

**BELLEVUE COLLEGE**

**THE SOCIOLOGY MORNING BREAKFAST CLUB**

**SOC 101      INTRODUCTION TO SOCIOLOGY      Winter 2010**  
Daily 7:30-8:20 AM      Section "A"      Class meets in C164

Instructor:      Dr. Natasha Sacouman  
Office:      D200 A  
Office hours:      8:30 AM – 9:00 AM  
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TEXT: (Required) **Lukas et. al. Sociology: A Critical and Contemporary Perspective.** New Jersey: Prentice Hall.

- Test prep questions, lecture outlines, and handouts will be periodically passed out in class and/or available online.

**COURSE DESCRIPTION**

The systematic study of social behavior and human groups, particularly the influence of culture, socialization, social structure, stratification, social institutions, differentiation by region, race, ethnicity, gender, age, class and socio/cultural change upon people's attitudes and behaviors.

**COURSE GOALS AND LEARNING OBJECTIVES:** Successful completion of the course should enable you to:

- \* 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.
- \* A critical idea of society and community, including where in your social landscape you live, and how you observe those around you.
- \* A general knowledge and comprehension of how social, political, and cultural forms of power are played out, and how some folks perceive those experiences.
- \* 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 subverted and contrasted in cultural texts.

1. Describe the **sociological imagination, basic concepts/principles** and how they apply to your life.
2. Describe the **inter-relatedness of basic sociological concepts**: culture, socialization, social structure, institutions, social change and differentiation by race, ethnicity, gender, age, class, and region.
3. Further develop **analytical/critical thinking skills** by using the insights of sociology/sociological perspectives.
4. Compare and contrast **theoretical orientations** in the development of sociological thought, and apply those orientations to an area of social reality.
5. Describe the **role of sociological methodology** in building sociological knowledge: identify and compare methodological approaches, research terminology, and basic statistical resources.

6. Describe **variations in society** by culture, race, ethnicity, class, gender, age, region and the significance of diversity in domestic and global contexts.
7. Describe the **effects of socio-cultural change** on individuals and social structures.
8. Describe strategies for **functioning in a pluralistic society** and diverse world culture.

NOTE: Adjustments or changes to the syllabus may be made by the instructor with appropriate student notification.

COURSE STRUCTURE: lecture, discussion, internet, audio-visual analysis and critique, collaborative learning

COURSE RESPONSIBILITIES:

1. The **student will be responsible** for the information in the *syllabus* (course requirements/policies) *and* the *college policies*.
2. The **student will be responsible for the text** in order of chapter topics assigned. Although class discussions will be largely devoted to the same subject areas covered by the text, the information in the text is the student's responsibility whether covered in class or not. Because of the nature of the many topics under consideration, it is critical for your own learning experience to acquaint yourself with the material of the text prior to class meetings.
3. **Regular attendance, as well as punctuality**, is expected as an important part of our responsibility to this course. Attendance will be taken at the beginning of each class hour. Being in class is critical to your learning. Punctuality allows the instructor to teach and classmates to continue learning without interruption – a basic work ethic and matter of respect.

**Withdrawal requests and paperwork are your responsibility – watch the dates!**

Attendance: **Three absences** (for whatever reason) will be permitted. Additional absences will be recorded, but with a -5 point penalty. **Being late three times** will be tolerated, but additional lateness will have a -2 point penalty. Late means arriving after daily roll has been taken. If lateness is within ten minutes of class beginning, credit for the hour will be given at the instructor's discretion and only if the student requests a change of the record at the end of the same class hour. This is not giving permission to be late.

The instructor reserves the right to use discretion in reviewing any documented extenuating circumstances.

