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"The sociological imagination enables us to grasp history and biography and the relations between the two in society. That is its task and its promise."—C. Wright Mills, sociologist



## Course Summary

**Instructor and Course Designer:** Liz N. Roberts, M.A.

**Email:** lroberts@bellevuecollege.edu or lnroberts19@gmail.com

**Computer Tech Support for Online Classes:** If you have network or computer compatibility problems, please call the Help Desk Tech Support at (425) 564-4357.

**Course Description:** This course is about life. In the process of asking and exploring questions about life, and about contemporary social experience in society, this course will introduce students to the field of sociology and help cultivate in them an analytical and critical perspective, which will enable the curious student to see her/his life and society in a "new light." The unique aspect of this course is that rather than simply learn about sociology, students are expected to engage with their world sociologically. As such, students will develop a sociological consciousness and then apply the framework to the real world and social concerns.

**Course Goals:** A central aim of this course is to help students become more aware of how their lives are shaped by social forces and to gain an appreciation of their ability to engage and interact with the world in a constructive manner.

### **Course Objectives and Learning Outcomes:**

- Develop a sociological orientation toward the world.
- Learn how to sociologically analyze your personal experiences, your society, and the world at large.
- Develop college level critical thinking, problem solving, and written communication skills.

**Office Hours:** I have **ONLINE office hours every Friday Morning from 10:00AM to**

**11:00AM.** You can also reach me via email, as I check it numerous times daily. I do guarantee a response within 24-48 hours. If we cannot figure something out via email I am happy to set up a phone appointment with you. Also, if you have a question that you want answered right away, try posting it in Cafe Conversations, that way maybe your classmates will be able to help you if I am not available at that moment.

### **Required Book:**

**Mapping The Social Landscape: Reading in Sociology Fifth Edition, ED. Susan J. Ferguson**

This book is available from online book sellers such as Amazon.com or Barnesandnoble.com for approximately \$45 new and \$20 used. Students may also want to check availability and prices with other online booksellers. The book may also be purchase from the Bellevue Community College Bookstore or online at the bookstore's site at: [bcc.collegestoreonline.com](http://bcc.collegestoreonline.com)

Link to Book on Amazon.com

[http://www.amazon.com/Mapping-Social-Landscape-Readings-Sociology/dp/0073528072/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1245693572&sr=8-1](http://www.amazon.com/Mapping-Social-Landscape-Readings-Sociology/dp/0073528072/ref=sr_1_1?ie=UTF8&s=books&qid=1245693572&sr=8-1)



"It is better to fail in originality than to succeed in imitation." -  
Herman Melville



## Assignments and Grading

### Assignments

Specific weekly assignment with due dates are outlined in each learning unit agenda. which are posted under Learning Units on the main page. Copy these agendas for each learning unit and refer to them from day-to-day assignment information.

**Personal Biography:** During the first week you are asked to post a biography of yourself.

**What is Plagiarism:** During the first week you are asked to review a web site on plagiarism and answer a few questions.

**Reading Journals:** Each week you will complete a reading response, there are a total of 6 reading journal entries. Please see the Learning Unit Weekly Agenda for specific directions for the reading journals.

**Etivity and Discussion Responses:** Each week you will read a power point lecture and do an etivity that I post, then each student posts answers to the etivity. During the later part of the week, each student is required to critique the answers of at least two classmates, also on the discussion board. Initial answer postings are worth 10 points per week, and responses to classmates are worth 10 points per week (5 points per response). To receive full credit for your questions responses, they must be thoughtful; at least one paragraph long and reference material in the textbook/reader readings, the lecture, or other supplemental information I have provided. Please cite the reference in your response.

**Reading Quizzes:** Reading quizzes consist of 20 multiple-choice questions that test your comprehension of course texts. The quizzes are TIMED (40 minutes), so you must be prepared to answer the questions before you attempt to take the quiz. Students are responsible for completing ALL reading quizzes ON TIME over the course of the term. Each quiz must be completed by Friday at MIDNIGHT of each week. Because students have the opportunity to schedule their own quizzes, under no circumstances will make-up quizzes be allowed. **The best way to prepare for the quizzes is to use the weekly reading questions that I post each week.**

### **FINAL ESSAY(100)**

YOUR final essay **is DUE MONDAY AUGUST 10th at 9:00AM** Extensions on essays will only be allowed under the most extraordinary AND verifiable circumstances. In order to receive an extension on an exam, you will need to contact me immediately and submit in a doctor's note or other documentation of the emergency. Late exams may be penalized.

