

Bellevue College

SOC/PSYCH& 240 Introduction to Sociology**

Fully Online Course

Sara Sutler-Cohen, Ph.D.

Summer Term June 29th – August 12th
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****Please always email me through the Blackboard site first. If you don't hear from me within 24 hours, then email at the above address or call****

COURSE DESCRIPTION: This course acquaints you with basic sociological and psychological concepts and perspectives as you become aware of and explore the importance of topics such as class, race, ethnicity, gender, and sexuality, and the way in which these subjects intersect with one another. Most importantly, you will begin to see yourself in the world, and understand your concepts of the world around you. Through posted lecture material, engaged online discussion boards, film clips and other media, as well as assigned readings, this course will take you on an exploration of the many dimensions of the exciting field of social psychology. We will make broad use of popular culture to understand the many ways we shape our social universe and the way our social universe may shape us. 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. When we explore controversial topics, they will always be framed within an academic context. Keep 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 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:

- O'Brien, Jodi. *The Production of Reality*. 4th Edition. Pine Forge Press. 2006.
- Handouts and articles. All handouts (syllabus included) are available on our Blackboard Site. ***It is your responsibility to download and print all required material for yourself.***

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:
<http://www.dianahacker.com/>

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 at <http://bellevuecollege.edu/drc/>. Please also note that *I do not require proof of need*. If you have learning struggles you're aware of, please communicate that with me. I make any and all necessary accommodations for students with or without paperwork.

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week if you can, 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 bccref@bcc.ctc.edu.

- Main Library Media Center: <http://bellevuecollege.edu/lmc/>
- For the LMC online catalog: <http://bellevuecollege.edu/lmc/catalogs.html>
- For article databases: <http://bellevuecollege.edu/lmc/periodicals.html>

LEARNING AND COURSE OUTCOMES: By integrating and connecting theoretical, conceptual, and empirical sources, and personal applications, you will:

- 1) Utilize the concept of the self as an entity created in interaction (i.e., socially constructed).
- 2) Analyze the relationship between the self and culture.
- 3) Connect social environment and interaction to thoughts, emotions and physical states.
- 4) Identify how social interaction sustains and changes the sense of self.
- 5) Delineate the sources and mechanisms that organize and provide patterns to social interaction.
- 6) Differentiate social interaction and social relationships, in order to identify how social relationships are collectively constructed, destructed and/or maintained.
- 7) Examine how our experiences and lives are structured, and how our interaction reproduces social structures, including the power of social structure over our lives.
- 8) Create the design for how we collectively create social structures out of interaction.
- 9) Apply the politics of social life in deciding the prevailing reality for members of social groups and situations, considering power and definitional contests.
- 10) Analyze how multiphrenia and other postmodern features of society impact our sense of self.



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.

Remember: This is an accelerated course and falling behind can be hazardous to your health!

COURSE REQUIREMENTS:

"Attendance" and Participation*:	200 points
Reading Responses (2):	200 points
Research Paper (1):	250 points
Discussion Boards (3):	150 points
Course Quizzes, Overall:	200 points
TOTAL:	1000 points

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

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

"Attendance" & Participation: Check in often, be engaged with 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.

Quizzes: Your quizzes will cover everything up through the week they're given, and may include multiple choice and/or short-answer questions (either or both). Your responses should be clear and concise. Your short-answer responses will range from no less than **one full paragraph**, to three **full paragraphs**. In lieu of study guides for our short exams, you can rely solely on the material presented in class and the O'Brien text.

Reading Responses: You will demonstrate, in writing, your critical understanding of the assigned readings, posted lecture material, and any multi-media clips made available to you on our course site.

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 Fridays (your initial post goes up Wednesday and your responses to one another are due Fridays). Your DBs are graded on two things: your original post and your responses (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 with no submission receive zero credit.

Research Paper (8-10 pages): For this assignment, you will choose an area of social psychology that we cover this quarter that is of interest to you and then narrow that down to a specific topic. Media, Family, Education, Religion, Deviance, or any of the key terms and core concepts are great places to start thinking

about this. If you decide you're interested in Media, for instance, that would be your **area** and your **topic** could be something like the commercialization of childhood through media advertising. Your essay should be **exploratory** in that you will omit a hypothesis and instead find a topic or theme of interest to you and then explore it. The Capstone is broken up into five parts: Topic, Outline, Bibliography, First Draft, and Final Draft (see specifics below). You will find directions for this assignment in the Course Handouts area of our Homepage and the schedule for these assignments are located in the Course Schedule below as well as in the Calendar area of our class site.

