

**INTRODUCTION TO SOCIOLOGY**  
**SOC& 101 (Section J)**  
**Fall 2014**  
**Bellevue College**

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Class Meets: M/W 12:30pm-2:40pm  
Class Location: C164

**COURSE INTRODUCTION**

Welcome to our class, "Introduction to Sociology." I look forward to working with you this quarter and sharing with you my fascination with sociology! Hopefully, you enter this class with some degree of curiosity about why human beings behave the way we do. If so, you should find sociology intellectually rewarding as well as illuminating and useful in your own life.

This course is designed as a broad introduction to the field of Sociology. Over the course of the quarter, we will review several topics frequently studied by sociologists, with a particular focus on inequality and the distribution of power in society. We will discover how social institutions (such as education and the economy) depend upon and perpetuate inequalities between people. You will also learn how to use the "sociological imagination" to see how large institutions affect all of our lives for better or worse. As José Ortega y Gasset said, "Tell me the landscape in which you live, and I will tell you who you are." Indeed, our social environments profoundly influence not only who we think we are, but also how we behave, what we think, and how we see others. The overarching goal of this course is to examine and understand this process.

Sociology is a field that relies on scientific research and evidence, not personal opinion or casual observation. In many cases, the ideas sociology has to offer are difficult to grasp and accept because they challenge many of the taken-for-granted attitudes and opinions that we all tend to operate by in our everyday lives. (Science and research often contradict opinion. As an example, just think about how science challenged the previously held belief that the earth was flat and at the center of the universe!) As we all come to the course with strong ideas and beliefs about the world in which we live, the subject matter is personally as well as intellectually challenging. Some of what you will learn in this course may initially seem like "common sense." Sometimes what you will learn might be shocking, surprising, or even make you angry. Hopefully, you will learn from each experience and take these lessons with you on your future endeavors.



*"The chief object of education is not to learn things but to unlearn things."*  
—Gilbert Chesterton

*"Education is not the filling of a pail but the lighting of a fire."*  
—William Butler Yeats

**Visit and consider "liking" the Sociology Program's FACEBOOK page!**  
<https://www.facebook.com/#!/groups/373440292722303/>

## LEARNING ATMOSPHERE

Research about learning tells us that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. In other words, this class is *experiential*. You are expected to personally reflect on yourself and your own life. In fact, reflection and then sharing your reflections with others are critical components of our class. In our class, you will observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you contribute, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

You should know that class time will NOT be spent regurgitating the reading material. I’ve created a series of short video lectures that you’ll watch *outside of class time* (you’ll watch about one per week, and they average about 15 minutes in length). I’ve also chosen readings that are VERY EASY to understand. For these reasons, we will be spending the bulk of our class time doing interactive things – activities, skits, discussions, films, and so on. We don’t have a lot of time each week to spend with each other, so we have to make the most of our class time by applying what we’ve learned from the readings and video lectures that we’ve watched ‘outside’ of class time. Students typically tell me that they really like our class time together, as we get the opportunity to engage in a lot of fun and interesting activities.

A note about confidentiality: It is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.* Further, if one of your classmates says something like you’d like to talk to him/her about, please ask his/her permission first. (“John, I’d love to talk to you more about your background or about \_\_\_\_\_. Is that okay with you?”)

A note about course content: Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material in class. Please be advised that, when we explore controversial topics, they will always be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

REGARDING SAFE SPACE: This class is a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to me immediately. All are welcome!



## COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Describe the “sociological perspective”;
- Identify the ways in which culture and social institutions (such as education, the economy, the media, and the family) shape our everyday experiences;
- Explain “social constructionism”;
- Distinguish between factual statements and value judgments;
- Put aside personal ethnocentric attitudes, becoming culturally relative;
- Better understand yourself and perspectives/experiences different from your own;
- Formulate logical conclusions;
- Apply sociological knowledge to real-life situations;
- Look at your own life sociologically; and
- Describe how life experiences and opportunities differ according to race, class, and gender.

## REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts: “Sociology: Exploring the Architecture of Everyday Life” (10<sup>th</sup> Edition)  
You should also buy a stack of 4x6 index cards, which will be used for taking notes on the readings

## COURSE EXPECTATIONS

In order to have a respectful, cooperative learning environment in which we learn as much as possible from one other, we all need to contribute positively to classroom dynamics. Although each class is unique and develops its own ‘personality,’ the following are the basic expectations that serve as the foundation of our class culture.

