

BELLEVUE COMMUNITY COLLEGE

INTRODUCTION TO SOCIOLOGY 101

SECTION F

Instructor: Alicia E. Lewis, Ph.D.

Office Location: D200F

Office Hours: T, TH 1:30 – 2:30 PM (unless otherwise posted) or by appointment

Sociology Department Web Sites: <http://www.myspace.com/bccsoc>

E-mail: a.lewis@bellevuecollege.edu

Phone: Office Phone TBA and (206) 856-0060 (cell—for emergency use only)

COURSE DESCRIPTION

One of the goals of this course is to assist you to think like a sociologist. Sociologists explore and unravel cultural behaviors, issues, and consequences in society. Sociology provides explanations in perspective of how people live, why we live in a particular way and what difference culture and stratification (inequality) impact groups of people, institutions, and systems. The purpose of this course is to familiarize students with sociology and provide knowledge and discourse for future study in specific areas of interest may be explored. Secondly, this course is designed to assist students with their skills in analysis and critique through exploration of sociological imagination, and exploring the structure of society and the relationships of individuals relative to these socially constructed structures. The overall goal is to help students make sense of our social worlds using both quantitative and qualitative methodologies, and to better understand the behaviors of others as products of social structures and functions.

COURSE OBJECTIVES

- Develop an appreciation and understanding of the complexity of sociology in the United States and throughout the world through the development of knowledge of terms, concepts, assumptions, methods, and patterns of analysis used in sociology.
- Awareness and competence in recognizing adequacy of the scientific method as used in the social and behavioral sciences.
- Ability to employ system frameworks of analysis to social groups, both primary and secondary.
- Illustrate the pervasiveness of social issues in individual lives, interactions, and institutions.
- Create an interactive learning environment where each participant creates, interacts with, and disseminates knowledge and lived experience.
- Expose students to theoretical and methodological approaches to studying sociology both quantitatively and qualitatively.
- Improve students' critical thinking skills including an ability to identify, evaluate, and engage with claims.
- Improve students' written and verbal communication skills and to work effectively in small groups.

REQUIRED COURSE MATERIALS

1. Anderson, Margaret and Taylor, Howard (2006). *Sociology: The Essentials (5th Ed.)*. Wadsworth Publishing, Inc.
2. Selected course materials and various readings provided by the instructor.
3. Other selected web resources provided by the instructor.

GRADING

Description	Possible Points
Reading Questions/Reflection Papers/Quizzes	250
Essays	50
Exams	200
Attendance and In-Class Participation	100
Total	600

Point and Grade Range

600-540	A	479-420	C
539-480	B	419-360	D
359 <	F		

Grade Point Breakdown

Grade	Points Per Credit Hour		Grade	Points Per Credit Hour
A	4.0		C+	2.3
A -	3.7		C	2.0
B+	3.3		C -	1.7
B	3.0		D+	1.3
B -	2.7		D	1.0
			F	0.0

VALUING DIVERSITY

We recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, we ask everyone to assert language and attitude of respect, sensitivity, and awareness.

STUDENTS WITH DISABILITIES

Students with disabilities who have accommodation needs are required to meet with the Director of Disability Support Services (in Room B132) to establish their eligibility for accommodation. Telephone: (425) 564-2498 or TTY (425) 564-4110. In addition, students are encouraged to review their accommodation requirements with each instructor during the first week of the quarter.

If you need course adaptations or accommodations because of a disability; if you have emergency medical information to share with me; if you need special arrangements in case the building must be evacuated; please provide me with such information so that I may assist you.

KEEPING COPIES OF YOUR WORK

Please keep an accurate and organized record of your work and in safe place until the end of the quarter. When you turn in a paper, be sure you keep either a paper copy or an electronic copy.

ACADEMIC INTEGRITY

Students are responsible for upholding academic integrity and are expected to adhere to Bellevue Community College academic policies and procedures. Violations such as cheating, plagiarism, forged documents, forged signatures, submission of the same documents to different courses are serious violations, will be reported to BCC administration, and may result in a failing grade in this course.

