

Introduction to Sociology
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Hickman Hall, Room 101,
Douglas Campus,
Rutgers University
Spring 2018

Instructor: Irina Nicorici
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Class time: Mondays and Wednesdays, 5:35 p.m. to 6:55 p.m.
Office hours: by appointment
Office 139, Department of Sociology, Davison Hall, Douglass Campus
Course Website: <http://sakai.rutgers.edu>

Course Description: Sociology is the scientific study of social life, its patterns and processes. Sociologists are concerned with everyday phenomena, as well as events that occur at a much grander social scale. This course will help you develop a sociological imagination for a better understanding of the world around you. It will also enable you to re-frame personal troubles as social issues. Towards these goals, you will be introduced to the major theories, concepts, tools, research methods, and several substantive areas of sociology. We will discuss famous sociological studies, as well as current issues and topics that affect our lives. We begin by examining the basics, then we proceed to the core topics including race, class, gender, social movements and global inequalities, then we will introduce several subfields of sociology – crime, culture, family, education, religion, environmental, medical, political and economic sociologies among others. Although the course is the introduction to the principles and concepts for the sociological analysis of human societies, it is expected that you will gain the tools enabling you to think hard and ask sociological questions about how and why our world is the way it is.

Course Objectives:

- 1) Develop an understanding of various sociological perspectives and key concepts of sociology as a discipline;
- 2) Understand how sociological research is developed and conducted;
- 3) Demonstrate an understanding of how society and its institutions function, and the major social issues facing the world today;
- 4) Develop the ability to analyze the impact of those issues on your life and the lives of others;
- 5) Gain the tools to approach social processes in a critical manner, analyzing things that you observe, think and feel as part of those processes.

SAS Core Curriculum Requirements:

This course satisfies Rutgers' School of Arts and Sciences' core curriculum requirements of the 21st century challenges and social and historical analysis, which include:

- 1) Introducing students to the “sociological imagination,” a distinctive analysis of the ways people think, feel, and behave that focuses on how they are situated in historically, culturally, and socially specific environments.

- 2) Understanding different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. Competing views of the social world embedded in different sets of theories are compared and contrasted. Of particular interest are situations in which different theories predict different outcomes.
- 3) Applying concepts about human and social behavior to particular questions or situations. Sociological theory and research is used to explore world problems and social issues: racial conflict, class conflict, and gendered exploitation.
- 4) Analyzing the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

Class Format: The daily format of the course will be mainly based on a combination of class lectures, close analysis of the assigned readings, discussions, multimedia presentations, and a broader examination of key sociological themes and issues, as they pertain to that day's topic of focus.

Students are expected to complete the required readings listed on the syllabus **PRIOR TO CLASS** on the day for which they are listed, come to class on time, actively participate in class discussions, and raise questions.

A typical class period will require about 30 pages of reading, typically a chapter or some portion of a chapter from our textbook, as well as one or two compulsory supplementary texts to enhance comprehension.

Please refrain from phone conversations, texting or accessing the web for non-academic purposes during the class period.

Required Textbook: Essentials of Sociology. By Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. **6th edition**, W.W. Norton and Company, Inc., 2017. ISBN 9780393602784 (Referred to as "GDAC" in the reading schedule below).

The textbook should be available for purchase at the Rutgers University Bookstore or other retailers. The format, either electronic or paper, is your choice. Please make sure to get the **exact edition (6th)** with the ISBN indicated above.

Articles and book chapters shall be posted on our class Sakai site (marked with * in the syllabus).

Grading System: Evaluation will be based on student's class participation and three in-class examinations. The breakdown is given below:

Date	Evaluations	% of Total Grade
Wed 2/14	Exam One	30%
Mon 3/26	Exam Two	30%
Fri May 4	Exam Three	30%
	Attendance and participation	10%
	Total	100%

Attendance and participation: Attendance is required for this course, attendance sheets will circulate at a random time during each class. **Missing more than 4 substantive class meetings (out of 26 total, not counting the exam dates) will result in a 0 (zero) for the attendance-and-participation grade rubric. No exceptions.** A class missed due to illness or family emergencies should be reported through the University absence reporting website at <https://sims.rutgers.edu/ssra/>. Indicate the date and reason for your absence. The instructor is automatically notified via email when a student reports his/her absence using this system.

Exams: There will be **three** closed-book exams. They will be multiple choice and true-false questions based on the material from the assigned class readings, class lectures, in-class discussions, and videos watched during the course. They will test your knowledge of and fluency in the course concepts. Therefore, so long as you show up for class and keep up with the readings, there should be no surprises come the exam day.

