

Bellevue College

SOC& 101 Introduction to Sociology

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Summer Quarter, 2012 * June 25th – August 9th

Office hours remotely; please email me at any time via our Blackboard site



COURSE DESCRIPTION: This course acquaints you with basic sociological concepts and perspectives as you become aware of and explore the importance of social topics such as class, race, ethnicity, gender, and sexuality, and the way in which these subjects intersect with one another. You will also learn about the field of Sociology and become familiar with various “subfields” of the area. Through lecture, film and other media, as well as assigned readings, this course will take you on an exploration of the many dimensions of contemporary sociology. We will make broad use of popular culture to understand the many complexities of our world. By the end of this course, I hope to have all of you thinking critically about the way things work, why things work the way they do, and who we are within the social fabric of the global entity in which we live. You will be asked, over the course of the term, to confront the things you take for granted. Everyday occurrences will be challenged and thought through critically. Imagine yourself as Neo from “The Matrix” when he decides to take the Red Pill or Alice when she decides to explore the rabbit hole. Both must deal with what’s at the end of their adventures. What will *you* find at the end of *this* adventure?

A NOTE ABOUT COURSE CONTENT: Since sociologists examine just about every aspect of the social world, we talk about provocative material. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keeping in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to.

Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

READING REQUIREMENTS:

- David R. Newman. *Sociology: Exploring the Architecture of Everyday Life*. 9th Edition Pine Forge Press, 2011.
- Handouts and articles. All handouts (syllabus included) are available on our Blackboard site.

STRONGLY RECOMMENDED:

- Any current Dictionary of the English Language
- Any current Sociology Dictionary
- *A Writer's Reference*, 6th Ed. By Diana Hacker. See the companion website [here](#).

STUDENTS WITH DISABILITIES: If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#).

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email](#).

- [Main Library Media Center](#)
- [For the LMC online catalog](#)
- [For article databases](#)



LEARNING AND COURSE OUTCOMES: Upon your dedicated participation and subsequent completion of this course, you will demonstrate:

- 1) A general understanding of basic concepts most widely used in sociology today. You will review some of the “classics” in sociology as well as exploring the recent move toward cultural studies.
- 2) A critical idea of society and community, including where in your social landscape you live, and how you observe those around you.

- 3) A general knowledge and comprehension of how social, political, and cultural forms of power are played out, and how some folks perceive those experiences.
- 4) A general understanding of the representation and identity construction of various groups in historical and contemporary analyses of culture in the United States. In addition, we will explore the way in which these representations are culturally subverted and contrasted in popular culture.

GENERAL RULES & EXPECTATIONS:

- Check in to our online classroom no less than *four times per week* (yes – I do keep track!).
- Complete readings and homework assignments *on time*.
- Late homework assignments *are accepted*, but make-up exams *are not permitted*.
 - Late homework is docked 10% for every day the work is late, including Saturdays and Sundays.
- I expect that your behavior in our virtual classroom be respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken off-board and onto email so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away.

COURSE REQUIREMENTS:

Attendance and Participation*:	200 points
Key Terms Assignments (3):	75 points
Your Turn Assignments (2):	100 points
Discussion Boards (3):	300 points
Course Exams, Overall:	225 points
TOTAL:	900 points

Participation points accrue with various short assignments on the DB, such as your Introductory DB. These are labeled **PARTICIPATION DBs. The Graded DB assignments are labeled **GRADED DBs**. Please be aware of this difference.**

The Fine Print (or, what I really mean by that table above):

Attendance & Participation: Check in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc.

Key Terms Assignments: You will be expected to understand certain terms used in the field of Sociology. For these assignments, you will need to demonstrate your understanding by original example.

Your Turn Assignments: At the end of each chapter are sections called, "Your Turn." These short assignments are an opportunity to put your learning to use as you explore the world around you using the Sociological Imagination. You will be doing three of them this term.

