

INTRODUCTION TO SOCIOLOGY

SOC& 101-HYD; Winter 2017

8:30-10:20 T&TH; D-259

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Course Introduction:

Welcome to Introduction to Sociology! This course is a broad introduction to the field of Sociology where we will begin to make connections between the most private elements of our lives and the cultures, groups, organizations, and social institutions to which we belong. Throughout this class, we will become acquainted with basic sociological concepts/perspectives and examine the importance of identities across racial/ethnic, class, gendered, and sexual differences. Through lecture, discussion, film, readings, and other media, we will explore the many complexities of our social world. The aim of this course is for us to begin analyzing everyday occurrences and the things that we often take for granted to better understand the relationship between individuals and society. We will question the way things work, challenge why things work the way they do, and critically think about who we are within (and how do we connect with others within) the world around us. Ultimately, this course will compel us to see the ways in which the structure of society is greater than the sum of the experiences and psychologies of the individuals within it. Welcome, strap yourself in, and enjoy the ride!

Required Texts:

1. David Newman. "Sociology: Exploring the Architecture of Everyday Life." **11th edition**. Pine Forge Press: 2016.
There are 3 copies of this text available on reserve at the front desk of the library. You can check the text out for two hour increments – so no excuses for not having access to the text
2. Additional articles or handouts are posted on the course website ([Canvas](#) – under "Files")
I have scanned the first two chapters and put them on the course website for students who are waiting to receive books from an online seller – so no excuses for not reading

Learning Atmosphere:

I believe that students learn best when they are *actively* involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.



A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class; meaning, this course occasionally contains rated-R material. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used in some materials within this course – if this presents a problem for you, I would recommend not taking this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

****READ THIS! Tips for success in my hybrid class****

A note about hybrid learning: Over the last couple of years, I have taught this course in a two days per week format and I have observed several patterns that have hurt student's overall performance in the class. Here are common issues that I see. Don't let yourself fall into these patterns!

- **Myth 1:** *Many students think that because we only meet twice a week that they should only be working on the class homework, readings, and assignments the night before those meeting times.*
My recommendation: Carve out 40-45 minutes PER DAY to work on your assignments. Because we only meet twice per week, there is A LOT due on any given day and waiting until the night before (or morning of) is not enough time to complete everything.
- **Myth 2:** *Many students are not looking at their syllabus regularly to see all that is due on a given day and thus only complete some of the work.*
My recommendation: Look ahead. We meet on Tuesday and Thursday and then I do not see you again until the following Tuesday, giving us a 5-day gap from seeing each other. Start completing your readings on Thursday and Friday and then giving yourself the weekend to complete your assignments. Make a list each week of what is due for the following week so you can budget your time accordingly.
- **Myth 3:** *Many students realize the morning of class that they have too much to do for the class period and thus do not show up for the first hour of class because they are trying to finish all their assignments.*
My recommendation: Be in class. It is better to take any hit on points and be present for our conversations in class because the content and nuances discussed in those in-class conversations are what will be on your quizzes and exams. Missing that will be more of a problem for you in the long run.
- **Myth 4:** *Many students skip class because – hey – it's only one class!*
My recommendation: Because we only meet two times per week for a total of 20 classes, each class is essentially 5% of the overall course. Be here. 5% adds up... trust me! Also you cannot make up participation or in-class activities, so you will be losing points.
- **Myth 5:** *Many students wait until the day (and sometimes the last couple of hours) to complete their discussion board assignments.*
My recommendation: Essentially, we have one hour of class online per week. Waiting until the last day will not only hurt your grade but it also does a disservice to your group. Take a peek at the discussion board prompt at the beginning of the week and begin posting on Monday or Tuesday. This will ensure that you and your group members are engaged and getting the points you deserve.

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

1. A general understanding of basic concepts most widely used in sociology today.
2. A critical idea of society and community, including where in your social landscape you live, and how you observe those around you.
3. A general knowledge and comprehension of how social, political, and cultural forms of power are played out, and how some folks perceive those experiences.
4. A general understanding of the representation and identity construction of various groups in historical and contemporary analyses of culture in the US.
5. Identify the ways in which culture and social institutions (such as education, economy, media, family) shape our everyday experiences
6. Explain social constructionism and how life experiences and opportunities differ according to race, class, gender, and sexuality
7. Become culturally relative and think outside of personal ethnocentrism or other biases.

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. 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. We only meet two times per week for a total of 20 classes and thus you need to be here! Missing one class is missing 5% of the overall course. As a result, more than *two unexcused absences* will significantly lower your grade and will continue to do so as you miss more classes. Tardiness or leaving class early will also be factored in to your attendance. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. 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.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due promptly at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones/i-pads, laptops, kindle/nooks, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to

offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*

- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or 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 us as soon as possible.