IN-CLASS PARTICIPATION AND DISCUSSION

Attendance will be taken on a daily basis. For the duration of the quarter, more than two unexcused absences will lower your overall grade. If you are sick, have appointments, or must attend to an emergency, please contact the instructor immediately so that appropriate accommodations can be made for you. **Communication is key.**

Each day of the work week, you will be expected to complete assigned readings before the next class session. In addition to attending class, it is also expected you will be actively and thoughtfully engaged in class. This level of participation means you actively listen to others, you are attentive, and you are sharing your informed insights and thoughts. If you have any questions, comments and/or concerns about active discussion, please contact the instructor. The following are some guiding principles.

1. Allow others to share their reasoned interpretations, analysis, and opinions of course materials even though you may disagree with them. We can ask individuals to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
2. Do not demean or diminish the experiences other people are willing to share in the class. We can ask individuals to conceptualize their experience within a larger social pattern (i.e. are they typical? Unusual?).
3. Students will self-monitor their use of classroom “verbal” space. Participate in classroom discussion without dominating it.
4. Have a sense of humor about our social worlds—be willing to accept other people’s blunders without assuming they are intentionally trying to be offensive. By the same token, be mindful of inappropriate jokes, puns, and inappropriate innuendos.
5. Be committed to grow and learn about yourself. This includes a willingness to seriously read, study, and interpret empirical and anecdotal information.

Critically engage with the reading materials. Characterizing readings as “boring”, “difficult”, or “stupid” is not critically engaging with the materials. While some of the readings may be difficult and not as exciting as you would like, they offer evidence and analysis to help sharpen our understanding of sociology as well as research. Critically engaging with readings means identifying major claims, evaluating claims based on evidence and logic, and developing a sociologically informed and thoughtful response to claims based on this analysis.

ESSAYS

The purpose of the essays and literature critiques is to discuss the key points from the readings, lectures, and course materials and how they increased your awareness and understanding of sociology and various social phenomena. The goal is to measure your ability to summarize and synthesize materials from all of the modules in this lesson and articulate your thoughts informed by the course content. Do not simply reiterate or review each reading or lecture. Instead, identify the overarching central points of the lesson and provide your informed thoughts about them. Your goal is to demonstrate that you’ve engaged with the material and developed your understanding of sociology. Essays should be written in a formal style with an introduction and clear thesis

rather than in a free-flowing journal-like style (more typical of reflection papers). The depth of your essay should demonstrate the degree to which you've reflected on the class material and your own understanding and social positions. The ideal length for your essay is approximately 800-1200 words (about two double-spaced pages) which means you will have to be concise, clear, and well-organized.

In lieu of essays, students will be exposed to critiquing scholarly work. Essays should be no less than one typed single-spaced page in length. All essays are due on or before their respective due dates. **No late papers will be accepted.** Your papers should be composed of four concisely written paragraphs:

- **Paragraph 1** includes the identification of the major claim of the chapter, article or course materials.
- **Paragraph 2** includes the discussion of the major claim of the chapter, article, or course materials.
- **Paragraph 3** includes an evaluation and critique of the major claim. For example, does it contain any logic? What were the assumptions? Are the assumptions valid? What sources are cited?
- **Paragraph 4** includes your own response and opinion to the claim.

READING QUESTIONS AND REFLECTIONS

Reading questions are designed for you to demonstrate accountability and responsibility for the weekly readings, lectures, and course materials. Take the time to answer each question completely.

Reflection papers are just that—they are a reflection of your lived experience as it relates to the material in class. They are another venue to voice your concerns that you wouldn't normally voice through in-class discussion or essays. Reflection papers should be well developed and carefully constructed and should no less than two pages (single-spaced) in length. **No late papers will be accepted.**

QUIZZES

Quizzes are designed to test your knowledge and understanding of the course materials explored throughout the week. Quizzes may include a combination of any of the following: multiple choice questions, short answer, an essay portion, and reflection questions.

EXTRA HELP

If you find yourself struggling with anything in this course, **please** make an appointment to see me immediately so we are able to set you up for success throughout the duration of the course.

Reading Lab

The Reading Lab—located in A262—supports students to become better readers. Students can make use of the Reading Lab services by enrolling in a class which the lab supports, by referral from an instructor, or by registering to work independently.

Writing Lab

The Writing Lab—located in A262—is a place for students to go for help with any writing assignment or project, for any BCC class in any discipline or for personal needs such as resumes or college application essays. In addition, students may use the lab as a study space or reference center. Tutors are available at all times, and students who come to the Lab may work with tutors one-on-one.