The following outlines what you can expect of me as your instructor:

- ***A sincere effort to help you learn the course material.*** Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can. We will not use the bulk of class time to simply “regurgitate” the material from the textbook, but rather, we will try to apply and synthesize it. This means that class time will only sometimes be lecture – we will have interesting discussions, watch films, and engage in a variety of activities. I am a big believer that a variety of teaching styles/approaches helps you learn more. I am also a big believer that ‘learning by doing’ leads to deeper levels of understanding.
- ***Accessibility.*** I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon, and I always check my email a few times a day. I do my coursework during the week, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration. **(NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter.** Maybe we can talk about how you’re doing in class, a challenging topic, or your future academic plans.)
- ***Attention and respect.*** When you are speaking, you will have my undivided attention. I will never make you feel “stupid” or less intelligent for asking a question or making a comment. I will treat you as a multi-dimensional human being with feelings and a unique personal background. You are not a student identification number to me!
- ***Fairness.*** Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me that you understand the material. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- ***A sincere effort to learn the course material.*** I work hard to make this course a success for you, and I expect you to try hard too. When participating in discussions and when writing assignments, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply “wing it” in this class and still receive a high grade.
- ***Promptness.*** When you arrive late, it hurts not only yourself but also your classmates. Often at the beginning of class I make important announcements or discuss crucial material, and when you come in late, not only do you miss it but you also disrupt your classmates. I certainly understand that sometimes “life happens” and you might miss a bus or have trouble finding a parking space, so don’t worry if that happens to you (just try to sneak into the classroom with as little disruption as possible,

grabbing a seat along the side or back). Repetitive lateness is a sign of disrespect to our class, however, so if you repeatedly come in late to class, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

As far as your assignments, you will need to comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class**. Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won't. If you know you are going to be absent on the day something is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned)**. Major due dates are indicated on the attached Course Calendar, so plan ahead.

***NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due. You might want to get the contact information of a classmate so the two of you can turn each other's work in if one of you happen to become ill.***

- ***Attention.*** While in class, you focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. This includes cell phones, tablets, laptops, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification from the Disability Resource Center. Please note that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to your classmates. Your participation grade will be affected and lowered by these types of behaviors.
- ***Attendance.*** Please attend all class sessions – we need you here! Being in class contributes positively to our classroom culture (we want to hear your contributions!), and it also increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. Again, that means that being absent does not grant you an extension on anything. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- ***Preparation.*** You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. A chunk of the work in this class is worth a small amount of points (for example, we have several 5 and 10 point assignments) – don't neglect these assignments because they are usually easy points that can rack up and help (or hurt!) your grade a lot. Note that the BC guideline for homework is two hours outside of class for each hour spent in class (this means 10 hours of homework per week for a typical 5-credit class). Don't worry, though – the work load in this class is not that high, although it's not a class that you can 'blow off.'
- ***Contribution.*** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will decline if you do not participate and contribute to the intellectual life of our class.
- ***Respect and tolerance.*** Since learning about diverse experiences is important in this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Bigoted comments and attitudes will not be tolerated. This means that insulting, belittling, degrading, or castigating a group of people (such as women, men, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, veterans, conservatives, liberals, and so on) will not be permitted. You are entitled to your beliefs, of course, but you are not entitled to make other people feel attacked, insulted, or victimized by them. Everyone in our class has the right to feel welcome here and safe from personal attack. It is unacceptable to justify bigoted attitudes for any reason, including religion. As a sociologist, I know that words do matter (they can hurt a lot!), so please think of other people's feelings before speaking. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your

viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

- **Honesty.** Of course, this means no cheating and no plagiarism. If you cheat/plagiarize, you will fail the assignment and possibly the course, depending on the severity. No excuses will be taken into account on this, as this is the central tenet of the student conduct code at any college or university. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your work if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). ***In this class, your assignments should be grounded in the textbook and readings (rather than web resources, which are often wrong!). This means that you should NOT do internet research in this class – all you need can be found in the course textbook and supplementary readings.*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

## GRADING

Final course grades are based on the following:

Exams (2 @ 200pts each)	400 points
Group research project and presentation	200 points
Notecards (18 @ 10pts each)	180 points
Film reflections and group worksheets (7@ 15 pts each)	105 points
Reflection journal (10 @ 5pts each)	50 points
Participation	65 points
<b>TOTAL</b>	<b>1000 points</b>