While the exams are non-cumulative, you are responsible for understanding the key themes that run through this class throughout the semester. A study guide will be distributed prior to each exam; this study guide will help you to identify and understand the important issues.

There will be no make-ups for the exams unless I receive notification at least three days prior to the exam, and you have a valid and documented reason for missing the scheduled exam. Students should get to the exams by the start time and must bring pencils for the scantron sheet (pens are not acceptable and will result in a score of 0 zero), plus have an identification document with them, and **know the RU ID number**. Without the latter, the exam score will be 0 (zero). Each exam counts for 30% of your grade. All electronic devices, including cell phones, should be turned off during the exams, books and notes closed.

Course grades are based on the total number of points an individual earns on exams and through proper attendance. No extra credit opportunities are available. **Final grades are not negotiable** and will be assigned according to the following scale.

Grade	Final Numerical Average
A	90 to 100
B+	87 to 89
B	80 to 86
C+	77 to 79
C	66 to 76
D	50 to 65
F	< 50

ADDITIONAL COURSE INFORMATION

E-mail etiquette and requirements: I will happily and promptly reply to all student email. However, you must follow a few simple rules. First, you must put “Soc 101” in the subject line. If you do not, then I have no way of knowing whether an email message from jrzygrl@aoh.com or PhatBoy@earthlinc.net is from a Sociology 101 student, or a spam message from a Viagra vendor. I will delete all email messages from unfamiliar addresses unless “Soc 101” is in the subject line. Second, you should include your name somewhere in the body of the message. Your email addresses often do not tell me who you are.

I do not buy into the culture of immediacy and the round-the-clock work ethics. Ergo, you should expect me to respond to your message within 24 hours, not instantaneously. If you have not received a reply within 24 hours, please feel free to e-mail again. However, please do not e-mail at the last moment (that is 24 hours before exams) with questions regarding the material. You may not receive a response to these e-mails.

I do not access my computer or office on the weekends.

How To Email A Professor Wiki: <http://www.wikihow.com/Email-a-Professor>

Sakai Site: The class Sakai website includes our syllabus, course readings (marked with an * in this syllabus), and other important announcements pertaining to class. Please check the website regularly, to keep updated of class information and any changes in class schedules.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Misconduct: Rutgers University policies state that academic misconduct may involve: cheating; fabrication; facilitating academic dishonesty; plagiarism; denying others access to information or material. Any instances of academic misconduct will be reported to your dean. Plagiarism is using someone else's words without giving the author proper attribution. For further information on plagiarism, cheating, and other forms of academic dishonesty see the University's academic integrity policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Class Conduct: The Sociology Department encourages the free exchange of ideas in a safe and productive classroom environment. As such, students and faculty must act with mutual respect and courtesy. Behaviors that distract students and faculty are not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by the instructor. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted. If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Instructors may specify other consequences in their syllabi. Serious verbal assaults, harassment, or defamation of the instructor or students can lead to university disciplinary proceedings. The University Code of Student Conduct is at <https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2017/05/UCSC2016.pdf>.

Students with Disabilities

If you need accommodations, please visit <http://ods.rutgers.edu> for more information on general disabilities categories and accommodation request. Students requesting specific accommodations should obtain and provide faculty notices to the instructor.

Disclaimer

This course syllabus is subject to change as needed. You will be informed about any changes ahead of time through Sakai and/or in-class announcement.

COURSE SCHEDULE

BLOCK I – The Fundamentals of Sociology

Wednesday, January 17	Introduction: Course overview
Monday, January 22	Sociological Imagination
Wednesday, January 24	Key Theorists
Monday, January 29	Sociological Research Process
Wednesday, January 31	Research Ethics
Monday, February 5	Socialization
Wednesday, February 7	Social Interaction
Monday, February 12	Groups and Networks
Wednesday, February 14	EXAM ONE

BLOCK II – Social Division and Inequality

Monday, February 19	Class and Stratification
Wednesday, February 21	Class-based Inequalities and Poverty
Monday, February 26	Gender and Sex
Wednesday, February 28	Gendered Inequalities
Monday, March 5	Race and Ethnicity
Wednesday, March 7	Racialization and Racial Inequalities
Monday, March 19	Global Inequalities
Wednesday, March 21	Social Movements and Social Change
Monday, March 26	EXAM TWO

