

**Introduction to Sociology**  
**Sociology 101**  
Tuesday 7:15-10:05pm  
Spring 2018  
Ruth Adams Building 001

**Instructor:** Jason Torkelson  
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Office Hours: by appointment, or 6:00-7:00pm before class Tuesdays  
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**Goals:** The primary goal of this course is to familiarize you with basic theoretical approaches to as well as a few substantive areas in the field of sociology. To these ends, I hope to help you gain a better understanding of how society is organized, how it operates, and how it shapes our everyday lives. More generally, it is also my aim to help you improve your critical thinking and reading comprehension skills.

**Email:** If you email me, I'd rather not accidentally delete your email, so please type SOCIOLOGY 101 in the subject line and also include your name somewhere in the body of the email. I will attempt to check my email regularly and I should be able to respond to you within a day or two under most circumstances. That said, however, office hours provide a MUCH better medium for me to clarify class concepts and to answer your questions more fully. Thus, if you have questions or need clarification, it is in your best interest to make effort to meet with me rather than just email. Don't hesitate to reach out if you'd like to meet outside class!

**Text(s):** Macionis, John. *Society: The Basics 14<sup>th</sup> Edition* Upper  
Saddle River, NJ: Prentice Hall (available in the bookstore)

\*There are many other required readings interspersed throughout the course/reading schedule and these are available on sakai. To access these readings, go to sakai.rutgers.edu, log in to our class page, and click on "resources" on the left-hand toolbar.

**Class Requirements:**

Your grade will be calculated as follows:

Short Exam Best score ☺	25%
Short Exam 2 <sup>nd</sup> best score ☺	25%
Short Exam Worst score ☹	0%
In-Class Thought Pieces ☺	10%
Comprehensive Final ☺	<u>40%</u>
	100%

**Short Midterm Examinations:** Short midterm examinations will test your knowledge of and fluency in class concepts from three discrete parts of the course. In all, there will be 3 short midterm examinations that will each cover roughly 1/3 of the course material.

**Although the dates are subject to change depending on how slow or fast we move through the course material,** short midterms are scheduled to be held on: February 20<sup>th</sup>, March 27<sup>th</sup>, and April 24<sup>th</sup>. As far as format, exams will be multiple choice. The content of the midterms will be based on material from assigned class readings, class lectures, and in-class discussions. Therefore, so long as you show up for class and keep up with the readings there should be no surprises come exam day. Only two of the three midterm exams will factor into your final grade. This is because I will simply drop your lowest grade of the three. **For this reason, there are absolutely no make-ups available for midterm exams under any circumstances.** If you miss a midterm exam you will simply receive a zero which (I hope) would be your lowest exam score to be thrown out.

**Final Examination:** The final examination will take place at 8pm on May 3<sup>rd</sup> in our regular meeting room. The final exam will be both lengthier than the midterm and it will be comprehensive—it covers all material from the entire course. Like midterms, the final exam will consist of multiple choice questions. Also, as with the midterms, the final exam will consist of questions based on material from assigned class readings, class lectures, movies, and in-class discussions. I would imagine that showing up to class, actively participating, and keeping up with the readings should help your performance immensely here as well. **Make-up final exams will only be granted under very extreme circumstances. In the rare case that a make-up final exam is granted, it will be in timed long essay format.**

**In-Class Thought Pieces:** Most days I will ask you to write short thought pieces in which you react to themes from the course material. These short papers will not be graded for content so much as the thoughtfulness, effort, and care you put into your responses. I imagine that about a half to full page of thoughtful reflection should suffice for most of these exercises space-wise. I will read your thought pieces and record their completion in my grade book but I will not hand them back to you. So long as you are putting forth effort in your thought pieces, you should not be worried about getting the full amount of points available. On the other hand, if you are not putting forth thought and effort in your responses, you will likely not receive all the points available. Thus, you yourself should know how you are doing as far as these grades are concerned. In addition, while you will not need to be present to complete all in-class thought exercises to receive all the points for this portion of your grade, you will, however, need to complete a good majority of them to receive full points.

**Grading Scale:** The below scale is merely a rough guideline. I reserve the right to curve this scale up or down as I see fit. **No extra credit will be given under any circumstances.**

90-100%	A
88-89%	B+
80-87%	B
78-79%	C+
70-77%	C
60-69%	D
<59%	F

**Disabilities:** If you have a disability and require accommodations please let me know as soon as possible.

**Academic Integrity:** Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic honesty and the successful administration of this policy depend on the mutual cooperation of faculty and students. Dissemination of the Academic Integrity Policy to all faculty, staff, and students will ensure that all members of the community are informed about academic integrity.

Faculty cooperation is essential for successful application of the procedures defined by the Academic Integrity Policy. Faculty members can help promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. This policy seeks to demonstrate the University's concern with academic dishonesty and to guarantee a fair procedure for resolving complaints of academic dishonesty.

**Violations of Academic Integrity:** The various ways in which academic honesty can be violated are discussed below. The comments and examples within each section provide explanations and illustrative material, but in no way exhaust the scope of these violations.

**1) Cheating:** Cheating is the use of inappropriate and unacknowledged materials, information, or study aids in any academic exercise. The use of books, notes, calculators and conversation with others is restricted or forbidden in certain academic exercises. Their use in these cases constitutes cheating. Similarly, students must not request others (including commercial term paper companies) to conduct research or prepare any work for them, nor may they submit identical work or portions thereof for credit or honors more than once without prior approval of the instructor.

**2) Facilitating Academic Dishonesty:** Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material even though they may not themselves benefit academically from that dishonesty.

