

Sociology 112B  
Introduction to Sociology  
T-TH 8:30am to 9:45am  
Clark 309

Instructor: Joshua Terchek  
Office Hours: By apt. on Monday  
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### **Course Description:**

What is sociology? What does a sociologist do and how do they do it? This course will introduce you to sociology by providing a history of sociology, providing an overview of research, contrasting theoretical paradigms, and introducing key concepts sociologists use to understand the world.

### **Required Readings:**

*Sociology a Brief Introduction: 8<sup>th</sup> Edition* by Richard T. Schaefer.

Additional Readings are listed on the syllabus. They will be supplied in class or through Blackboard.

**Readings are to be COMPLETED by date listed on syllabus.**

### **Exams:**

There will be 2 in class room exams worth 25% of your grade each (50% of your overall grade in total). Exams will be cumulative and will include true-false questions, multiple choice questions, and short essays.

### **Reaction Papers:**

You will be responsible to write 5 **two page** reaction papers throughout the semester. Reaction Papers will be graded on a 10 point scale. These papers make up 40% of your overall grade. Completing more than 5 papers will result in the lower scores being dropped from your final grade. Reaction papers should be printed and handed in to your professor by the due date (listed on the syllabus). These will not be accepted through email unless there are extenuating circumstances. Papers should be double spaced, using a 12 point font and have one inch margins. The reaction paper should demonstrate you have read/viewed the assigned material and grasp the concepts it introduces or utilizes. However, you should react to the material. I want your viewpoints, thoughts, and emotions related to the reading. A guide is included below .

- Begin with a brief summary of the article (no more than one paragraph). The first sentence should include the title of the article (i.e. In this article, \_\_\_\_\_, the author.) The summary should include the author's thesis and the main points that support his thesis and argument.
- Concisely re-state the main thesis made by the author in the article. Briefly explain why you think it is the main idea.
- What information does the author provide to support his/her argument? Is the information convincingly supportive? Explain.
- Identify & explain any concepts or theories from the textbook that is pertinent to this article. Clearly state the pertinence in each case. Be sure to identify the concept and the textbook pages where they are discussed.
- How has this article impacted your thinking? Did you like or dislike it? Did it have "shock value"? How does it relate to your life?
- How will you integrate the exposure of this literature into your professional path?
- Have fun with this. If you would like to include an artistic expression, cartoon, song, poem, suggest a movie, or any other appropriate element that helps you express your feelings about the subject --- please share. This addition can allow your reaction to reach a deeper level of identity. The goal is to become impassioned about life and all that it offers.

**Participation:**

Class room participation will make up 10% of your grade. Attendance is part of classroom participation and will be taken at the start of each class. However, merely showing up to class will not get you full credit. Relevant contributions to class room discussions are expected. You are allowed 3 unexcused absences before being penalized 2% for every unexcused absence following.

- 10%: regular attendance with regular and relevant participation
- 9%: regular attendance with regular participation
- 8%: regular attendance with occasional, relevant participation
- 7%: regular attendance with irregular participation.
- 6%: irregular attendance with regular participation.
- 5%: occasional attendance.

**Extra Credit:**

Your instructor will make extra credit opportunities available throughout the semester.

**Excused Absences:**

Please notify your instructor regarding any absence ahead of time. Written documentation regarding absences is expected.

**Make up:**

Make-up on exams will be given with a documented excuse and notice of absence to instructor prior to the scheduled exam. Make-up on classroom participation will be given with a documented excuse and notice of absence to instructor prior to the scheduled class time and require writing an additional reaction paper covering a chapter in your text book.

**Grading Scale:** 89.5% or more = A; 79.5-89.4% = B; 69.5-79.4% = C; 59.5-69.4% = D; 59.4% or less = F

Reaction Papers:	40%
Exams:	50%
Participation :	<u>10%</u>
	100%

**Academic Integrity:** You are expected to uphold Case Western Reserve University's Academic Integrity Policy. It is available at <http://www.case.edu/provost/ugstudies/acintegrity.htm>

**Student Responsibility:** It is my hope to provide a fun and interactive class. Please speak up during class. Please be on time and turn off your cell phones.