**Absences due to College-sponsored activities** on test dates will require taking exams prior to the designated class day and hour or considered late. Lateness means an automatic -10% reduction from the points possible on the exam. Arrangements must be made in advance with the instructor. Written verification is required in advance. All college sponsored absences must be documented and recorded with the instructor before leaving campus. Note: *these expectations are in addition to college policy.*

4. **Academic honesty and integrity is expected** with all coursework. See the Student Code of Conduct for clarifications.
5. EVALUATION CRITERIA: (Based on a point system whereby 500 points is possible©)

- 400 points*      **Four tests** will be given at 100 points each. The final exam will be the fourth test – not comprehensive. Dates are listed in this syllabus under “course schedule”
- 100 points*      **Photographic Essay** of a social problem important to the student (*no late submissions*). Instructions and evaluation criteria found at the end of this syllabus. Due Date: February 22 (listed under “course schedule”)

#### Range of scores

	B+	87-89%	C+	77 - 79%	D+	67-69%	F	0-59%
A	93-100%	B	83-86%	C	73-76%	D	63-66%	
A-	90 – 92%	B-	80-82%	C-	70-72%	D-	60-62%	

6. Make-up examinations will be given at the convenience of the instructor (minimum of one day’s notice). In fairness to your classmates, a (-) ten percent penalty per test will assessed plus ineligibility for bonus points and any applicable instructor adjustment points. HINT – take your test when scheduled.
7. The final test will not be cumulative. The exam date is listed in your Fall 2009 class schedule. There will be NO alternate dates or times. Please plan accordingly.
8. Study skills strategies for this course are available for the purpose of polishing listening skills, note taking, test taking, and comprehension of course materials. If English is a second language, please see the professor early in the course during office hours.
9. Extra credit work: There is none available outside of class – consistent performance over time is more highly valued. Instead of “extra credit” work there are three bonus questions on each test worth six points, totaling to a possible 18 additional “extra” points. With this strategy, all students have equal access and opportunity.
10. It is my preference that there is no audio/visual taping of lectures. The only exception will be a documented disability. I would rather participate with you in assessing and developing your learning skills.
11. If you have a certified disability it is important to register with the Disability Resource Center located in B132, especially if you require special accommodations.

### COURSE SCHEDULE

*T = text chapter*

### **THE SOCIOLOGICAL PERSPECTIVE**

- M 1/4: Introduction to the course: *What is Sociology?*
- T 1/5: Sociological Perspective: thinking sociologically – the sociological imagination *T-1*
- W 1/6: Sociological Perspective: Sociology as science- historical context *T-2*
- Th 1/7: Sociological Perspective: Sociology offers a perspective *T-3*
- Read: Handout on “The Major Theoretical Perspectives in Sociology”

### **SOCIETY AND SOCIAL STRUCTURE**

F 1/8: Culture: organization – nature, system of norms, beliefs, values

M 1/11: Culture: organization - system of values, symbols – language T-4

T 1/12: Culture: structure – diversity, what happens when different people meet?  
Video: *Barbara Walter's Interview with Brandon and her family*  
Read: "A Boy's Life" by Hanna Rosin

W 1/13: Culture: structure – dominant culture, subculture, counter culture, integration

Th 1/14: film: *District 9*

F 1/15: film: *District 9*

M 1/18: No Class: a holiday

T 1/19: Culture: interaction patterns – ethnocentrism, relativism, hegemony, change

W 1/20: review/film

Th 1/21: Socialization: process, nature/nurture controversy T-5

F 1/22: Socialization: diversity of agents and explanations

M 1/25: Socialization: over the life course

T 1/26: **Test I** (text chapters 1, 2, 3, 4, 5, readings and lecture notes)

W 1/27: Social Interaction: macro-micro analysis - components of social structure – status, roles T-6

Th 1/28: Social Interaction: components of social structure, interaction in everyday life – language, humor

F 1/29: film: *Mad Men*

M 2/1: Social Interaction: social construction of reality- theoretical explanations

T 2/2: No Class: Faculty Professional Development Day

W 2/3: Groups and Organizations: networking – group decision-making – leadership

Th 2/4: discussion and video

F 2/5: Groups and Organizations: groups within societies – informal/formal organizations

M 2/8: Deviance: social definitions: gaining a sociological perspective T-7

T 2/9: Deviance: sociological explanations (functionalist, conflict, feminist)

W 2/10: Deviance: sociological explanations (symbolic interactionist, labeling)