1. **Topic – Due end of Week Two (25 points)**
 - 1 – 2 paragraphs on your chosen topic, including an explanation as to why you chose what you did. What is interesting about it?
 - On the last page, include any questions you have for me.
2. **Outline – Due end of Week Four (50 points)**
 - Your outline needs an introductory paragraph (which can later be altered), three main “points” explained in brief detail that you intend to make up the body of your paper, and a working conclusion (you can, of course, change these as you go along).
 - On the last page, include any questions you have for me.
3. **Bibliography – Due end of Week Four (25 points)**
 - Your bibliography should be your research thus far. You'll likely add to it or even delete something from it at the end of our term.
 - You must have five sources, two of which must be scholarly.
 - One of your sources must be annotated. Click [this link](#) to learn how to write an annotation!
4. **First Draft (note here that I don't say ROUGH Draft! ☺) – Due end of Week Five (5 – 7 pages, 50 points)**
 - Your first draft should closely resemble your final paper, free from grammatical and spelling errors, cited properly, and well thought-out.
 - You must use either APA or MLA format (see HANDOUTS area in our virtual classroom for this information) and you must give credit where credit is due. If you're unsure about proper citation or what plagiarism is, email me right away.
 - Bibliography 2 will contain the sources from Bibliography 1 that you are still using, plus two additional references, one of which needs to be academic.
 - After consultation with me, you are permitted to submit this as your final paper (which would then need to be 8 – 10 pages), and I will read it as such. Point distribution is adjusted accordingly. Your Final Bibliography will also need to be submitted if you would like this draft submitted as your final.
 - On the last page, include any questions you have for me.
5. **Final Paper & Final Bibliography with Annotations – Due August 12th (8 – 10 pages, 100 points)**
 - With your final paper, include your Final Bibliography, updated from your first Bibliography. Two additional sources are required, one of which must be scholarly. One more Annotation is due. This means:
 - i. SIX Sources, total
 - ii. THREE of those sources are scholarly
 - iii. TWO Annotations, total
 - A good final paper incorporates all of my comments from previous papers and is free from spelling and grammatical errors. There are no late Final Papers accepted.

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: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://bellevuecollege.edu/tutoring/>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Writing Lab @ BCC: <http://bellevuecollege.edu/writinglab/>

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 or APA Citations where appropriate – credit is given 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.’

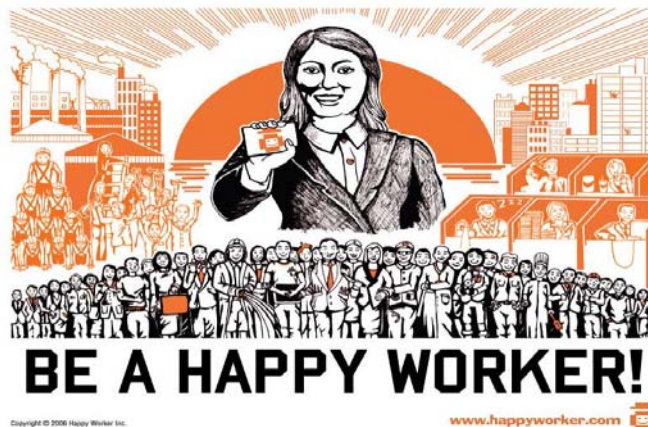
Your written work is evaluated on:

1) Content

- a. Fulfilling the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You’re expected to go the extra mile.
- b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
- 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. Read it out loud to yourself, too! It really helps.
- g. Dude, like totally don’t write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. ☺



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. Occasionally, 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. "A" work shows me you're engaged with all course material by utilizing quotes and ideas. It is writing *completely free* from grammar and spelling errors, demonstrating 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 work 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. "C" work 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. You write the bare minimum of the length requirement. 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. "D" work 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 little-to-no integration of material and you're not responding to the questions raised in the assignment. 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.)

COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

READINGS SHOULD BE DONE BY THE BEGINNING OF EACH WEEK

ASSIGNMENT DEADLINES VARY; PLEASE SEE SCHEDULE BELOW

ASSIGNMENTS ARE ALWAYS DUE BY MIDNIGHT

PLEASE DO NOT WORK AHEAD MORE THAN ONE WEEK.

Week One: June 29th - July 3rd

Holiday July 4th

Thematic Overview:

- Introduction to this course
- The Sociological Imagination
- It's real if I say it's real...right?
- Reality is an ambiguous thing
- Social Life

Readings:

- Part I (All): Introduction: I – 62 (This week only; in the future, complete readings by Mondays)

Assignments:

- Participation Points DB: Introductions. Due Thursday, July 3rd
- GRADED DB I: First Submission due Thursday, July 3rd, Response to two classmates due Monday, July 5th (This week only; in the future, your first submission is due

Quote of the Week:

"Perhaps the world's second worst crime is boredom. The first is being a bore." - Jean Baudrillard

Week Two: July 5th - 9th

Thematic Overview:

- What's in a name?
- I use language, therefore I am.