\*For more detailed information on academic dishonesty go to  
<<http://ctaar.rutgers.edu/integrity/policy.html>.

## ORGANIZATION OF COURSE

### Parts

**This course is broken into three parts which correspond to the three short exams. The three parts are:**

**PART 1**

- 1) *Intro/Basic Terms/Culture*
- 2) *Sociological Theory*
- 3) *Sociological Methods*
- 4) *Socialization/Transitions to Adulthood*

**PART 2**

- 1) *Social Stratification*
- 2) *McDonaldization/Organizations*
- 3) *Deviance/White Collar Crime*

**PART 3**

- 1) *Race/Ethnicity*
- 2) *Gender*
- 3) *Sexuality/Queer Theory*

## Preliminary Course Schedule

The following is a rough outline of the course's trajectory:

Week 1 (Jan 16) *Intro/Basic Terms/Culture*

Week 2 (Jan 23) *Sociological Theory*

Week 3 (Jan 30) NO CLASS

Week 4 (Feb 6) *Sociological Theory, Sociological Methods*

Week 5 (Feb 13) *Socialization/Transitions to Adulthood*

Week 6 (Feb 20) **SHORT EXAM PART 1: Feb 20**, *Social Stratification*

Week 7 (Feb 27) *Social Stratification*,

Week 8 (Mar 6) *McDonaldization/Organizations*

Week 9 (Mar 13) SPRING BREAK

Week 10 (Mar 20) *Deviance/White Collar Crime*

Week 11 (Mar 27) *Deviance/White Collar Crime*, **SHORT EXAM PART 2: Mar 27**

Week 12 (Apr 3) *Race/Ethnicity*

Week 13 (Apr 10) *Race/Ethnicity, Gender*

Week 14 (Apr 17) *Gender, Sexuality/Queer Theory*

Week 15 (Apr 24) *Sexuality/Queer Theory*, **SHORT EXAM PART 3: April 24**

Week 17 (May 3) **CUMULATIVE FINAL EXAM 8pm**

## Reading Schedule

The following outlines which readings correspond to which portion of the course:

- PART 1**
- 1) *Intro/Culture/Basic Terms*
  - 2) *Sociological Theory*
  - 3) *Sociological Methods*
  - 4) *Socialization/Transitions to Adulthood Readings*

*Intro/Culture/Basic Terms Readings:*

**Macionis pages 2-13, 44-53**

**Durkheim, Emile “What is a Social Fact” pages 50-59**

*Sociological Theory Readings:*

**Macionis pages 101-112**

**Ritzer, George. “Classical Theories 1/Contemporary Theories of Everyday Life” pages 13-26; 132-148**

*Sociological Methods Readings:*

**Macionis pages 13-36**

*Socialization/Transitions to Adulthood Readings:*

**Macionis pages 75; 80-92; (374-383 SKIM)**

**Arnett, Jeffrey Jensen *Emerging Adulthood* pages 3-21**

**Lareau, Annette *Unequal Childhoods* pages 1-8**

**PART 2**

1) *Social Stratification*

2) *McDonaldization/Organizations*

3) *Deviance/White Collar Crime*

*Social Stratification Readings:*

**Macionis pages 207-211; 215-241**

**Kerbo, Harold. *Social Stratification and Inequality*: pages 1-25  
(Gladwell, Malcom *Outliers* pages 15-34 SKIM)**

*McDonaldization/Organizations Readings:*

**Macionis pages 123-140**

**Ritzer, George. *The McDonaldization of Society* pages 1-28  
(Greenhouse, Steven *The Big Squeeze* pages 49-55 SKIM)**

*Deviance/White Collar Crime Readings:*

**Macionis pages 176-200**

**Chambliss, William. “The Saints and the Roughnecks” pages 263-77**

**Coleman, James. “The Criminal Elite” pages 1-12**

**PART 3**

1) *Race/Ethnicity*

2) *Gender*

3) *Sexuality/Queer Theory*

*Race/Ethnicity Readings:*

**Macionis pages 302-313**

**Cornell, Stephen; Hartmann, Douglass. *Ethnicity and Race* pages**

72-85

**Bonilla-Silva, Eduardo.** *Racism Without Racists* **pages 1-11; 25-30**

*Gender Readings:*

**Macionis pages 273-295**

**Kessler, Suzanne; McKenna, Wendy.** *Gender: and Ethnomethodological Approach* **pages 1-18; 21-39**

*Sexuality/Queer Theory Readings:*

**Macionis pages 148-168**

**Lancaster, Roger.** "Subject of Honor and Object Shame: The Construction of Male Homosexuality and Stigma in Nicaragua" **pages 87-99**

**Pascoe, C.J.** *Dude, You're a Fag: Adolescent Masculinity and the Fag Discourse* **pages 329-343**

## **Movies**

**Below I provide a preliminary list of possible movies we may be viewing during the semester (if and when we have time), and the portion(s) of the course they correspond to:**

*Sociological Methods* – **Sociological Inquiry; Basic Instincts 5: The Milgram Experiment Revisited**

*Socialization/Transitions to Adulthood* – **Failure to Launch (first 20 min or so)**

*Social Stratification* – **Inequality for All**

*McDonalldization/Organizations* – **Fast Food Nation**

*Deviance/White Collar Crime* – **Enron: the Smartest Guys in the Room**

*Race/Ethnicity* – **Race: The Power of Illusion**

*Gender & Sexuality/Queer Theory* – **Ma Vie en Rose**

**\*I reserve the right to alter any aspect of this course schedule at any point this semester**