

INTRODUCTION TO SOCIOLOGY

SOC & 101

Fall 2009

Instructor: Elizabeth Apple

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(when emailing me, please put “SOC 101”
in the subject line)

Office Hours: TBA, by appointment

Class Meets: M, W 3:00-5:10

COURSE INTRODUCTION

Welcome to our class, “Introduction to Sociology.” I look forward to working with you this quarter and sharing with you my fascination with sociology! Hopefully, you enter this class with some degree of curiosity about why human beings behave the way we do. If so, you should find sociology intellectually rewarding as well as illuminating and useful in your own life.



This course is designed as a broad introduction to the field of Sociology. Over the course of the quarter, we will review many of the major topics frequently studied in sociology, with a particular focus on inequality and the distribution of power in society. We will discover how social institutions (such as education and the economy) depend upon and perpetuate inequalities between people. As José Ortega y Gasset once said, “Tell me the landscape in which you live, and I will tell you who you are.” Indeed, our social environments profoundly influence not only who we think we are, but also how we behave, what we think, and how we see others. The overarching goal of this course is to examine and understand this process.

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. Science and research often contradict opinion. Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material in class. Please be advised that, when we explore these topics, they will always be framed within an academic context. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Identify the ways in which culture and social institutions (such as education, the economy, the media, and the family) shape our everyday experiences;
- Distinguish between factual statements and value judgments;
- Put aside personal ethnocentric attitudes, becoming culturally relative;
- Better understand perspectives different from your own;
- Formulate logical conclusions;
- Apply sociological knowledge to real-life situations;
- Look at your own life sociologically; and
- Describe how life experiences and opportunities differ according to race, class, and gender.

REQUIRED TEXTS

Text: Sociology: Exploring the Architecture of Everyday Life by David Newman, 7th Edition
I will provide additional assigned readings via the MyBC website

COURSE REQUIREMENTS AND EXPECTATIONS

The following outlines what you may expect of me as your instructor:

- *A sincere effort to help you learn the course material.* Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can.
- *Accessibility.* I agree to be available to you outside of class should you desire help. I encourage you make an appt. with me after class or by email whenever you have a question or concern. I am more than happy to help.
- *Attention and courtesy.* When you are speaking, you will have my undivided attention. And I will never ridicule you or express disagreement with you in an impolite fashion.
- *Fairness.* Your grade will be based upon what I detect that you have learned and how I assess your performance. It will not be based upon any purely personal consideration. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- *A sincere effort to learn the course material.*
- *Preparation.* You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. You should bring the readings (textbooks). Note that the guideline for homework is at least one hour outside of class for each hour spent in class.
- *Attendance.* Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work or quizzes). I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- *Promptness.* You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. Furthermore, you should comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, if you need to be absent when something is due you may email it to me BEFORE the start of class. Late work will receive a zero grade. If you know you are going to be absent on the day an assignment is due, then turn it in early. Major due dates are indicated on the attached Course Calendar.
- *Contribution.* Learning about each other's experiences and perspectives is an integral part of the learning process in this course.
- *Respect, courtesy, and tolerance.* Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Disrespectful attitudes will not be tolerated.
- *Good behavior.* I understand that for most of you this goes without saying, but it nevertheless must be stated. This is a college classroom; as such, I expect students to behave as adults. I expect that your behavior in class be respectful. Side-talking and whispering is disruptive to the class as a whole as well as to individual students. This is not acceptable in my classroom, so I insist that you refrain from it.

Sleeping is also not permitted. Continued disrespectful behavior in class may result in your being asked to leave. No cell phones, texting etc.

- You will be asked to leave the class if you are disruptive.
- *Honesty*. If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

GRADING

Grades are based on: (1) performance on tests, (2) performance on homework assignments, (3) (4) Performance on the final paper and (5) class participation. Each of these elements is awarded a specific number of points:

Midterm test	200 points (20% of final grade)
Final test	200 points (20% of final grade)
Final take-home essay exam	200 points (20% of final grade)
Homework Assignments (3 @ 100 pts each)	300 points (30% of final grade)
Attendance & Participation	100 points (10% of final grade)
TOTAL	1000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

Tests: May consist of multiple choice, true/false, short answer, and essay questions. I will do a brief review of the material the class period before the test. Please review the attached Course Calendar and make note of the exam dates. Plan ahead!

Performance on Homework Assignments: You will complete 3 written homework assignments throughout the quarter that require you to reflect on the course material and/or observe the social world. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?) Homework assignments should always be a minimum of two pages. Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed.

