

BELLEVUE COLLEGE

SOC 101 INTRODUCTION TO SOCIOLOGY Fall Semester 2009
Daily 12:30-1:20 PM Section F Class meets in C164

Instructor: Dr. Natasha Sacouman
Office: D200 A
Office hours: 11:30 AM – 12:20 PM
Telephone: ext. 6167
E-mail: natasha.sacouman@bellevuecollege.edu

TEXT: (Required) **Lukas et. al. (2007) 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, 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:

1. Describe **sociological concepts and principles** and relate them to your life.
2. See 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.
4. Compare and contrast **theoretical orientations** in the development of sociological thought, and apply those orientations to social life.
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 diversity in domestic and global contexts.
7. Describe the **effects of socio-cultural change** on individuals and social structures.

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

COURSE STRUCTURE: lecture, discussion, internet exploration, 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 assigned readings, the information in the readings 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 after that a -2 point penalty will be applied each time a student is late. 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.

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, usually covering three chapters. The final exam will be the fourth test – not comprehensive). Due dates are listed in this syllabus under “course schedule”

100 points **Photographic Essay** of a social problem important to you (*no late submissions*). Instructions and evaluation criteria found at the end of this syllabus. Due Date: November 2 (listed in this syllabus 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%
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.
8. 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.
9. Test prep strategies, for the purpose of preparing and clarifying information for tests will include on-going lectures, lecture outlines and test study guides handed out in class.
10. Study skills strategies for this course are available for the purpose of polishing listening skills, note taking, test taking, and comprehension of course materials. Please see the professor if English is a second language early in the course during office hours.
11. 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 two bonus questions on each test worth two points each, totaling to a possible 16 additional “extra” points. With this strategy, all students have equal access and opportunity.
12. 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.
13. 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

- 9/21: Introduction to the course: *What is Sociology?*
 9/22: film:
 9/23: Sociological Perspective: thinking sociologically – the sociological imagination *T-1*
 9/24: Sociological Perspective: Sociology as science; sociology in the contemporary world—consumption.
 9/25: review and discussion on the McDonaldization of Society

Read: “TheMcDonalization of Society” by Robert Keel --- first article in the The George Ritzer Room”

- 9/28: film
 9/29: Sociological Perspective: Sociology offers a perspective *T-3*
 9/30: review

SOCIETY AND SOCIAL STRUCTURE

- 10/1: Culture: organization – nature, system of norms-beliefs-values *T-4*

10/2: Culture: organization - system of values, symbols – language

10/5 No Class: College Issues Day

10/6 Culture: structure – diversity, what happens when unlikely people meet?

Read: TBA

10/7: review

10/8: Culture: structure – dominant culture-subculture-counter culture, integration

10/9: Culture: interaction patterns – ethnocentrism, relativism, hegemony, change

10/12 **Test I** (text chapters 1, 3, 4, 5, readings and lecture notes)

10/13 Socialization: process, nature/nurture controversy

T-5

10/14: Socialization: diversity of agents and explanations

10/15: Socialization: over the life course

10/16: Social Interaction: macro-micro analysis - components of social structure – status, roles

Read: TBA

10/19: Social Interaction: components of social structure, interaction in everyday life – language, humor

10/20: review

10/21 Social Interaction: social construction of reality- theoretical explanations

10/22: Groups and Organizations: nature, dimensions of social groups

T-6

10/23 Groups and Organizations: networking – group decision-making – leadership

10/26 Groups and Organizations: groups within societies – informal/formal organizations

10/27: Deviance: social definitions: gaining a sociological perspective, sociological explanations (functionalist, conflict, feminist, symbolic interactionist, labeling)

T-7

10/28: Deviance: problems in measuring crime, types of crime, comparative urban/rural rates, reactions to and by deviants, hate crimes, implications for public policy

10/29: **Test II** (text 5, 6, 7, readings, lecture notes)

SOCIAL INEQUALITIES

10/30: Stratification: nature and dimensions of social stratification, systems of stratification, T-8

11/2: film

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

11/3: review

11/4: Stratification: thinking sociologically – explanations for stratification and mobility

Read: TBA

11/5: Stratification: Social Class: what is social class – criteria? dimensions of inequality

11/6 Stratification- Social Class: life chances and mobility in the U.S., poverty in the midst of affluence in the U.S.

Read: TBA (on poverty)

11/9: Stratification -Race/Ethnicity: social construction/definitions, prejudice, patterns of intergroup relations T-9

11/10: Stratification -Race/Ethnicity: institutional discrimination and racism, intergroup relations in the U.S. compared, implications for public policy

Read: TBA

11/11 No Classes, Professional Development Day

11/12: Families: basic concepts, comparative typology and analysis, diversity in American family life T-11

11/13: Families: domestic violence, dynamics, transitions in family life

11/16 film/review

SOCIAL INSTITUTIONS AND CHANGE

11/17: Health: social problem, social contexts of healthcare and healing, healthcare for the young and old T-12

11/18: Education and Work: access, fundamental characteristics, social context of education, alienation and the workplace

11/19: **Test III** (text chapters 8, 9, 11, 12, readings and lecture notes)

Last day to make up any tests: *Arrangements must be made by class November 18th.*

11/20: Politics: power and forms of authority T-13

11/23 Politics:

Read: Politics By Aristotle, Book 7 (available through digital text-classics.mit.edu/Aristotle/politics.7.seven.html)

11/24 Politics/Religion:

11/25 Politics/Religion: Applying Sociological Understandings of Politics and Religion in 9/11—feminist interpretation

Read: “America and the World: The Twin Towers as Metaphor” Immanuel Wallerstein, Senior Research Scholar, Yale University (available through digital text-essays.ssrc.org/sept11/essays/wallerstein.htm)

11/26 No Class, Holiday

11/27 No Class, Holiday

11/30 Population: importance of understanding population and urbanization, migration, population policies T-14

12/1: Population: urbanization, urban ecology
12/2: film
12/3 Social Change: forms, resistance, social movements
12/4 the future and technology

T-15

Wednesday, 12/9, 11:30 a.m.-1:20 pm : **Test IV:** (Text chapter 13, 14 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. Please avoid poster board presentations. This assignment may be emailed to me or handed to me in class. The due date is November 2nd 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.

- Ethics: Do not identify people taking part in illegal or morally-reprehensible activities (for example, drug activity)
- “Taking a position” can mean showing your opinion and/or showing a solution to the problem. (The point is not to only show pictures of a problem.)

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

Assessment

My task is to systematically evaluate your visual presentation of photo essay. To be fair, I need to be looking for the same items in each presentation. The assessment criteria are:

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 of photographs (creative?) (purposeful?). (10 points)
8. Cited **location** and **dates** where pictures were taken OR cited source of **graphic** and **date** it was downloaded. (10 points)