Discussion Board Assignments: The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments in order to

generate critical discussion amongst one another. This method of learning gets you going socially! These assignments are always due on Wednesdays and Saturdays (your initial post goes up Wednesday and your responses to one another are due Saturdays). Your DBs are graded on two things: your original post and your responses (usually two of them) to colleagues of yours in the class. You must do both to earn full credit. A submission with no responses posted earns ½ credit at most, and responses without an original submission receive zero credit. I tend to be relatively hands-off in your DBs because I like to see your discussions as they unfold. I have a presence there as I follow your dialogue with one another. You'll find that in my class the bulk of our communication is through announcements, one-on-one email, and on the Q&A Board.

Participation Discussion Board Assignments: These are meant to support you throughout the course and will include things like Introductions, Evaluative Course Feedback, and Exam Discussions. They are required and the grades are folded into your overall Participation Grade.

Exams: There are two exams; a midterm and a final. Each exam asks you to study a feature film or documentary that engages several theories and themes we examine during our quarter together. You will be asked a series of short answer questions that demonstrate your knowledge of the material as you apply it to the film. Your midterm is a shorter version of your final. You will be provided with a list of films around Week 5. Most are available via Netflix streaming, video stores, or on YouTube. You must have access to the film, so be sure you look ahead and choose wisely! The midterm film will be available to everyone by YouTube or Hulu.

For all of your written work: Submit proofread work **only**. Work not proofread will be returned **once** for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- [Academic Success Center](#)
- [Academic Tutoring Center](#)
- [TRiO Student Support Services](#)
- [Writing Lab @ BC](#)

Below is a checklist for you to go over before you hand in each written assignment.

- Twelve-point sized Times font, double-spaced
- 1" margins all around
- MLA Citations where appropriate - you need to give credit to the author/s even where any *ideas* presented in the paper are not your own
- Title pages and bibliographies are not counted in final page count
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.'

Your written work is evaluated on:

- 1) Content
 - a. Fulfilling the assignment.

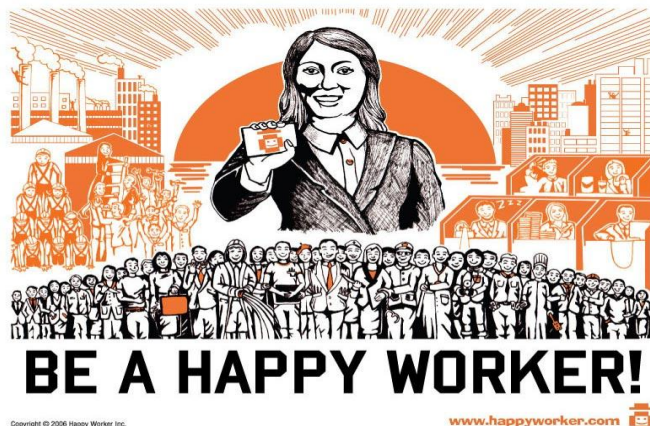
- b. Developing your argument and making use of examples and evidence to support your argument.
 - c. Flow of thought throughout the paper, with strong analyses and conclusions.
- 2) Writing Style
- a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, *please* let me know! I'm happy to work with you and point you in the right direction.**
 - b. Clarity of thought.
 - c. Good organization and attention to detail.
 - d. Persuasiveness of your argument/s.
 - e. Creativity. Make it an interesting read!
 - f. PROOFREAD your work. Please do a spell/grammar check before you hand it in.
 - g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different set of discussions. ☺

Preventing Plagiarism: Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

Grading:

Please use the following rubric to help explain the grade you're given for a given assignment. You will receive a Numerical Grade from me, with little-to-no commentary. This is only because I've found that most students do not read written comments from their professors. Please do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open and I'm always happy to go



over grades with you.