Attendance & Participation: Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your *active* participation. "Participation" includes attendance, class discussions, group work, classroom self-assessments, and independent in-class assignments. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade!*

For all of your written work (SERIOUSLY PEOPLE: PLEASE PAY ATTENTION!!!):

Please submit proofread work **only**. Sloppy writing will be returned for a rewrite, expected by the following class meeting. Your font should be Times, 12 pts, double-spaced with a 1" margin all around. Your work *must* be cited using either MLA or APA format where necessary, and you must always, *always* give proper credit to the texts from which you draw and formulate your ideas. Even when you don't quote directly, give credit where credit is due. Title pages are not counted as page numbers due and neither are bibliographies. If you decide to place your personal and class information on the first page of your paper instead (which is fine), please do not take up more than for single-spaced lines at the top right or left corner of the page. **To arrange an appointment in the writing lab to have your paper checked, please call 425-564-2200.**

Your written work will be evaluated on:

1) Content

- a. Fulfilling the assignment.
- b. Developing your argument and making use of examples and evidence to support your argument.
- 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 who needs help, *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.
- g. Dude, like totally don't write colloquially. A conversation is a conversation. A paper is an entirely different set of discussions. ☺

Written Assignments Grading:

On your first paper I will write in a brightly hued pen copious comments on your grammar, sentence structure, clarity of thought, etc. (see above points) that's what you have to go by in terms of how I grade. FYI: I rarely, if ever, change my mind about a grade, but I have been proven wrong before so come to me with a grading issue should you have one. I grade on the following scale:

A. The A paper is coveted. It's a paper that shows me you're engaged with the readings, the media, and the lectures in class. It's a paper free from grammar and spelling errors, and a paper that demonstrates your command not only of the English language, but of the form and flow of a solid piece of written work. 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.

B. The B tells me you're doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively 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.

C. The C paper means that you're not as invested in the class as I'd like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I'd like you to. 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.

D. Ah, the D. D is for “Don’t be Discouraged.” A D paper 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 no integration of material and there you’re not responding to the questions raised in class. Demonstrated understanding of the course materials is not presented clearly, or at all.

COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that additional assigned readings will be handed out in class. Also, you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes. You should make every effort to complete the readings in the order listed. You will also read additional information that is not included on the syllabus but will be posted on the MyBC website. You are responsible for checking MyBC to find additional readings.

<u>WEEK:</u> DATES AND THEMES	<u>READINGS & ASSIGNMENTS:</u> READINGS DUE TUESDAY ASSIGNMENTS DUE THURSDAY
ONE Sept. 21 and 23 Thematic Overview: The Sociological Imagination What is Sociology? Who are Sociologists and what do they study?	Readings: By Sept. 23 please read: Pages 1-16 Study your syllabus! Sign up for a BC email address! https://bellevuecollege.edu/sam . Quote: <i>"Number of Florida High School students who take physical-education courses online: 1,904"</i> -- Harper's Index November 2007
TWO Sept. 28 and 30 Thematic Overview: What makes a Society? Basic building blocks Major Sociological Theoretical Perspectives The Social Construction of Knowledge	Readings: Pages 17-76 Quote: <i>"Without deviation from the norm, progress is not possible."</i> - Frank Zappa
THREE Oct 7 (no class on Oct. 5) Thematic Overview: Social Research Culture	Readings: Pages 76-124 "Nacirema" article posted on MyBC website Homework Assignment #1: Due Oct. 7th: Exercise your sociological imagination by speculating how your life might be different under different social circumstances. You should imagine how your life circumstances would be different if you were either: a) born the other sex, b) born another race, c) born to a family of great wealth or poverty, d) born in another time (100 years earlier), or e) born in another country. In your response, you should address the five major "building blocks" of society (statuses, roles, groups, organizations, and institutions), explaining how each of these would affect your life if you were born under different circumstances. Write at least two pages. For this assignment it is helpful to review any information you were given in class and pages 24-32 of the book. Write at least 2 pages.
FOUR Oct 12 and 14 Thematic Overview:	Readings: Chapter 5 Chapter 6