**Disability Statement**---If you have a physical, sensory, medical, or learning disability that inhibits learning under usual circumstances, please inform me. I will make whatever adjustments are necessary to improve the learning environment. In addition, please be sure to contact Susan Sampson, the Coordinator of Disability Services, Kelvin Smith Library, Room 105, 368-5230 (sms17@po.cwru.edu).

**Changes to the syllabus:** The instructor retains the right to make changes to the syllabus at anytime, however I will let you know about changes ahead of time. Regular classroom attendance is suggested to keep up with changes to readings.

**NOTE: READINGS ARE LISTED BY DAY THEY ARE TO BE COMPLETED BY.**

**Week 01:**

January 13<sup>th</sup>: Not Applicable  
January 15<sup>th</sup>: Chapter 1: Understanding Sociology 2-27

**Week 02:**

January 20<sup>th</sup>: Reaction Paper 1: *The Sociological Imagination*, C. Wright Mills  
*Professional Sociology: The Case of C. Wright Mills*, Becker  
January 22<sup>nd</sup>: Chapter 2: Sociological Research 28-53

**Week 03:**

January 27<sup>th</sup>: Reaction Paper 2: *Racism and Research: The Case of the Tuskegee Syphilis Study*, Brandt  
*The Belmont Report*, <http://ohsr.od.nih.gov/guidelines/belmont.html>  
January 29<sup>th</sup>: Chapter 3: Culture 54-76

**Week 04:**

February 3<sup>rd</sup>: Reaction Paper 3: *Doing Field Work among the Yanamomo*, Chagnon  
February 5<sup>th</sup>: Chapter 4: Socialization and the Life Course 78-101

**Week 05:**

February 10<sup>th</sup>: Chapter 5: Social Interaction, Groups, and Social Structure 105-127  
February 12<sup>th</sup>: Chapter 7: Deviance and Social Control 152-181

**Week 06:**

February 17<sup>th</sup>: Chapter 12: The Family and Social Relationships: 286-309  
February 19<sup>th</sup>: Chapter 13: Education and Religion 310-326

**Week 07:**

February 24<sup>th</sup>: Reaction Paper 4: *The Deinstitutionalization of the American Marriage*, Cherlin  
February 25<sup>th</sup>: Chapter 6: Mass Media 128-151  
In Class Movie: TBA

**Week 08:**

March 3<sup>rd</sup>: Reaction Paper 5: On movie  
In Class Movie (continued)  
March 5<sup>th</sup>: Midterm Exam

**Week 09:**

March 9<sup>th</sup>: Spring Break  
March 11<sup>th</sup>: Spring Break

**Week 10:**

March 17<sup>th</sup>: Chapter 10: Racial and Ethnic Inequality: 234-263  
March 19<sup>th</sup>: Chapter 11: Stratification by Gender: 264-285

**Week 11:**

March 24<sup>th</sup>: Chapter 14: The Government and Economy 342-369  
March 26<sup>th</sup>: Chapter 8: Social Stratification 184-218

**Week 12:**

April 7<sup>th</sup>: Reaction Paper 6: *The Communist Manifesto*, Marx  
April 9<sup>th</sup>: Chapter 15: Health Medicine and the Environment 11: 260-283

**Week 13:**

April 14<sup>th</sup>:

Reaction Paper 7: *The Influence of Income on Health*, by Micheal Marmot

April 16<sup>th</sup>:

In Class Movie: *Sicko*

**Week 14:**

April 21<sup>st</sup>:

Reaction Paper 8: *Sicko*, Micheal Moore

In Class Movie: *Sicko*

April 23<sup>rd</sup>:

*Final Exam*