90-100 = A. The A paper shows me you're engaged with the readings, the media, and the lectures in class by utilizing quotes and ideas. It's a paper *completely free* from grammar and spelling errors, and demonstrates your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be "fleshed out" and not just a series of statements, in other words.

80-89 = B. The B tells me you're doing very good work. You may have a couple of grammar issues, but your paper is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or lecture material as you could be. I should see that you're being challenged and that you're struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

70-79 = C. The C paper means that you're not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I would like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

60-69 = D. Ah, the D. D is for "Don't be Discouraged." I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. A D paper is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material and you're not responding to the questions raised in class. Demonstrated understanding of the course materials is not presented clearly, or at all. (NOTE: A D and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

TEACHING PHILOSOPHY:

We will set the rhythm of the class in the first couple of weeks. I am a firm believer in being a lifelong learner and to that end I often carry away a lot more information from students than I ever expect. I'm most interested, for the purposes of this class, to see how well we can all wrap our minds around the idea of thinking critically about the various issues and themes presented about the social world in which we live and you should expect to be exposed to new and various ways of thinking and knowing. As a learning community, we'll be helping one another think through all of the ideas that connect back to course themes.

COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

READINGS SHOULD BE COMPLETED BY MONDAYS UNLESS OTHERWISE NOTED

YOUR TURN & KEY TERM ASSIGNMENTS DUE FRIDAYS

GRADED DISCUSSION BOARDS DUE

WEDNESDAYS & SATURDAYS (INITIAL POSTING WED, RESPONSES SAT)

Week One – June 25th – 29th

Readings (please have your reading done by Friday this week only):

- *Sociology: Exploring the Architecture of Everyday Life: Part I, Chapter I: Taking a New Look at a Familiar World & Chapter II: Seeing & Thinking Sociologically*

Assignments:

- Participation I: Personal Introduction
- Your Turn I – Chapter I

Week Two – July 2nd – 6th

Readings:

- *Sociology: Exploring the Architecture of Everyday Life: Part II, Chapter III: Building Reality: The Social Construction of Knowledge*

Assignments:

- Key Terms Assignment I

Week Three – July 9th – 13th

Readings:

- *Sociology: Exploring the Architecture of Everyday Life: Part II, Chapter IV: Building Order: Culture & History and Chapter V: Building Identity: Socialization*

Assignments:

- Discussion Board I

Week Four – July 16th – 20th

Readings:

- *Sociology: Exploring the Architecture of Everyday Life: Part II, Chapter VI: Supporting Identity: The Presentation of Self and Chapter VII: Building Social Relationships: Intimacy & Families*

Assignments:

- Discussion Board II

Week Five – July 23rd – 27th

Readings:

- *Sociology: Exploring the Architecture of Everyday Life: Part II, Chapter VIII: Constructing Deviance: Social Deviance & Chapter IX: The Structure of Society: Organizations, Social Institutions, and Globalization*

Assignments:

- Your Turn Assignment II
- Midterm Examination Friday. Covers Weeks 1-5.

Week Six – July 30th – August 3rd

Readings:

- *Sociology: Exploring the Architecture of Everyday Life*: Part III, Chapter X: The Architecture of Stratification: Social Class and Inequality & Chapter XI: The Architecture of Inequality: Race and Ethnicity

Assignments:

- Key Terms Assignment II
- Participation II: Course Evaluation/Check-In

Week Seven – August 6th – 9th

Readings:

- *Sociology: Exploring the Architecture of Everyday Life*: Part III, Chapter XII: The Architecture of Inequality: Sex and Gender & Chapter XIV: Architects of Change: Reconstructing Society

Assignments:

- Key Terms Assignment III
- Discussion Board III

FINAL EXAM

Your final exam is cumulative. You will have a list of films to choose from that relate somehow to Sociology and explore the Key Terms and Themes we've covered over the course of this quarter. You will be given the list during Week 5 and when you make your choice, I will email you the Final Exam. You will upload it on the last day of class.

Thank you for a wonderful term!