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

- (1) **Exams:** Two exams are given over the course of the quarter. Exams will likely consist of multiple choice, true/false, short answer, and/or essay questions (I will provide you with a review sheet). Exams will be conducted online using CANVAS, and you'll have 60 minutes to complete each exam. Please review the attached Course Calendar and make note of the exam dates. Plan ahead!
- (2) **Group Research Project and Presentation:** You will form groups (of 4 to 5 students each) and conduct research as a team. This is not traditional library research; rather, your team will "go out" into the world and collect data about a course-related topic. You might decide, for example, to watch television for the messages it conveys about gender. You might analyze the nightly news for bias. You might examine magazine advertisements for the messages they seem to convey about social class. I will provide the class with a list of research projects to choose from, and each group will choose one project from that list. (No two groups can do the same project.) Your group will present your findings and conclusions to the class at the end of the quarter. *More details about this project will be distributed in the first part of the quarter.*
- (3) **Notecards:** For most of the assigned readings, you will need to submit notecards. At the beginning of class on the day the notecards are due, I will collect your notecards. **Late notecards will not be accepted.** This means that **I will not accept notecards submitted at the end of the class period.** HOWEVER, you are permitted to miss ONE notecard without any effect on your grade (I simply drop the lowest score), so if you miss one, then that would be one of your dropped scores. The purpose of these notecards is to: (a) help you keep up with the readings, (b) help you learn the material better, and (c)



reinforce good study/learning habits. **You will want to refer to these notecards during our exams**, so it is in your best interest to do a superb job on them! Notecards might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER & AUTHOR
<p>The rest of the notecard can be used to list/define any key terms or important points that are discussed in the reading, but you must do this IN YOUR OWN WORDS (copying and pasting is not acceptable).</p> <p>Remember, if you do a great job on this, it will help you on the exam! You are permitted to use more than one notecard per reading.</p>	

When grading your notecards, I will simply skim them and assign 10 points for cards that seem to be thorough and reduced points for cards that seem to be lacking. If you don't turn in a notecard, you'll receive a score of zero (and have fewer notecards to refer to during the exam, unfortunately!).

- (4) **Film Reflections and Group Worksheets:** Eight days throughout the quarter, you'll be asked to watch a film or short films (by streaming them online on your own time), answer some questions, and then talk about the films with classmates. On the due date, you should come to class having watched the film(s) and completed the short, independent assignment. In class, I'll divide the class into groups, and you'll discuss the film in groups and work on a group assignment about the film. You can receive up to 10 points for your individual assignment (that you completed on your own time) and 5 points for your contributions to the group assignment. The due dates for these film assignments are on the attached Course Calendar. Please note: You are permitted to miss **one** of these assignments without consequence to your final grade (I drop the lowest score so that only seven count toward your grade). However, **if you complete all eight of them, your eighth assignment will count as extra credit for you!**
- (5) **Weekly Reflections:** Since reflecting on the course material is an important component of this class, each week you will be required to write a brief reflection (usually, no longer than a couple of paragraphs at most). Reflection questions and due dates are on the Course Calendar. **I will not accept late Reflections**, so if you don't turn them in on time, you'll receive a score of zero.
- (6) **Participation and attendance:** Participation is essential to the format of this class and therefore contributes toward your grade. In short, your success in this class depends on your attendance and your *active* participation. "Participation" includes attendance, class discussions, group work, and independent in-class assignments. As a result, if you skip class or disrupt class by coming in late regularly or whispering, then your participation grade will suffer. For each five (5) class periods that you miss (or arrive late), your final grade will drop one full letter grade. This means that you are permitted to miss or arrive late to five (5) classes – that's roughly 10% of our class! – without consequence to your course grade. If you maintain strong attendance and contribute to class discussions in a meaningful way by adding important insights, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade! The hallmark of a successful college student is great attendance.*

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B 132 or you can call them at 425.564.2498. Deaf students can reach them by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

## **COURSE CALENDAR**

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes. You should make every effort to complete the readings in the order listed. "Newman," when listed, refers to the course textbook.