**Extra Credit:** 20 points extra credit can be gained by watching a film (approved by the instructor) and writing a summary and sociological analysis of the film.

**DUE FRIDAY JULY 31st**

**Attendance (50):** The most important aspects of this class are attendance and class participation. Regular attendance is expected and is based on your log in times per week. I expect everyone to log into the class room at least 4 times per week. If you log in less than 4 times, each one will count as an absence. Excessive absences will lower your grade.

**The attendance grading scale for this course is:**

0-1 absences	50 points towards final grade
2 absences	45 points towards final grade
3 absences	40 points towards final grade
4 absences	35 points towards final grade
5 absences	30 points towards final grade
6 absences	25 points towards final grade
7 absences	20 points towards final grade
8 absences	15 points towards final grade
9 or more absences	<b><i>***Failing grade in course, regardless of scores on other assignments***</i></b>

### **Class Participation (50 POINTS)**

**Simply logging in is not sufficient. Students are expected to be engaged, prepared, and constructive. Students who fail to do so will also receive a lower overall course grade. Evidence of class participation can take many forms: reading discussion forum posts by other students, emailing the instructor with questions, asking questions in the discussion forum, answering questions. Students are expected to use language and tone of voice appropriate to a college classroom.**

**The participation grading scale for this course is:**

Class participation is <u>exemplary</u> . Contributions to class discussion and group activities are consistent, exceptionally thoughtful, and constructive. Respect for colleagues and instructor is demonstrated at all times.	45- 50 points
Classroom participation is <u>very good</u> . Contributions to discussion and group activities are strong and relevant though irregular.	39-44 points



<b>Points Earned</b>	<b>Percentage Scale</b>	<b>Final Grade</b>	
560-501	90% -100%	<b>A</b>	Outstanding/superior performance
500-445	80% -89%	<b>B</b>	Very good performance
444-390	70% -79%	<b>C</b>	Average college-level performance
389-336	60% -69%	<b>D</b>	Below college-level performance
335-0	59% & below	<b>F</b>	Failure to achieve college-level performance



Note: I reserve the right to make changes to the course schedule as needed.

<p align="center"> <b>Course Schedule SOC&amp; 101</b>  <b>SUMMER 2009</b>  <b>Week, Dates and Topics</b>          See Learning Unit for Specific Agenda          (CR) = COURSE READER       </p>	<p align="center"> <b><u>Readings &amp; Discussions:</u></b>           -Reading Response:          Due Tuesday by          Midnight  <b>-E-tivity POST Due          Wednesday at          Midnight</b>          -Discussion Responses          to E-tivities due          Thursday at Midnight  <b>-Reading Quiz- DUE          Friday at Midnight</b>   <b>PLEASE SEE          CALENDER IN          BLACKBOARD          FOR SPECIFIC          DUE DATES FOR          ASSIGNMENTS</b> </p>
<p align="center"> <b>Week ONE JUNE 29th</b>  <b>UNIT ONE</b>  <b>Introductions and Orientation to BlackBoard</b>  <b>What is Plagiarism?</b>          &amp;  <b>The Sociological Imagination</b>          What is the Sociological Imagination?          What do Sociologists do?       </p>	<p> <b>Readings:</b>          Read Everything on          Class Web Site,          Specifically Syllabus  <b>READ:</b>          (#1/CR) C. Wright          Mills, <i>The Promise</i>-Pp          1          (#2/CR)) K. Edin and          M. Kefalas, <i>Promises I          can Keep: Why Poor          Women Put          Motherhood before          Marriage</i>-Pp 7          (#4/CR) Michael          Schwalbe, <i>Finding Out          How The Social World          Works</i>,-Pp32       </p>
<p align="center"> <b>Week TWO JULY 6TH</b>  <b>UNIT TWO</b>  <b>Cultural and Socialization</b>          What is culture and what influences does it have upon us? What is socialization          and how does it happen? Does society shape the person we will become, or are          people prisoners of their genetic endowment?       </p>	<p> <b>Readings:</b>          (#7/CR) Barry          Glassner, <i>The Culture          of Fear: Why          Americans are Afraid          of the Wrong Things</i>-          Pp62       </p>