WEEK: DATES AND THEMES	READINGS & ASSIGNMENTS: READINGS DUE TUESDAY ASSIGNMENTS DUE THURSDAY
Socialization	<p><u>Assignments:</u></p> <p><u>Quote:</u> <i>"All you touch and all you see is all your life will ever be."</i> -- Roger Waters</p>
FIVE Oct 19 and 21 Thematic Overview: Family Deviance	<p><u>Readings:</u> Chapter 7 Chapter 8</p> <p><u>Quote:</u> <i>"In every conceivable manner, the family is link to our past, bridge to our future."</i></p> <p style="text-align: right;">-- Alex Haley</p>
SIX Oct 26 and 28	Oct. 26 th Review for Midterm <u>Oct. 28th Midterm</u>
SEVEN Nov 2 and 4 Thematic Overview: Stratification: Social Class	<p><u>Readings:</u> Chapter 10 Article on MyBC: Savage Inequities in American Schools by Kozol</p> <p><u>Quote:</u> <i>"You think you're so clever and classless and free."</i> -- John Lennon</p>
EIGHT Nov 9 and 11 Thematic Overview: Race & Ethnic Inequality Continuation of Race/Class	<p><u>Readings:</u> Chapter 11 Article on MyBC: Blinded by Whiteness: The Development of White College Students' Racial Awareness by Chesler, Peet, and Sevig</p> <p><u>Assignments:</u> Homework Assignment #2 Due Nov. 11th Imagine a family of four living in King County and working in Bellvue. The mother and father both work fulltime during the day, one child is 7 years old and in elementary school, and the other child is 3 and must be cared for during the day. What is the <u>minimum</u> amount of money this family needs each month in order to survive and pay the bills? Provide a detailed monthly <u>minimum</u> budget, accounting for: rent/mortgage (the median home price in Bellevue is currently \$599,000, in King County 399K, utilities (electric/gas, phone, water/sewer, and cable, if desired), food, transportation, clothing, medical care, child care, school supplies, entertainment (gifts, movies, parks, etc.), and so on. (NOTE: For expenses that are not divided on a monthly basis, like clothing or gifts or car repairs, estimate the yearly cost and divide by 12.) Add up the cost of each of your budgeted items to arrive at your monthly total. Make sure that you investigate how much rent/utilities/childcare etc. actually cost, don't just guess. How does your monthly figure compare to the government's 2009 monthly poverty line of \$2,113? Next, describe the quality of life of this hypothetical family. What sorts of things are they forced to do without that a more affluent family might take for granted? What would be the impact of this family's income on the lives of the children? How will the family's situation translate into access to opportunities (e.g. jobs, education, and health care) for the children in later life? You might want to make a graph to show what your family spends in a month. Be sure to answer every question asked above in your response.</p>
NINE Nov. 16 and 18 Thematic Overview:	<p><u>Readings:</u> Chapter 12</p> <p><u>Assignments:</u></p>

WEEK: DATES AND THEMES	READINGS & ASSIGNMENTS: READINGS DUE TUESDAY ASSIGNMENTS DUE THURSDAY
Inequality and Sex, Sexuality and Gender	Homework Assignment #3 Due Nov. 18 Refer to the handout provided in class (and on MyBC) as you answer this question. Thinking about the concepts of interpersonal (aka "individual") and institutional racism, have you ever been a victim of either individual or institutional discrimination? If so, how did it make you feel? What, if anything, did you do about it? Did the discriminatory action adversely affect your view of yourself and, if so, was the effect short-term or long-term? Conversely, have you ever committed an act of individual discrimination against another person based on racial or ethnic animosity? If so, was it an act of aware/blatant, aware/covert, unaware/unintentional, or unaware-self-righteous racism? Finally, can you think of ways that you may be overtly or inadvertently supporting institutions that institutionally discriminate against racial and ethnic minorities? Why is it so difficult for many people to publicly express their feelings about race and race relations? Is it difficult for you? Why/why not? Write at least 2 pages.
TEN Nov. 23 and 25 Thematic Overview: Population Trends Immigration Sociological Change and movements	Readings: Chapter 13 Chapter 14
ELEVEN Nov. 30 and Dec 2	<u>Nov. 30th Review for Final Exam</u> <u>Dec. 2nd</u> <u>Final Exam (in class, multiple choice and short answer)</u>
Dec 7th No class but I will be in the classroom to answer any questions you have!	<u>Final Take home essay exam due emailed to me by 9am Wednesday Dec. 9th.</u>

Disability Resource Center:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations.

If you are a student who has a disability or a 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 the DRC staff as soon as possible.

The DRC office is located in B132 or you can call our reception desk at 425-564-2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Remember if you are someone who has either an apparent or non apparent disability and 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.