## **WEEK ONE - Introduction to the Course**

**The first couple of weeks of the quarter will be devoted primarily to community building and learning about ourselves, all within the context of Sociology.**

### Readings and Assignments:

- Read syllabus and make sure you understand it
- Read McIntyre, L. "Who's Afraid of Sociology" (on WEBSITE)
- **Due Wednesday:** Syllabus Quiz
- **Due Wednesday:** HW: Personal Qualities checklist (bring your completed checklist to class, as I will collect it)
- **Due Wednesday:** McIntyre notecards (see section in syllabus that describes notecards)
- **Due Wednesday:** Typed reflection on the following questions (write a few sentences for each):
  - Can you think of a time in which you were ethnocentric toward another person or culture? What were the circumstances? How do you think your ethnocentrism would have made that person or culture feel, had they known you felt that way about them?
  - Would you like to be less ethnocentric? Why/why not?
  - In what kinds of situations is it difficult for you to remain 'culturally relative?' Can you think of any examples in which cultural relativity might be impossible for you?

## **WEEK TWO – The Sociological Imagination**

### PARADOX of the week:

*Thinking sociologically often means making the familiar seem strange.*

#### Readings and Assignments:

- Read Newman, Chapter 1
- **Due Monday:** Typed reflection on the following questions (write a few sentences for each):
  - What was it like for you to work with your 'same style' energy group on the skit?
  - What did you learn about yourself last week?
  - What did you learn about others who may be different from you?
- **Due Wednesday:** Chapter 1 notecards
- **Due Wednesday:** Watch the following Introductory lecture by clicking on this link (13 min) and write up a notecard (bring your notecard to class on Thursday!):  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Sociological\\_Imagination\\_Flash\\_Large\\_20110720\\_03.47.04PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Sociological_Imagination_Flash_Large_20110720_03.47.04PM.html)

## **WEEK THREE – Social Structure**

### PARADOX of the week:

*What makes you an "individual" is your affiliation with multiple group identities.*

#### Readings and Assignments:

- **Due Monday:** Write a paragraph or two in which you either describe something interesting about yourself or share a story about your life. You might choose to write about something embarrassing that happened to you. You might discuss a funny or surprising event in your life. You might talk about something that's made a big impact on your life. It's your choice. Although you should write your name at the top of the page (so I can see that it's you!), do not mention your name or your sex/gender in the story itself. Your story will be read to the class, and your classmates will have to try to guess whose story it is. As a result, don't share anything that you wouldn't want the rest of the class to know about you!
- **Due Monday:** Watch the following Introductory lecture by clicking on this link (17 min) and write up a notecard (bring your notecard to class!):  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Building\\_Blocks\\_Flash\\_Large\\_20110720\\_03.03.26PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Building_Blocks_Flash_Large_20110720_03.03.26PM.html)
- **Due Wednesday:** Typed reflection on the following questions (write a few sentences for each):
  - If you were a part of the Stanford Prison Experiment, do you think you would have acted any differently from the other volunteers? Why/why not?
  - Can you think of any circumstances in your life in which you 'changed' your behavior, actions or attitudes as a result of the environment you were in?
  - What have you learned about society this week? What have you learned about yourself?
- Read Newman Chapter 2
- **Due Wednesday:** Chapter 2 notecards





"The Boondocks"

## **WEEK FOUR – Social Construction of Reality**

### PARADOX of the week:

*If we successfully answer one question, it only spawns others.*

*There is no moment when sociology's work is done.*

### Readings and Assignments:

- **Due Monday:** A list of your group members for your research project
- Read Newman Chapter 3
- **Due Wednesday:** Chapter 3 notecards
- **Due Wednesday: Film Reflection and Group Activity.** Watch all three parts of the following video (about 10 minutes each):  
<http://www.youtube.com/watch?v=8ITuuxmlfqs&list=PLDF501898D3290908>  
<http://www.youtube.com/watch?v=YQESPaEj8dk&list=PLDF501898D3290908>  
<http://www.youtube.com/watch?v=jHQJmPbHSdM&list=PLDF501898D3290908>

Answer the following questions about the videos, in writing:

- What does "intersexed" mean?
- What is the standard/common procedure in the U.S. for 'treating' intersexed infants?
- What are some of the risks of genital surgery on intersexed infants?
- Compare/contrast the cultural responses to intersexuality in the Dominican Republic and the United States.
- What can we learn about the social construction of reality from these films?