BLOCK III – Institutions of Society

Wednesday, March 28	Sociology of Culture
Monday, April 2	Sociology of Conformity, Deviance and Crime
Wednesday, April 4	Sociology of Families and Intimate Relationships
Monday April 9	Sociology of Education
Wednesday, April 11	Sociology of Religion
Monday, April 16	Health and Medical Sociology
Wednesday, April 18	Environment and Community Sociology
Monday, April 23	Authority, the State, and Political Sociology
Wednesday, April 25	Capitalism and Economic Sociology
Monday, April 30	Wrapping-up and Looking Forward
Fri May 4	EXAM THREE

SCHEDULE OF CLASSES AND READINGS

Wednesday, January 17: **Introduction**

Key concepts and theories: sociology

Readings: * Henslin, James. (1999). "Sociology and the Social Sciences."

Film clip: The Elevator Experiment

Monday, January 22: **Sociological imagination**

Key concepts and theories: sociological perspective, sociological imagination, personal troubles, public issues

Readings: GDAC, p. 2-9

* Mills, C. Wright. (1959). "Personal Experiences and Public Issues."

Film clip: Asch Conformity Experiment

Wednesday, January 24: **Key theorists**

Key concepts and theories: key theoretical approaches and personalities – Comte, Spencer, Marx (anomie, materialism, capitalism), Durkheim (social facts, organic solidarity, social constraint), Weber (rationalization, bureaucracy), Simmel, Martineau, Du Bois (double consciousness); symbolic interactionism, functionalism, conflict theories, Marxism, feminism(s), postmodernism, power, ideology, macrosociology, microsociology

Readings: GDAC, p. 10-21

* Nir, Sarah Maslin. (2015). "The Price of Nice Nails"

Film clips: A Bug's Life;
The Tuskegee Airmen

Monday, January 29: **Sociological research process**

Key concepts and theories: research process, empirical investigation; types of research questions (factual, comparative, developmental, theoretical), hypothesis, data; research methods – qualitative (ethnography, participants observation, interviewing, experiments), quantitative (surveys, analysis of secondary statistical data), historical, comparative; pilot study, sampling, sample (representative, random); triangulation

Readings: GDAC, p. 22-31
* Schwalbe, Michael. (1998). “Finding Out How the Social World Works”

Film clips: Milgram’s Obedience Experiment

Wednesday, January 31: **Research ethics**

Key concepts and theories: ethical dilemmas, informed consent, debriefing

Readings: GDAC, p. 32-39
* Brandt, Allan. (1978). “Racism and Research: The Case of the Tuskegee Syphilis Study”

Film clips: Zimbardo’s Prison Experiment

Monday, February 5: **Socialization**

Key concepts and theories: socialization, social reproduction, Mead, Piaget, social self, self-consciousness, generalized other, agents of socialization, social roles, social identity, gender and race socialization

Readings: GDAC, p. 72-85
* Dyer, Gwynne. (1985). “Anybody’s Son Will Do.”
* Dog, Mary Crow and Erdoes, Richard. (1990). “Civilize Them with a Stick: Education as an Institution of Social Control”

Film clip: 49 Up fragment

Wednesday, February 7: **Social Interaction**

Key concepts and theories: social interaction, microsociology, impression management, Goffman, status, social position, focused and unfocused interaction, civil inattention; non-verbal communication; audience segregation; Garfinkel, ethnomethodology; conversation analysis, interactional vandalism, response cries, personal space, compulsion of proximity; agency, structure; Anderson, streetwise, cosmopolitan canopy

Readings: GDAC, p. 102-127
* Grazian, David. (2008). "The Girl Hunt."

Film clips: Doing Nothing,
Good Speed-Dating Questions,
When "Keeping It Real" Goes Wrong

Monday, February 12: **Groups, Networks, Organizations**

Exam One review sheet

Key concepts and theories: social aggregate, social groups, social category, in-groups and out-groups, primary and secondary groups, reference group; the effect of size on the group, Simmel, dyads, triads, larger groups; group leaders; group conformity, groupthink; formal and informal networks; organizations, bureaucracy, Weber, mcdonaldization of society; social capital

Readings: GDAC, p. 128-155
* Erickson, Bonnie. (2003). "Social Networks: the Value of Variety."
* McGabe, Janice. (2016). "Friends with Academic Benefits."