If you are a person who 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.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

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

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX). In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

The Writing Lab – D204

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

<http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.

Public Safety

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

1) Take directions from those in charge of the response -We all need to be working together.

2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

SOCIOLOGY DROP-IN TUTORING

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade.

Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it.

Our Sociology tutor is available to help you in D204!

Grading:

Grades are based on **seven factors**. (1) Participation and Discussion, (2) In-Class Activities, (3) Notecards on the Readings, (4) Quizzes, (5) "Doing Sociology" Applications, (6) Discussion Board Fridays, and (7) two Exams. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
In-class activities (7 at 10 points/each)	70 points
Notes on Readings (10 at 10 points/each)	100 points
Quizzes (5 at 20 points/each)	100 points
Doing Sociology Applications (10 at 10 points/each)	100 points
Discussion Board Group Conversations (8 at 10 points/each)	80 points
Exams (2 at 100 points/each)	200 points

TOTAL

700 points

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A	648-700	93-100%
A-	627-647	90-92%
B+	613-626	88-89%
B	578-612	83-87%
B-	557-577	80-82

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
C+	543-556	78-79%
C	508-542	73-77%
C-	487-507	70-72%
D+	473-486	68-69%
D	417-472	60-67%
F	416 & Below	59% & Below

Description of the 7 Grading Components:

1. Participation/Discussion: (50/700 points)

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, getting to class on time, class discussions, and group work. As mentioned under *General Course Rules and Expectations*, more than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. In-Class Activities and Homework Assignments: (70/700 points; 10 points each)

Over the course of the quarter, you will be asked a total of 7 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

3. Notes on the Readings: (100/700 points; 10 points each)

For each class period, you will need to submit your notes about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your notes. Notes must be turned in at the start of class at 8:30 – late notes will not be accepted and I will not accept notes submitted at any other point in the class period. The purpose of these notes is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the notes every class period in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in something with your name on it so I can mark you as present for that day.* Eleven times during the quarter, however, I will announce at the beginning of class that "your notes will be graded today." For those graded notes, you will receive a score of between 0 and 10. A format is described below. Note that this is a suggested format – you need to provide a minimum of 5-6 sentences about main ideas of the chapter/article and any definitions or key terms that are discussed in the reading. These notes are for you and you know how you learn best. **You can use your notes (and only your notes) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when quizzes and exams come. Your lowest note grade will be dropped. The guidelines for submitting your notes are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
THESIS or Main Ideas presented in the reading-	
a minimum of 5-6 sentences or bullet points describing the main arguments of the article	
List/Define any Key terms discussed in reading	

4. Quizzes: (100/700 points; 20 points each)

Over the course of the quarter, you will be given 5 short quizzes on the reading materials. Quizzes will be held at the beginning of class, so if you come in late, you will miss the quiz and receive a zero grade. Unless you have discussed being absent on a quiz day with me in advance, quizzes cannot be made up. Quizzes will typically be a mix of short answer and multiple choice questions. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams and give you a “feel” for how I ask test questions.

5. “Doing Sociology” Applications: (100/700 points; 10 points each)

For these assignments, students will be asked to go out of the classroom, conduct their own sociological observations, and complete a short write-up of their findings. The purpose of these assignments is for students to apply a sociological lens to everyday encounters. Students might be asked to go to a fast-food restaurant and observe interactions between customers and workers or violate a social norm and reflect on that violation. Due dates are noted on the syllabus.

6. Discussion Board Group Conversations (80/700 points; 10 points each)

Because we only meet twice per week, this is an online component created to increase engagement with and personalize course materials as well as to provide an additional chance to talk with your peers in a more sustained manner.

Early in the quarter, I will assign Discussion Board groups. This will be your quarter-long group. Each week, you will participate in group discussions on the “Discussions” link (on the left-hand side of the course website). It is your responsibility, as a member of our class, to respond thoughtfully not only to my prompt(s), but also to your classmates’ comments. You are required to participate thoroughly in each week’s discussion(s), as your grade will be based on the quality of your contributions and your level of involvement. In order to receive high grades on your discussion, you will need to:

- (a) make an initial post about the topic in the **first couple of days of the week** (because if you wait until the night before the discussion is “due,” then your group members will not benefit from your insights!), and
- (b) respond to AT LEAST 2 of your group members’ posts **throughout the week** (i.e. contribute something intellectually meaningful).