*Do mass media create culture or merely reflect it?*

Readings and Assignments: **NOTE: No classes on Wednesday, October 22<sup>nd</sup>**

- **Due Monday:** Deadline for your group to choose your topic
  - **Due Monday:** Watch the following introductory lecture (15 min) by clicking on the link and write up a notecard (bring your notecard to class on Monday!):  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Culture\\_-\\_Flash\\_\(Large\)\\_-\\_20110720\\_02.18.36PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Culture_-_Flash_(Large)_-_20110720_02.18.36PM.html)
  - Read Newman, Chapter 4
  - **Due Monday:** Chapter 4 notecards
  - **Due Monday:** Read Miner “Body Ritual Among the Nacirema” (on website) – write a notecard and bring to class on Friday!
  - **Due Monday: Film Reflection and Group Activity.** Watch the following video (about 20min):  
<http://www.youtube.com/watch?v=D9Ihs241zeg>
- Answer the following questions about the video, in writing:
- What does Adichie mean when she talks about a ‘single story?’ In other words, what is a ‘single story?’
  - Give two examples (from her lecture) of people who had a ‘single story’ about someone or someplace else.
  - According to Adichie, what is the danger of a single story?
  - Give an example of a ‘single story’ that you personally have about another culture. Be honest.

## **WEEK SIX – The Sociological Perspective: Socialization**



### PARADOX of the week:

*The most important aspects of social life are those ideas and concepts we learn without anyone "teaching" us.*

*"One is not born, but rather becomes, a woman."*  
-Simone de Beauvoir

### Readings and Assignments:

- **DUE MONDAY: EXAM #1** (on Canvas!)
- **Due Monday:** I have set aside the first hour of Monday for your research group to work and plan. The time is yours to be productive!
- **Due Monday:** Watch the following introductory lecture (15 min) by clicking on the link and write up a notecard (bring your notecard to class on Wednesday):  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Socialization - Flash \(Large\) - 20110720 01.50.13PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Socialization - Flash (Large) - 20110720 01.50.13PM.html)
- **Due Monday: Film Reflection and Group Activity.** Watch the following video (about 50min):  
<http://www.youtube.com/watch?v=hmdycJQi4QA>  
 Answer the following questions about the video, in writing:
  - Who is "Genie?"
  - What happened to Genie? What did her parents do to her? What happened after she was rescued? (Take notes on the story of her life, as it's told in the documentary.)
  - Who was Victor? What was his story, as far as we know?
  - What do Genie and Victor teach us about the importance of socialization?
- Read Newman, Chapter 5 AND pp366-371 (a visual essay called "Civilizing the Indians")
- **Due Wednesday:** Chapter 5 notecards
- **Due Wednesday:** Typed reflection on the following questions (write a few sentences for each):
  - What are the 5 best adjectives to describe you? Name them.
  - For each of these five adjectives, write a couple of sentences. What sociological forces led to you having that trait? Did someone in your life encourage that trait in you? Did an event happen that shaped you in that way? (For example, my sense of humor is undoubtedly shaped by my husband, who taught me to find certain unusual and strange things, funny.)
- **Due Wednesday:** Detailed group research plan

## **WEEK SEVEN – The Sociological Perspective: Deviance**

### **PARADOX of the week:**

*It is the "deviants" among us who hold society together.*

- **Due Monday:** Watch the following introductory lecture (10 min) by clicking on the link and write up a notecard (bring your notecard to class on Tuesday):  
[http://lectures.bellevuecollege.edu/Flash/djohnson/Deviance\\_revised\\_-\\_Flash\\_\(Large\)\\_-\\_20130821\\_10.22.43AM.html](http://lectures.bellevuecollege.edu/Flash/djohnson/Deviance_revised_-_Flash_(Large)_-_20130821_10.22.43AM.html)
- Read Newman, Chapter 8
- **Due Monday:** Chapter 8 notecards
- **Due Wednesday: Film Reflection and Group Activity.** Watch the following video (about 55min):  
<http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch/>  
 Answer the following questions about the video, in writing:
  - At the time the film was made (early 2000s), on average, how many kids in every school classroom were on behavior-modification drugs?
  - How much more psychiatric medication are children in the U.S. prescribed compared to children in the rest of the world?
  - Is ADD or ADHD an example of “deviance?” Explain your reasoning.
  - What is controversial about the medical diagnosis of ADHD?
  - How do you feel about the fact that it is teachers who often label (or attempt to diagnose) children as having ADD/ADHD?
  - Who is Alex? What is his story, as told in the film? If you had to guess, which social forces have impacted his attitudes and behaviors? What is causing his problems – something in his brain or something in the world around him? Do you think medications are the answer for him? Why or why not?
- **DUE Wednesday:** Typed reflection on the following questions (write a few sentences for each):
  - What surprised you about the course material this week?
  - What are your thoughts about the ‘relativity of deviance’?
  - What insights do you have about our society this week?
- **DUE Wednesday:** Poster presentations!