Film clips: Office Space fragment,
Chipotle's The Scarecrow commercial

Wednesday, February 14: EXAM ONE

Monday, February 19: **Class and Stratification**

Key concepts and theories: social stratification (slavery, caste, endogamy), social class, life chances, theories of stratification (Marx, Weber, Davis and Moore), definitions of class (income, wealth, education, occupation), US class structure (upper, middle, working, lower, underclass); social reproduction, cultural capital, Bourdieu, social mobility

Readings: GDAC, p. 190-212
* Mantsios, Gregory. (2003). "Class in America – 2003."

Film clips: A Class Divided
Capuchin Monkey experiment

Wednesday, February 21: **Class-based Inequalities and Poverty**

Key concepts and theories: causes and consequences of social inequalities; poverty (absolute, relative), poverty line; working poor, feminization of poverty, the elderly in poverty, explaining poverty (culture of poverty hypothesis, dependency culture argument); social exclusion

Readings: GDAC, p. 212-223
* Gans, Herbert. (1994). "The Uses of the Underclass in America."

Film clips: People Like Us (two episodes, Tammy's Story in 2001 and 2013)

Monday, February 26: **Gender and Sex**

Key concepts and theories: sex, gender, gender socialization, social construction of gender, intersex, transgender; intersectionality, biological essentialism; doing gender;

Readings: GDAC, p. 248-257
* Messner, Michael. (1996). "Boyhood, Organized Sports, and the Construction of Masculinities."

Film clips: A Taught Behavior (Tough Guise)

Wednesday, February: **Gendered Inequalities**

Key concepts and theories: patriarchy; gender inequality in education, at work, within families, in politics, from a global perspective; gender typing, sex segregation, glass ceiling, sexual harassment, second shift; gendered violence; theories of gender inequality (functionalist, feminist), varieties of feminisms

Readings: GDAC, p. 258-281
* Hossain, Rokheya Shekhawat. (1905). "Sultana's Dream."

Film clips: Miss Representation fragment,
Making Gender Equality Work for Men

Monday, March 5: **Race and Ethnicity**

Key concepts and theories: difference between ethnicity and race, theories of racial formation, racialization; how race structures life chances, how we recognize "race"; racisms, prejudice, discrimination, stereotyping, scapegoating, scientific racism, institutional racism; minority and dominant groups, ethnic conflict, models of ethnic integration, migratory movements; history of race and ethnicity in the US

Readings: GDAC, p. 281-304
* Van Ausdale, Debra. & Feagin, Joe R. (2001). "Young Children's Racial and Ethnic Definitions of Self."

Film clips: 4-Year Old Driver;
The Myth of Race, Debunked in 3 Minutes;
The Doll Test;
True Colors

Wednesday, March 7: **Racialization and Racial Inequalities**

Key concepts and theories: racial and ethnic inequalities in education, employment and income, health outcomes, residential segregation, Du Bois, double consciousness

Readings: GDAC, p. 305-315
* Brodtkin, Karen. (1998). "How Jews Became White Folks and What That Says about Race in America."

Film clips: Race: The Power of an Illusion, Episode III "The House We Live In"

Monday, March 19: **Global Inequalities**

Key concepts and theories: imperialism, colonialism; globalization, global inequality, global inequalities by the numbers and trends; market-oriented theory, modernization theory, dependency theory, world-systems theory, state-centered theory, neoliberalism, measurements of global inequality

Readings: GDAC, p. 224-247
* Adler, William. (2000). "Job on the Line."

Film clips: Mardi Gras: Made in China

Wednesday, March 21: **Social Movements and Social Change** **Exam Two review sheet**

Key concepts and theories: collective action, theories of collective action (convergence, contagion, emergent norm, value-added, social movement, types of social movements (alterative, redemptive, reformative, revolutionary), models of social movement (classical, resource-mobilization theory, political process), stages of social movement, social movement organizations, social change and its causes

Readings: * Conley, Dalton. "Collective Action, Social Movements, and Social Change"

Film clips: Black Lives Matter Movement
What Does Feminism Mean to You?
Should Social Movements Always be Nonviolent?

Monday, March 26: EXAM TWO

Wednesday, March 28: **Sociology of culture**

Key concepts and theories: culture, development of culture; values, norms, material goods, nature vs nurture debate; cultural appropriation, subcultures, counter culture, assimilation of cultures, multiculturalism; cultural identity, ethnocentrism, cultural relativism, cultural universals; role of language, linguistic relativity hypothesis

Readings: GDAC, p. 40-58
* Glassner, Barry. (1999). "Culture of Fear"

Film clips: Bourdieu's Theory of Cultural Capital

Monday, April 2: **Sociology of Conformity, Deviance and Crime**

Key concepts and theories: norms, mores, folkways, normal behavior, deviant behavior, types of sanctions, deviance, biological and psychological views on deviance; sociological theories of deviance, Durkheim, Merton, Sutherland, Becker, subcultural explanations of deviance, labeling theory, control theory, conflict theory; documenting crime, crime statistics (UCR, NCVS), crime trends; broken windows theory, community policing, target hardening, shaming

Readings: GDAC, p. 156-189
* Meyer, Phillip. (1970). "If Hitler Asked You to Electrocute a Stranger, Would You?"