	<p>(#9/CR) Yen Le Espiritu, <i>The Racial Construction of Asian American Women and Men</i>-Pp82</p> <p>(#11/CR) Judith Lorber, "Night to His Day": <i>The Social Construction of Gender</i>-Pp102</p> <p>(#14/CR) Gwynne Dyer, <i>Anybody's Son Will DO</i>,-Pp144</p>
<p><b>Week Three JULY 13th</b>  <b>RACE, CLASS &amp; GENDER</b></p> <p>What exactly is stratification? How do sociologists measure social class? What are consequences of social class? What is social mobility? Are stratification and social class inevitable or can there be a classless society</p>	<p><b>Readings:</b></p> <p>(#23/CR) K. Davis and W. Moore with response by Melvin Tumin, <i>Some Principles of Stratification</i>-Pp256</p> <p>(#39/CR) Gregory Mantsios, <i>Media Magic: Making Class Invisible</i>-Pp450</p> <p>(#24/CR) G. William Domhoff, <i>Who Rules America?: The Corporate Community and the Upper Class</i>-Pp266</p> <p>(#55/CR) Annett Lareau, <i>Invisible Inequality: Social Class and Child rearing in Black Families and White Families</i>,-Pp630</p>
<p><b>Week FOUR JULY 20th</b>  <b>UNIT FOUR</b>  <b>RACE, CLASS &amp; GENDER</b></p> <p>What is the "social construction" of gender? How does gender relate to social stratification? What are the implications of gender stratification? What is the difference between race and ethnicity? What is the difference between prejudice and discrimination? What are their implications? What is institutional racism? How do sociologists study race and ethnicity? How do race and ethnicity shape social relations in the U.S.?</p>	<p><b>Readings:</b></p> <p>(#25/CR) Thomas M. Shapiro, <i>The Hidden Cost of Being African American: How Wealth Perpetuates Inequality</i>-Pp280</p> <p>(#27/CR) Barbara Risman, <i>Gender as Structure</i>-Pp 306</p> <p>(#28/CR) Betsey Lucal, <i>What it Means to Be Gender Me: Life</i></p>



	<p><i>on The Boundaries of a Dichotomous Gender System</i>-Pp 315  <b>(#31/CR)</b> Eduardo Bonilla-Silva,"<i>NEW Racism, " Color-Blind Racism and the Future of Whiteness in America,</i> -Pp359  <b>(#32/CR)</b> J. Lee, F. Bean and K. Sloan, <i>Beyond Black and White: Remaking Race in America,</i> -Pp375</p>
<p><b>Week FIVE JULY 27th</b>  <b>UNIT FIVE</b>  <b>WORK &amp; FAMILY</b></p>	<p><b>(#54/CR)</b> Ann Crittendan, <i>The Mommy Tax,</i>-Pp619  <b>(#43/CR)</b> Arlie Hoschchild, <i>The Time Bind: When Work Becomes Home and Home Becomes Work,</i>-Pp494  <b>(#30/CR)</b> Meika Loe, <i>Working at Bazooms: The Intersection of Power, Gender and Sexuality,</i>-Pp342</p>
<p><b>Week SIX AUGUST 3RD</b>  <b>UNIT SIX</b>  <b>Social Change</b>            What are social movements and how do they develop? What forces resist social change?</p>	<p><b>(#56/CR)</b> Joel Best, <i>Social Progress and Social Problems: Toward a Sociology of Gloom,</i>Pp650  <b>(#60/CR)</b> Allan Johnson, <i>What Can We Do? Becoming Part of The Solution,</i>Pp697</p>