## **WEEK EIGHT – Stratification: Social Class**



### PARADOX of the week:

*Inequality is the result of abundance.*

*“The most dangerous illusion of them all is the illusion that all is well.”*

-William Nicholson

Readings and Assignments: **NOTE: No classes on Tuesday, November 11<sup>th</sup>**

- **Due Monday:** Watch the following lecture (25 minutes) and write up a notecard(s) and (bring your notecard to class on Monday!):  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Social\\_Class\\_-\\_Flash\\_\(Large\)\\_-\\_20110720\\_12.30.40PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Social_Class_-_Flash_(Large)_-_20110720_12.30.40PM.html)
- Read Newman, Chapter 10
- **Due Monday:** Chapter 10 notecards
- **Due Wednesday: Film Reflection and Group Activity.** Watch the following videos  
<http://www.youtube.com/watch?v=Z8XbhRlcIdk&list=PLAF8326A9450D3E50> (7 min)  
[http://www.youtube.com/watch?v=PYh2MRb\\_lo&list=PLAF8326A9450D3E50](http://www.youtube.com/watch?v=PYh2MRb_lo&list=PLAF8326A9450D3E50) (8 min)  
<http://www.youtube.com/watch?v=afer7lDtr64&list=PLAF8326A9450D3E50> (8 min)  
 Answer the following questions about the video, in writing:
  - Is television just ‘entertainment,’ according to the film? Why or why not?
  - What is economic class? Political class? Cultural class?
  - How are the scholars/sociologists in this film defining the working class a little differently from how the Newman textbook does?
  - What is class consciousness, according to the film?
  - How is the working class racially segmented, according to the film?
  - On television, advertisers were able to ‘redefine’ the American dream. How was the American Dream redefined?
  - What were the general characteristics of the Black ghetto sitcoms? What were the goals of the families on those shows?
  - Are Asian Americans and other nonwhite groups represented commonly on tv?
  - Why are some critics critical of shows like George Lopez? Explain their arguments.

*“Nobody makes a greater mistake than  
 when he [or she]  
 does nothing because he [or she] could only do a little.”  
 -Edmund Burke*



## **WEEK NINE - Race**

"First they came for the Jews,  
but I did not speak out because I  
was not a Jew.

Then they came for the  
Communists,  
and I did not speak out because I  
was not a Communist.

Then they came for the trade  
unionists,  
and I did not speak out because I  
was not a trade unionist.

Then they came for me,  
and no one was left to speak for  
me."

-Pastor Martin Niemöller, victim  
of the Nazis



### **Readings and Assignments:**

- **Due Monday:** Typed reflection on the following questions (write a few sentences for each):
  - What stretched or challenged your beliefs about social class and/or economics last week?
  - What did you learn about yourself last week?
  - About 20% of all children in our country are poor. In your opinion, what do poor and/or economically disadvantaged children need in order to reach their full economic potential?
- **Due Monday:** Watch the following lecture (27 minutes), and make a notecard(s) about it (bring your notecard to class on Tuesday):  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Race and Ethnicity Intro - Flash \(Large\) - 20110720 12.54.23PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Race and Ethnicity Intro - Flash (Large) - 20110720 12.54.23PM.html)
- **Due Wednesday: Film Reflection and Group Activity.** Watch the following videos  
<http://www.youtube.com/watch?v=epuTZigxUY8> (10 min)  
<http://www.youtube.com/watch?v=epuTZigxUY8> (10 min – yes, I know it's the same video, but I want you to watch it twice! Now that you know the 'twist', see how you may or may not interpret their behavior differently this time around)  
<http://www.youtube.com/watch?v=pN8E8L5c9WI> (5 min)  
Answer the following questions about the videos, in writing:
  - Early in the film, the white woman says "You're making me miss my train" to a black man who has bent over to help her pick up something that she dropped. Why do you think she spoke to him in the tone that she did? Would she have spoken to a white man in the same manner, in your opinion?
  - When you first watched "The Lunch Date," what did you initially think about the black man at the diner? How did you perceive his behavior? Did you perceive him as doing anything 'wrong'?
  - When you first watched "The Lunch Date," what did you initially think about the white woman at the diner? How did you perceive her behavior? Did you perceive her as doing anything 'wrong'?
  - Why does the white woman laugh when she discovered her mistake? Is it funny? Do you think the black man would find it funny?
  - Did your perception of the black man and white woman change at the end of the film short? If so, how so? If not, why not?
  - When you re-watched "The Lunch Date" for the second time, you are more likely to see things from the Black man's perspective. Now that you can, what did he likely think about the white woman? Why do you think he bought a cup of coffee for the woman?
  - What are the common stereotypes about Asian Americans, especially Asian American men?
- **Due Wednesday:** Chapter 11 notecards
- **Due Wednesday:** Typed reflection on the following questions (write a few sentences for each):
  - Do you tend to express yourself openly in class when the subject of race /racism comes up? Explain your answer. (more on next page)

