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## Introduction to Sociology

Sociology 101-B (#5501)

Monday-Friday, 8:30-9:20am, R101

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## Required Text

Sociology: Exploring the Architecture of Everyday Life, 11<sup>th</sup> Edition

Author: Newman, David M.

ISBN-13: 978-1506305448

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## What You Can Expect From Me

My role as your instructor is to facilitate the learning process and offer assistance concerning resources for this course and the larger campus community. I will come to class prepared to respectfully engage your thoughts, ideas and suggestions. You can also expect me to assess your work in a timely manner, and provide careful and thoughtful feedback. You are, of course, entitled to discuss your assessment with me at any time. My classes are safe places where respect is a value that is present in nearly everything we do, and how we communicate with each other. My classroom embraces our differences and will take advantage of our unique individual

attributes, lifestyles, experiences, backgrounds, and identities. I will not tolerate any intentional disrespect towards any member in the classroom. No matter the religion, creed, ability, sexual orientation/identity, socioeconomic background, native language or cultural practices and traditions, everyone has an important and equitable role in our class, the learning process, and the success we will obtain this quarter.

## **Course Description, Objectives & Student Learning Outcomes**

This course provides you with a broad introduction to the field of Sociology, exploring topics such as social inequality, power and privilege, social construction, and how social institutions (such as media, government, the economy, education, etc.) perpetuate hierarchies and inequity across lines of race, class, gender, disability and/or sexuality. This is a highly interactive class where you will learn by doing. You will be encouraged to begin observing and analyzing your own life, as well as the lives of those around you, by exploring the ways in which society and culture profoundly influences our everyday lives. Students who take this class often tell us that it changed their view of the world, empowering them to think differently about their own lives and the lives of others.

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. 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.

### **Course Objectives (Student Learning Outcomes):**

After completing this course, students will be able to...

- Critically examine the social landscape in which you live and how life experiences differ according to race, gender, socioeconomic class, sexuality and other manifestations of identity
- Identify the ways in which cultural and social institutions shape the everyday experiences of individuals, groups and communities
- Describe fundamental sociological concepts, theories, and theorists, and apply them to real-life situations
- Distinguish between factual statements and value judgments
- Describe the "sociological perspective"
- Look at your own life sociologically
- Enrich your own perspective by embracing divergent perspectives, attitudes and experiences
- Identify and suspend personal ethnocentric attitudes and biases – become culturally relative and responsive

## **Class Participation**

Regular attendance is required for active learning. Much of class time will be spent learning as a group. Thus, it is impossible to “make-up” a missed class. Attendance and active participation contribute considerably to the quality of this course and help us meet the course requirements and learning outcomes. Class participation is central to our process of practicing listening and communication skills, thinking critically about ideas and opinions of divergent perspectives, and sharpening self-reflective, cooperative, and collaborative skills.

If you miss a class, it is your responsibility to contact me at david.lopez-kopp@bellevuecollege.edu or one of your peers for any assignments you may have missed. Excessive tardiness or failure to participate in the work of the class is considered equivalent to an absence. I will take attendance at the beginning of every class.

## **Bellevue College E-mail & MyBC**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/>

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the <http://depts.bellevuecollege.edu/helpdesk/students/>

## **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

*What does this mean to you?*

## **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute

an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

### **College Anti-Discrimination Statement**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

### **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/).

### **Public Safety**

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

### **Disability Resource Center (DRC)**

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 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.

## Values Conflicts

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

## Student Code of Conduct & Academic Integrity

Cheating, stealing, and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: <http://www.bellevuecollege.edu/policies/id-2050/>

## Grading

<u>Assignment</u>	<u>points towards course grade</u>
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* Group Project & Presentation	400 points
* Student Learning Outcomes Self-Assessment & Reflection	250 points
* Weekly Quizzes	250 points
* Attendance: Participation & Discussion	100 points

A:	100-95%	Total	<hr style="width: 50%; margin: 0 auto;"/> 1000 points
A-	95-90%		
B+:	89-87%		
B:	86-85%		
B-:	84-80%		
C+:	79-77%		
C:	76-75%		
C-:	74-70%		
D:	69-60%		
F:	59 or fewer		

## Overview of Course Schedule

Week	Topic(s) Covered	Required Readings
<b>Week One</b>	Course Introduction <i>Why Sociology?</i>	Syllabus Chapter 1
<b>Week Two</b>	Seeing/Thinking Sociologically <i>Everyone gets new glasses! (lens)</i>	Chapters 1 & 2
<b>Week Three</b>	Social Construction <i>What is “real”?</i>	Chapter 3
<b>Week Four</b>	Culture & Identity <i>I am <u>who</u> I am? I am <u>what</u> I am?</i>	Chapters 4 & 5
<b>Week Five</b>	Social Deviance <i>Wrong(?) vs. Right(?)</i>	Chapter 8
<b>Week Six</b>	Social Stratification & Class <i>The American Dream: Fact or Fiction?</i>	Chapter 10
<b>Week Seven</b>	Equality vs. Equity: Race & Ethnicity <i>Power and Privilege</i>	Chapter 11
<b>Week Eight</b>	Equality vs. Equity: Sex & Gender(s) <i>What’s the difference?</i>	Chapter 12
<b>Week Nine</b>	Social Change <i>Flip the Script</i>	Chapter 14
<b>Week Ten</b>	Group Projects & Presentations	...
<b>Week Eleven</b>	Group Projects & Presentations	...

\* Elements of chapters 6, 7, and 9 will be woven in throughout the quarter.

# WELCOME SURVEY

1. Why are you taking this class? What are you hoping to get out of this class?
2. What is your definition of a boring class? Be specific and please provide a few examples.
3. What makes a class interesting for you? Be specific and please provide a few examples.
4. What challenges might you face this quarter? (family, work, time management, etc.)