Readings:

- Part II:
 - Shared Meaning as the Basis of Humanness, p. 64
 - That Powerful Drop, p. 84
 - A Clue to the Nature of Man: The Symbol, p. 84
 - Yes, Father-Sister, p. 86
 - Final Note on a Case of Extreme Isolation, p. 89
 - Seeing Voices, p. 95

Assignments:

- Reading Response #1 Due Friday, July 9th
- Research Paper Topic Due Friday, July 9th

Quote of the Week:

"Without deviation from the norm, progress is not possible." - Frank Zappa

Week Three: July 12th - 16th

Thematic Overview:

- Language is culture is language
- Say what you mean, mean what you say

Readings:

- Part II (remaining), p. 102 – 126
- Part III:
 - Meaning is Negotiated Through Interaction, p. 128
 - Becoming a Marijuana User, p. 140
 - The Development of Feeling Norms Underlying Romantic Love Among Adolescent Females, p. 149
 - Acknowledging Rituals: The Greeting Phenomenon Between Strangers, p. 169

Assignments:

- GRADED DB 2, Due Friday, July 16th

Quote of the Week:

“You can bomb the world to pieces, but you can’t bomb it into peace.” - Michael Franti

Week Four: July 19th - 23rd

Thematic Overview:

- What it is, what it was, and what you think it should be.
- So...that just happened.
- Tiptoeing through Social Negotiation
- I wear my sunglasses at night
- Me, myself, and I
- Holding up a social mirror

Readings:

- Part III (remaining), p. 185 - 234
- Part IV:
 - From Masks to Selves, p. 236
 - The Self, the I, and the Me, p. 250
 - Looking-Glass Self, p. 255
 - Reference Groups as Perspectives, p. 257
 - Girls, Media, and the Negotiation of Sexuality, p. 264

Assignments:

- Outline for Research Paper Due Friday, July 23rd
- Working Bibliography for Research Paper Due Friday, July 23rd
- Reading Response #2 Due Friday, May 8th
- GRADED DB 3, Due Friday, May 1st

Quote of the Week:

“All you touch and all you see is all your life will ever be.” - Roger Waters

Week Five: July 26th - 30th

Thematic Overview:

Readings:

Assignments:

Quote of the Week:

“In every conceivable manner, the family is link to our past, bridge to our future.” – Alex Haley

Week Six: August 2nd - 6th

Thematic Overview:

- I am who I think you think I am.
- Identity Construction
- Ouch, my body image hurts!

Readings:

- Part IV (remaining), p. 276 - 332

Assignments:

- Research Paper First Draft Due Friday, May 15th

Quote of the Week:

“College isn't the place to go for ideas.” - Helen Keller

Week Seven: August 9th - 12th

FINAL RESEARCH PAPER DUE AUGUST 12th
NO FINAL EXAM FOR THIS COURSE

Thematic Overview:

- Do we shape reality or does reality shape us?
-
- We're still trying to figure out that whole Reality Thing
-
- Double Consciousness and Boundaried Contradictions (or Contradicted Boundaries)
- Complicated Productions of Self
-
- ...and in the end...
- The Social Psychology of Everything!
- Negotiating Cultural Production and Understanding

Readings:

- Part V
 - Building & Breaching Reality, p. 334
 - Five Features of Reality, p. 354
 - A Conception of and Experiments With “Trust” as a Condition of Concerted Stable Actions, p. 370
 - Self-Fulfilling Prophecies, p. 382
- Part V (remaining), p. 395 – 424
- Part VI:
 - Boundaries and Contradictions, p. 426
 - Double Consciousness and the Veil, p. 445
 - Wrestling the Angel of Contradiction: Queer Christian Identities, p. 450
 - “We Are Graceful Swans Who Can Also Be Crows,” p. 465
- Part VI (remaining), p. 476 - 510

Assignments:

- Reading Response #3 Due Wednesday

Quote of the Week:

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” -
Marcus Garvey

EMAILING ME:

Please ONLY use the Blackboard tool for emailing me about course issues. Use my Bellevue College email as a secondary form of contact.

ABOUT THE INSTRUCTOR:

When I'm not teaching, I'm usually whipping up some sort of baked goodness in my kitchen, doing collage art, taking photos of the world around me, hanging out with my kid, watching horror movies, or going out to listen to live music. Mostly, I go to hear metal, bluegrass, punk, or local hip-hop shows. I received my Ph.D. in Sociology (with an emphasis in American Studies) from UC Santa Cruz. I received my first MA in Sociology from Humboldt State University and my second MA in Sociology from UCSC, my BA in Sociology and Journalism from Mills College, and my AA in English and Creative Writing from Vista Community College. This is my fourth year as Instructor of Sociology at BCC, and my second year as Dean of the Social Science Division. I am the Programmer for BC's Annual American Indian Film Festival. I love to write and am currently working on a memoir and a collection of poetry. More at: <http://sara.sutlercohen.com>, or you can add me as a friend on Facebook: <http://www.facebook.com/docsara>.

Thank you for a wonderful term!