- What do you think the consequences are for NOT openly communicating with one another about race?
- What surprised you this week?
- What did you learn about yourself this week?
- What did you learn about society this week?
- **Due Wednesday:** I will give your group about one hour to work on your presentations, so please come prepared!

## **WEEK TEN – Stratification: Gender**

### PARADOX of the week:

*Despite ample scientific evidence that males and females are more alike than different, our social institutions create and then reinforce significant differences between women and men.*



### Readings and Assignments:

- Read Newman, Chapter 12
- **Due Monday:** Chapter 12 notecards
- **Due Monday:** Watch the following lecture and make notecards about it (bring your notecards to class on Monday!)  
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Sex\\_and\\_Gender\\_-\\_Flash\\_\(Large\)\\_-20110719\\_03.56.35PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Sex_and_Gender_-_Flash_(Large)_-20110719_03.56.35PM.html)
- **Due Monday: Film Reflection and Group Activity.** Watch the following video:  
<http://www.youtube.com/watch?v=td1PbsV6B80> (12 min)  
 Answer the following questions about the videos, in writing:
  - What did Tony Porter recall learning about men and women when he was growing up? How were men 'supposed' to be? How were women?
  - What are the characteristics/traits of the 'man box,' according to Porter?
  - How did the 'man box' impact Porter's interaction with his son? His interactions with his dad?
  - Porter says that, growing up, he remembers learning that women were of less value, were property of men, and were sexual objects. How did these attitudes about women shape what happened that day with the girl in the bedroom?
  - What is the specific equation of the collective socialization of men that Porter presents near the end of the film?
- **Due Wednesday: Film Reflection and Group Activity.** Watch the following video:  
[http://www.youtube.com/watch?v=BaxnvwffWbE&feature=youtube\\_gdata](http://www.youtube.com/watch?v=BaxnvwffWbE&feature=youtube_gdata) (24 min)  
 Answer the following questions about the videos, in writing:
  - What is a hijab? What is a burqa? (more on next page)

- According to Jafar, is 'veiling' oppressive? Explain.
- What is female genital mutilation (or female genital cutting)? What are some of the procedures?
- What is it about the FGM procedure that makes women look 'more feminine?' In other words, what is it about the altered genitals that make them appear 'more feminine?'
- What is female genital cosmetic surgery? What are some of the procedures?
- Who are the 'drivers' behind FGCS, according to Jafar – women or men?
- How is FGM similar to female genital cosmetic surgery? What are the parallels?
- Jafar points out that many people today seem to believe that because women in our society are allowed to wear *less* clothing, then it must mean that we have made *more* progress toward gender equality. What does Jafar have to say about this belief?
- **Due Wednesday:** Typed reflection on the following questions (write a few sentences for each):
  - In what ways are your behavior and beliefs impacted by the cultural dictates about how women and men should 'be?' In other words, how are you in the 'man box' or the 'woman box?'
  - How were (or are) gender roles in your family? Traditional or non-traditional? What do you think the impact is of this on you?
  - What did you learn about yourself this week?
- **Due Wednesday:** I'll give your group about one hour today to finalize your presentations. (Meet in class.)

### **WEEK ELEVEN– Presentations**

- **Due Monday:** Typed reflection on the following questions (write a few sentences for each):
  - If you had to choose two things that you learned this quarter that you think you'll remember for a long time, what would they be?
  - In what ways can a sociological understanding help everyone?
  - Describe one way that a sociological understanding is helpful to you personally.
- **Monday and Wednesday: Presentations** **You must be present for all presentations, so plan ahead.**

### **WEEK TWELVE – Presentations (if necessary) and Exam**

- **DUE Monday: EXAM #2 (on Canvas!)**
- **Wednesday, December 10th (11:30am-1:20pm): Presentations, if necessary**

## “Top Ten” Campus Resources for Students

(as chosen by Sociology Instructors)