In other words, you will need to make a minimum of 3 high-quality posts each week- one will be your initial post (to my discussion prompt) and then the rest will be your responses to what others have said. I have set up the weekly discussions so that you cannot see what others have posted until you’ve made your own initial post first. **Please note that posting an initial response and then responding to your classmates within one sitting or on the same day will not earn you full points.**

I recommend that you **check the discussion board almost daily**. By checking the discussion board frequently, you will be able to look for opportunities where you can add more to the conversation (thus improving your grade!). This will also improve your learning. The following are guidelines that you should follow in order to contribute to successful class discussions:

Your responses to my discussion questions should be in sentence/paragraph format, and you should avoid what I call “text message” grammar (that means no “u” instead of “you”). While format is always important (since it eases communication), the focus in this class is primarily on content. Therefore, your comments should be meaningful and expand your classmates’ understanding of the topic. The goal for our discussions is to deepen our understanding of the course themes.

Your posts must reflect real thought and deepen the conversation. Therefore, keep the following in mind:

- Say something that will *contribute* to a *meaningful* discussion--this requires *time and thought*! Thoroughly reflect on and think about the point you are making.

- Fully explain and elaborate your points, using examples, evidence and logic to explain. Rely on evidence whenever possible, as this course is a social science course, and you are learning the social science perspective. Speak with precision regarding your meaning, rather than being vague or general.
- Respond to the topic, not the author. This does not mean you should ignore the person who wrote the original post, but it means you need to focus on the ideas in the post and how to further the conversation on the topic, not tell the author what you think of his or her post.
- Place your reaction in the context of the discussion. Make sure that you clearly connect your response to the week's (or previous weeks') themes.
- Minimize prejudices, biases, unfounded beliefs, and too much reliance on emotional reactions, which can sidetrack good sound judgment and opinions rooted in your learning and in the sociological perspective. It is easy for bias, belief and emotion to dominate a discussion because we have existing emotions around the topic at hand, or because we fall prey to "reductionism" (seeing individuals as causes of their predicaments, which have social roots and solutions).
- Feel free to be personal and interpersonal on the threads, in addition to substantive discussion. This aspect of discussion helps the group bond as a community. Remember, too, that you will apply many of the topics to your own social worlds. Be careful, however, not to go WAY off on a personal tangent - stay focused on the topic.

Examples of good discussion posts include: clarifying or expanding the relevant concept if important points are missing, vague or incorrect; looking at the issue from another angle or perspective; adding pertinent information; asking a question that forces your classmates to think more in depth on the topic.

I'm looking forward to an engaging and interesting discussion board! **Due dates for discussion boards are noted on your syllabus. All discussion boards are due at 5:00 pm on Fridays.**

7. Exams: (200/700 points; 100 points each)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up missed exams. The first exam will be on February 2nd and will consist of multiple choice and short answer questions. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be taken on Canvas and due by March 21st at 11:59 pm. Please note that I do not give make-up exams or allow students to take exams early or late.

My Recommendations for Studying for Exams:

- You will be provided with a review sheet of key/core concepts. Go through that review sheet, writing out the definitions for key terms in your own words and come up with several examples for each key term. Questions will be application-based (meaning, "the answer" is not going to be found in your textbook). Your exams are not testing your memorization skills; they are assessing how well you understand the information and can apply that understanding to different contexts.
- **DO NOT** rely on Google or Wikipedia or other outside sources. These are not sociological and often incorrect. Not to mention, this is plagiarism.
- Organize your notes. You will need to find information quickly. Perhaps create a note sheet of just key definitions that you are having trouble remembering. Perhaps organize sections in themes. Anything that you do to write and rewrite information is studying and will help you retain the information.

Instructor Notes:

Make sure you log on and check in frequently to Canvas, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!**

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!



Syllabus

You should be looking at your syllabus **regularly** so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.

****Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. ****

Week 1

Tuesday, January 3rd: Introduction to the Course and Getting to Know Your Peers

Go over syllabus; class introductions; beginning definitions

Thursday, January 5th: What is Sociology and Understanding the Sociological Imagination

Readings: "Chapter 1," pp. 2-17 (under Files if you do not yet have your book!)

"Becoming a Certain Body," by Hesse-Biber on course website

Friday, January 6th: Discussion Board #1 is due by 5 pm on Canvas



Week 2

Tuesday, January 10th: The Social Construction of Reality

Readings: "Chapter 3," pp. 48-66 (under Files if you do not yet have your book!)

NOTE: we are skipping pages 66-79 in chapter 3, so do not read those).