Th 2/11: film: Frontline documentary on the justice system and youth

F 2/12: Deviance: sociological problems in measuring crime, types of crime, comparative urban/rural rates

M 2/15 : No Class: a holiday

T 2/16: Deviance: reactions to and by deviants, hate crimes, implications for public policy

W 2/17: **Test II** (text 6, 7, lecture notes)

## SOCIAL INEQUALITIES

Th 2/18: Stratification: nature and dimensions of social stratification T-8  
*Read: Torture Hits Home* –series in *Mother Jones Magazine*

F 2/19 film: *The Tudors*

M 2/22 Stratification: systems of stratification

**Photographic Essay due at beginning of the class (no late submissions)**

T 2/23: Stratification: thinking sociologically – explanations for stratification and mobility

W 2/24: Stratification: Social Class: what is social class – criteria?

Th 2/25: Stratification: Social Class: dimensions of inequality

F 2/26: Stratification- Social Class: life chances and mobility in the U.S.

M 3/1 Stratification- Social Class: poverty in the midst of affluence in the U.S

*Read: TBA (on poverty)*

T 3/2: **Test III** (text chapters 8, readings and lecture notes)

W 3/3: Stratification -Race/Ethnicity: social construction/definitions, prejudice T-9

Th 3/4: No Class: College Issues Day

F 3/5: Stratification -Race/Ethnicity: patterns of intergroup relations

*Read: TBA*

**Last day to make up any tests:** *Arrangements must be made by class March 3rd.*

M 3/8: film

T 3/9: Stratification -Race/Ethnicity: institutional discrimination and racism

W 3/10: Stratification -Race/Ethnicity: intergroup relations in the U.S. compared, implications for public policy

Th 3/11: Families: basic concepts, comparative typology and analysis T-11

F 3/12: Families: diversity in American family life, changing family values

M 3/15: film

T 3/16: Families: termination of relationships, dynamics, and transitions in family life

W 3/17: Families: Issues/trends/issues in family life - implications for social policy

Th 3/18 film

F 3/19 Social Change and the Future T-15

**March 22-24: Test IV:** (Text chapter 9, 11 and 15 readings and lecture notes)

Note: there are not regularly scheduled classes during exam week

Note: no alternate dates or times are available for the final exam. Take when scheduled.

## PHOTOGRAPHIC ESSAY

### *Directions*

Each student will be responsible for developing a photographic essay of a social problem. A photographic essay is a personal statement about a social problem important to the student.

The five to eight photographs should:

- Reflect the social problem under consideration
- Illicit an emotive response from the viewer
- Be a statement of public affirmation of your position on the issue

No writing is to accompany your photographs **other than the title** and the **location** where the picture was taken in fine print. Place the photos in such an order of presentation so that they “read” like an essay. Photographs downloaded from the Internet are acceptable as long as copyright laws are not violated. I will show examples of students’ previous work in class. Please avoid poster board presentations. This assignment may be emailed to me or handed to me in class. The **due date** is **February 22nd** at the beginning of class. Be sure to print your complete name on the back of the project. Put a citation list on the back of the project.

No late work will be accepted on this assignment because following directions is a valued skill.

### *Assessment*

My task is to systematically evaluate your visual presentation (the photo essay). The assessment criteria is below. To be fair, I need to be looking for the same items in each presentation. Points will be given to the extent which each of these items has been accomplished.

1. Title (is it appropriate or inappropriate?). (10 points)
2. Photographs reflect the social problem under consideration. (20 points)
3. Photographs demonstrate a given position on the issue. (20 points)
4. Photographs illicit an emotive response from the viewer. (10 points)
5. Presentation, “reads” like an essay, as instructed. (10 points)
6. Used five to eight photographs as instructed. (10 points)
7. Presentation (ex. mounting) of photographs (creative?) (purposeful?). (10 points)
8. Cited **location** and **dates** where pictures were taken OR cited source of **graphic** and **date** it is was downloaded—Use MLA-APA-ASA or Chicago style (10 points)