-60, 88-104)

Class 37 (Fri, 11/21) – [§§] West and Zimmerman, “Doing Gender” (pp125-51)

Class 38 (Mon, 11/24) – [§§] Patricia Hill Collins, “The Social Construction of Black Feminist Thought” (pp745-773)

11/26-29 – LUC Thanksgiving Break = no class on Wednesday or Friday

***** Critical Analysis Essay due on Sakai by end of class (11:15AM) on 12/1 *****

Class 39 (Mon, 12/1) – Oral Exams

Class 40 (Wed, 12/3) – Oral Exams

Class 41 (Fri, 12/5) – Oral Exams

Finals Week starts on Monday, 12/8

Class 42 (Mon, 12/8) – our final is from 9-11AM

- Oral exams may be completed until 11AM on Monday, 12/8

Remaining Policy Notes:

Academic Calendar: can be [found here](#).

Academic Integrity: because of our AI overlords, I have eliminated almost all outside of class writing from SOCL 205. Nevertheless, I ask you to, 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. Everything you need to know is there.

If, to my great chagrin, I find that you have 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://catalog.luc.edu/academic-standards-regulations/undergraduate/> – you can find details under the “academic integrity” tab on this page.

Accommodations: Loyola provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class.

Further, 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, emailing SAC@luc.edu, or [going here](#). Please note, accommodations are not considered “active” until faculty receive formal notice from SAC.

Attendance: Please come to class. Because participation counts for more than 20% of your grade your presence will affect your grade. Additionally, missing more than 2 weeks/6 classes (~15% of the total) may result in failure of the course. Two further notes:

- (1) The university’s undergraduate attendance policy [can be found here](#), under the tab of the same name.
- (2) Religious Holidays, which the university has [listed in calendar form here](#), are excused.

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.

Prerequisites: To take this course you must have completed a 100-level sociology course.

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. 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](#).

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.

Faculty Reporting Obligations: As an instructor, I am a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct,](#)

[and Retaliation](http://www.luc.edu/equity) (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 an RCP I must report to the [Office for Equity & Compliance](#) (“OEC”) any known, disclosed, alleged, or otherwise reported (formally or informally) incidents of sexual misconduct that satisfies any of the following criteria:

- Sexual misconduct against any individual who is currently a minor by any individual
- Sexual misconduct against any individual who is or was a student at the time of the incident
- Sexual misconduct by any individual who is or was a student or employee (faculty or staff) at the time of the incident

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.

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 Mon-Fri, 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.

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.