Doing Sociology #1 due on Canvas by 8:30 am

Quiz #1 (over material covered in Week 1)

Thursday, January 12th: Societal Influences and How Social Structures Impact Our Everyday Lives

Readings: "Chapter 2," pp. 20-44

Doing Sociology #2 due on Canvas by 8:30 am

Friday, January 13th: Discussion Board #2 is due by 5 pm on Canvas



Week 3

Tuesday, January 17th: Societal Influences and How Social Structures Impact Our Everyday Lives

Readings: "The My Lai Massacre: A Military Crime of Obedience," by Kelman and Hamilton on course website

Quiz #2 (over material in Chapters 2 and 3)

Thursday, January 19th: Cultural Norms, Ethnocentrism and Cultural Relativism

Readings: "Chapter 4," pp. pp. 83-110

"Body Ritual among the Nacirema," by Horace Miner on course website

Doing Sociology #3 due on Canvas by 8:30 am

Friday, January 20th: Discussion Board #3 is due by 5 pm on Canvas



Week 4

Tuesday, January 24th: Assimilation/Acculturation and Building Identity

Readings: "The Melting Pot," by Anne Fadiman on course website

"Chapter 5," pp. 113-140

Doing Sociology #4 due on Canvas by 8:30 am

Thursday, January 26th: Socialization and Stratification

Readings: "Life as a Maid's Daughter," by Mary Romero on course website

Quiz #3 (over material in Chapter 4 and 5)

Friday, January 27th: Discussion Board #4 is due by 5 pm on Canvas

Week 5

Tuesday, January 31st: Impression Management and Dramaturgy

Readings: "Chapter 6," pp. 143-170

"The Girl Hunt," by David Grazian on course website

Doing Sociology #5 due on Canvas by 8:30 am

Thursday, February 2nd: Exam #1 in class

Week 6

Tuesday, February 7th: Stratification and Social Class

Readings: "Chapter 10," pp. 280-303

Doing Sociology #6 due on Canvas by 8:30 am

Thursday, February 9th: No School

Week 7

Tuesday, February 14th: Stratification and Social Class

Readings: "Chapter 10," pp. 303-319

"Avenue to Adulthood: Teenage Pregnancy and the Meaning of Motherhood in Poor Community" by Raley on course website

Doing Sociology #7 due on Canvas by 8:30 am

Thursday, February 15th: Stratification and Race

Readings: "White Privilege," by Peggy MacIntosh on course website

"Chapter 11," pp. 338-353 (please note page numbers)

Quiz #4 (over material in Chapter 10)

Friday, February 16th: Discussion Board #5 is due by 5 pm on Canvas

Week 8

Tuesday, February 21st: Stratification and Race

Readings: "Willie Lynch's Letters," on course website

"Chapter 11," pp. 332-338 (please note page numbers)

Doing Sociology #8 due on Canvas by 8:30 am

Thursday, February 23rd: Stratification and Race

Readings: "Chapter 11," pp. 353-366; 323-331 (please note page numbers)



Week 9

Tuesday, February 28th: Stratification and Race

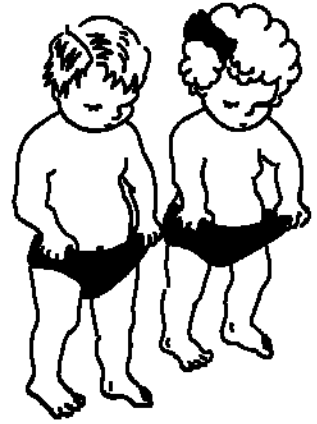
Readings: "Optional Ethnicities: For Whites Only," by Mary Waters on course website

Thursday, March 2nd: Stratification by Sex and Gender

Readings: "Chapter 12," pp. 369-403

Quiz # 5 (over material in Chapter 11)

Friday, March 3rd: Discussion Board #6 is due by 5 pm on Canvas



**"OH, THAT EXPLAINS THE
DIFFERENCE IN OUR PAY"**

Week 10

Tuesday, March 7th: No School

Thursday, March 9th: Stratification by Sex and Gender

Readings: "Still a Man's World," by Christine Williams on course website

Doing Sociology #9 due on Canvas by 8:30 am

Friday, March 10th: Discussion Board #7 is due by 5 pm on Canvas

Week 11

Tuesday, March 14th: Social Movements and Social Change

Readings: "Chapter 14," pp. 432-458

"Muslim American Immigrants after 9/11," by Pierrette Hondagneu-Sotelo on course website

Doing Sociology #10 due on Canvas by 8:30 am



Thursday, March 16th: Social Movements and Social Change

Readings: "The Seattle Solidarity Network," by Walter Winslow on course website

"Aquí estamos y no nos vamos!: Global Capital and Immigrant Rights," by William Robinson on course website

Discussion Board #8 is due by 11:59 pm on Canvas

Week 12

Final Exam

****Your final exam will open after class on Thursday, March 16th. You will have until Tuesday, March 21st at 11:59 pm to take your exam on Canvas.**