In alphabetical order:

**Academic Success Center** – Get free (!) tutoring (in virtually any subject), writing help, or math assistance at this great campus resource! Students who visit the Academic Success Center, we believe, do better in their classes. Stop by the Center in D204, or visit them online at <http://bellevuecollege.edu/asc/>

**CEO (Career Education Options)** – This is an EXCELLENT program for students aged 16-20 who did not receive high school diplomas. CEO advises and mentors its students, helping them attain a degree. Many of our students, with the help of CEO, have succeeded at their second chance at education. To learn more, visit <http://bellevuecollege.edu/ceo/> or call (425) 564-4035

**Counseling Center** – Did you know that BC offers free, short-term counseling for students? If you’re having a problem in your life and you’d like to talk to someone about it, consider seeing a BC Counselor. We have referred our students to the Counseling Center for a very wide range of issues, ranging from stress and depression to relationship problems to sexual assault and other forms of abuse. BC’s Counselors are sensitive, understanding, and trained. To make an appointment with a counselor, call (425) 564-2212. If you have a crisis and cannot reach the Counseling Center, call the 24 hour Crisis Clinic Hotline at (206) 461-3222 or 1-800-244-5767.

**DRC (Disability Resource Center)** – Although many BC students already know about the great people at the Disability Resource Center, there are some students with disabilities who haven’t yet gone by the DRC for assistance. If you have any kind of disability whatsoever, we strongly encourage you to visit the DRC in B132. They are a wonderful group of folks who are dedicated to providing students with open, fair, and equitable access to education. You can also visit them online at <http://bellevuecollege.edu/drc/>

**Human Development Classes and Workshops** – The Counseling Center offers many classes that can have long-term impact on your life, such as “Stress Management,” “Selecting a Major,” “Assertive Communication,” “Building Self-Esteem,” and “Race in America.” These classes typically range from one to three credits, so they don’t meet as often as sociology courses, nor do they cost as much money.

**LGBTQ Resource Center** – The LGBTQ Resource Center is a place on campus where students can feel safe to be themselves, free from harassment, prejudice, or ridicule. Hang out, meet new people, use the computers to get some work done, or check out the books on a variety of LGBTQ-related themes. For more information, stop by their office in Student Programs (upstairs from the cafeteria/fish bowl!) or call them at (425)564-6041.

**MCS (Multicultural Student Services)** – MCS specializes in assisting students of color, gay/lesbian/bisexual/transgender students, and refugee and immigrant students. BC’s MCS office is wonderful! MCS aims to help all students reach their academic goals, so all BC students are welcome to use MCS’s services free of charge. MCS is really wonderful at helping all students feel comfortable and welcome at Bellevue College. They will help integrate you into the life of our College. MCS has been a shoulder our students have leaned upon and a network of friends to turn to. We have seen MCS help with a wide variety of personal and professional challenges, from figuring out how to pay for college and secure childcare for kids, to

personal counseling and advising. MCS pretty much can do it all – and if they can't, they can DEFINITELY connect you with the right people who can! For more information, visit

<http://bellevuecollege.edu/mcs/index.html> , stop by their office in B233, or call them at (425) 564-2208

**Student Programs** – Meet new people! Get involved! There is a wealth of student clubs and organizations on our campus. The Muslim Student Association, the Math Club, the Black Student Union, El Centro Latino, the Peer-to-Peer Mentoring Program, the Street Dance Club, Student Government, and MANY more organizations (there are dozens!) are housed in Student Programs. We are confident that every student can find something of interest. Stop by Student Programs in room C212, or visit their site at <http://bellevuecollege.edu/stupro/>

**TRiO** – This department provides *excellent* academic support for students who have limited incomes, documented disabilities, OR who are the first in their families to attend college. Students tell us that their experiences with TRiO are amazing, and we have personally witnessed our students THRIVE (!) with TRiO's assistance and guidance. Students who join TRiO are given close and intensive academic advising, lessons in study skills, tutoring, and overall support not only as students but as human beings. For more information, visit <http://bellevuecollege.edu/trio/> , stop by their office in B233, or call them at (425) 564-5475.

**Veterans Office** – If you are a veteran of the United States Military, BC's Veterans Office can help you with a variety of issues, most notably financial assistance. They will guide you along the GI Bill benefits, and they can help you activate your Veterans Affairs Educational Benefits. For more information about your options, visit <http://fa.bellevuecollege.edu/veterans> To contact them, call (425) 564-2220.