Film clips: The Milgram Experiment Reloaded;
Bike Theft

Wednesday, April 4: **Sociology of Families and Intimate Relationships**

Key concepts and theories: family (nuclear, extended, of orientation, of procreation), kinship, marriage (monogamy, polygamy, polygyny, polyandry), sociological theories on families, changes in family structure across history and space; fertility rates across social groups; divorce rates; same-sex marriage; singlehood; cohabitation

Readings: GDAC, p. 316-351
* Brown, Susan. (2005). "How Cohabitation Is Reshaping American Families."

Film clips: Transforming Family

Monday April 9: **Sociology of Education**

Key concepts and theories: mass schooling, educational inequalities, Kozol's "savage inequalities," Coleman's study of between-school effects; hidden curriculum, standardized testing, tracking; educational reforms, home schooling, literacy

Readings: GDAC, p. 352-367
* Mickelson, Roslyn and Smith, Stephen. (1998). "Can Education Eliminate Race, Class, and Gender Inequality?"

Film clips: Trading Schools

Wednesday, April 11: **Sociology of Religion**

Key concepts and theories: religion, theism, sacred, profane, theories of religion according to Marx, Weber and Durkheim, secularism; religious organizations, religious nationalism; trends in religious affiliation

Readings: GDAC, p. 368-385
* Ecklund, Elaine. (2008). "Religion and Spirituality among Scientists."

Film clips: The Social Construction of Mormonism

Monday, April 16: **Health and Medical Sociology**

Key concepts and theories: sociology of the body, body and disorders, health coverage; social class gradient in health, sick role, stigma of an illness; CAM; inequalities in health; diseases and the developing world; obesity epidemic, food desert; CAM, biomedical model of health

Readings: GDAC, p. 424-445
* Sered, Susan Starr and Fernandopulle, Rushika. (2005). "Sick Out of Luck: The Uninsured in America."

Film clips: Hans Rosling's 200 Countries, 200 Years, 4 Minutes;
Inequality Hurts

Wednesday, April 18: **Environment and Community Sociology**

Key concepts and theories: conurbation, megalopolis, industrialization, urbanization, inner city, urban ecology, urban interaction problem; theories of urbanism (Chicago School, urban ecology, Wirth's urbanism, Jacobs' cities, created environment); differences between rural, suburban and urban life, suburbanization, rural decline; urban problems, urban renewal, gentrification; global cities; demography, population change; environmental threats, global warming, sustainable development, human exceptionalism paradigm, Anthropocene

Readings: GDAC, p. 456-475, 485-493
* Laszewski, Chuck. (2008). "The Sociologists' Take on the Environment."

Film clips: Gentrification in 2016

Monday, April 23: **Authority, the State, and Political Sociology**

Key concepts and theories: government, politics, power and authority, definition and characteristics of the state, bureaucracy, nationalism, citizenship, types and functions of democracy; political structure in the US; theories of democracy

Readings: GDAC, p. 386-403
* Weber, Max. (1922). "The Characteristics of Bureaucracy."

Film clips: Constructing Public Opinion

Wednesday, April 25: **Capitalism and Economic Sociology**

Key concepts and theories: difference between work and occupation, division of labor, paid and unpaid work, informal economy, alienation, types of capitalism, industrial conflict, labor unions, collective bargaining, corporations, monopoly, oligopoly, key elements of the modern economy; trends in production and occupational structure; unemployment, automation

Readings: GDAC, p. 405-423
* Marx, Karl. & Engels, Friedrich. (1848). "Manifesto of the Communist Party."

Film clips: Joe or José?
The Corporation
The Robot Factory Future

Monday, April 30: **Wrapping-up and Looking Forward**

Exam Three review sheet

Key discussion points: alternative sociological methods (utopias, activism); careers in sociology, current controversies and new directions in sociology

Readings: * Wright, Erik Olin. (2011). "Real Utopias."

Film clips: Participatory Budgeting Project,
Mondragón Cooperative Corporation

Fri May 4: EXAM THREE