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How wonderful it is that nobody need wait a single moment before starting to improve the world. -Anne Frank



## Student and Classroom Expectations

### Student and Classroom Expectations Statement

Bellevue College's online courses and programs are based on interactive teaching, learning, and communication. Faculty and learners actively contribute to one another's learning through critical dialogue, integrative learning, and collaborative learning. In order to take full advantage of the experiences and resources BC offers, learners are expected to manage and direct their academic progress with support and guidance from faculty. To acquire knowledge and build skills, learners are expected to:

1. Read and become familiar with the course syllabus and expectations.
2. Keep up with assignments and readings.
3. Ask for clarifications about material or course expectations.
4. Analyze assigned readings and offer thoughtful interpretations.
5. Read all course room postings.
6. Make a minimum of two substantive postings per week. That is, contribute postings that add to and advance the quality of the discussion.
7. Engage other learners by responding to their postings.
8. Be respectful of diverse perspectives and refrain from making inappropriate comments in course room discussions and personal interactions

### Course Length and Format:

The Course will be divided into 6 Learning units, one per week, with approximately 10-14 hours required each week to successfully complete the course. It is important that you have at least the minimum amount of time to devote to this course during each of the 6.5 weeks.

### Course Prerequisites:

In terms of previous course work, this course has no formal prerequisites, but because it is very reading and writing intensive, student will benefit from having complete a college-level writing course and from good reading comprehension skills.

### Time Requirements:

Every participant is different, but this course is designed to require 10-14 yours per week for 6.5 weeks. This is an intensely interactive course that depends on dialogue and discussion to achieve learning outcomes. You are expected to log in and contribute a minimum of 4 times a week although most participants log in almost daily). Many assignments require peer review and feedback, and your classmates need your regular input during these 6.5 weeks. If you fall more than a week behind on assignments, I may ask that you drop the course, because you will not be able to contribute to the ongoing discussion if you are too far behind.

### Technology Needs

You will need a computer that has the capability of playing pod casts via iTunes. To download a free version of iTunes for either PC or Mac go to [www.apple.com/itunes/download/](http://www.apple.com/itunes/download/). Also you will need the

lasted version of The Real Player, go to <http://www.real.com/>

## Statement on Plagiarism:

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course – from whole papers and paragraphs to sentences, and, indeed, phrases – but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee. Penalties for academic dishonesty include receiving a failing grade on the assignment and/or the class. I report all cases of academic dishonesty to the Dean of Student Affairs.

## Discussion Tips and Guidelines

**Confidentiality:** Please keep all discussion board information within the realms of the online class, this means do not talk with people outside of the cyber class or identify people. Or, what is said in class and who says it should remain here.

**Respect:** Although it is hard to always know what everyone understands as respect, we will make an effort. Below are some guidelines to keep in mind.

**Make sure you understand what someone is saying before you respond.** Do not jump to the conclusion that you understand their intent; check it out with them first.

**Remember that everyone has a different knowledge base/perspective.** Assume that people are not being willfully ignorant when they do not understand something.

**Own you attitudes and opinions.** Do not use passive voice when you are stating something you believe or think. If you say something that someone else takes offense to, acknowledge it and move on. This classroom is a safe space for everyone to express their opinions, all of them. It's alright to leave class feeling annoyed, angry, depressed, excited, shocked, surprised, confused, or otherwise uncomfortable. Just be careful not to stay in that space. Please email me with any concerns or thoughts.

**Be Mindful of your participation in the class discussion.** Everyone has a voice. Some people are more comfortable speaking/writing their thoughts. So I ask that everyone pay attention to how much they are or are not contributing to the class discussion (i.e. discussion board).

**Speak for yourself.**

**No will be understood as representing any racial/ethnic, gender, class group to which they belong.** For example, no Chicano/o speaks for all Chicano/os or No Woman for all Women. Among all groups of people there is a diversity of opinions, feelings and ideas. No one can represent the complexity of any group.

1. [Academic Advising](#)
2. [Disability Resource Center](#)
3. [BC Programs and Services](#)
4. [BC Writing Lab](#)
5. [BC Student Policies](#)

