

# ***INTRODUCTION TO SOCIOLOGY***

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**Quarter:** Winter 2011

**Dates:** Monday & Wednesday 12:30-2:40pm  
**Classroom:** L124

**Office:** D200A  
**Phone:** 425.564.6167  
**Office Hrs:** 2:45-4pm Monday & Wednesday



*"We don't see things as THEY are,  
we see them as WE are."*

*- Anais Nin*

## **Course Description**

Welcome! You are enrolled in Introductory Sociology. This class has been structured to expose you to the human social condition, and develop a useful way to think critically about the world around you. **Themes include: power dynamics, culture, the development of self in society, deviance, stereotyping, and/or the social construction of knowledge.**

## **Learning Objectives**

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

- A general understanding of basic concepts most widely used in sociology today. We 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.
- The ways in which culture and social situations such as education, economy, media and family shape our everyday experiences.

## **Required Course Textbook**

Ferrante, J. (2011). *Seeing Sociology: An Introduction*.  
Belmont, CA: Wadsworth Cengage learning. ISBN: 9780495604853

## Learning Experiences

A typical weekly schedule is as follows:

### **Mondays:**

**STUDENT LED SEMINAR-** We will create a democratic classroom that embodies what Bell Hooks calls, “**breaking through the false construction of the corporate university as set apart from real life and seeking to re-envision schooling as always, as part of our real world experience, and our real life**”. This group seminar will focus on the week’s reading assignment. Students will use weekly reflection papers as discussion starters. **You are required to participate each week by engaging in dialogue** with peers and instructor.

**LECTURE-** We will dive into what Paulo Friere has labeled the “**problem posing approach**”. That is, learning how to **question the dominant society** by exploring themes like cross-cultural inclusion, pluralistic perspectives, social justice, personal empowerment, de-marginalization, and appropriate leadership in reform activities. We will **examine** a variety of material and:

- 1) **dissect** the values and ideologies inherent in the material
- 2) **critique** the authors’ bias and attitudes
- 3) **dig** for omissions and question the reasoning behind them.

We will **turn the status quo upside down** by analyzing common practices such as education, health care and the economy; looking for ways in which such practices enable the very problems they are supposed to be solving.

### **Wednesdays:**

**COMMUNITY ENGAGEMENT-** By immersing yourself in another culture, your own belief system will come into question. You may extract some understanding about yourself that lends benefit to your own life. You will engage in participant observation in local communities with whom you are **not already familiar**. You will apply first-hand, the skills we’ve practiced in class regarding **sniffing out hidden cultural values and biases** embedded in any given society’s structures of oppression (**every society has them!**). For some of you, this feeling of “otherness” may be all too familiar. It can be comforting to realize that **everyone becomes “the other” at some point or in some situation in their lives**. *All community engagement will include a service component.*

**PEER INQUIRY GROUP-** We will form think tanks centered on grappling the more difficult course material. One consequence of the western emphasis on individualization is isolation. This isolation breeds a lack of attention to the condition of those around us. Eventually we come to see our problems as our own, unrelated to those of any other. This condition eats away at our ability develop to and use COMPASSION. **We will begin group projects by learning how to use COMPASSION as a tool.** *All group work will have a peer review component.*

**ASSESSMENT PORTFOLIO-** Standardized testing rarely assesses real learning, therefor; **there will be no final exams in this class**. This assessment portfolio will effectively serve as your final exam. Possible assessment pieces include but are not limited to: self-reflection journals, multiple choice quizzes, peer reviews, content quizzes and short answer essays. More will be explained about this in class.

## Assignments

- **Weekly Seminar Reflection Papers.** Complete each week's reading **before** the Monday of that week. Write a one-page reflection paper. Include a short paragraph summary for each chapter assigned, questions you may have from the reading, as well as points for discussion during our class seminar. ***You WILL be called on in class to comment on the readings. Prepare something to say!***  
**Reflection papers are due at 12:30pm every Monday.**
- **Community Engagement Project.** Conduct a significant project during the quarter. Spend a minimum of **2 hours in an unfamiliar cultural environment practicing participant observation**, as well as **10 hours in service** to the same community. Project examples will be provided in class. Document your work in a two page paper. Project must be approved in advance with the instructor.  
**Projects will be presented to the class on Wednesday, February 2nd.**
- **Class Handbook.** Each peer inquiry group is responsible for **identifying an essential cultural question or need**, and developing creative solutions for lasting change using **independently conducted research** in conversation with the course readings. Each peer inquiry group's research will be written up in a **three page paper** and shared in a **10 minute presentation** during class. I will bind all group's papers into a book, titled ***Our Handbook for Creative Cultural Solutions***. This handbook will be distributed to each student at the end of the quarter. After the group project is completed you will assign grades to the other members of your peer group according to their participation. **Peer reviews will hold 40% of the grading weight for this project.**  
**Group research presentations will be on Wednesday, March 16th.**
- **Assessment Portfolio.** Choose from a list of deliverables to demonstrate your knowledge. Based on these choices, turn in a **variety of assessment pieces** in an **organized** portfolio. While this course focuses on skills, we also learn theoretical principles related to sociology in general. You will be tested over that information. Tests will include both **objective** (i.e., multiple choice, true false, matching) and **subjective** (i.e., short answer and essay) questions. This portfolio will serve effectively as your final exam.  
**Portfolios are due by Wednesday, March 23rd at 3pm.**

## Assessment criteria

Assignment	Points	Grade Percentage
10 Weekly Reflection Papers	100	(10%)
Community Engagement	300	(30%)
Class Handbook	250	(25%)
Assessment Portfolio	200	(20%)
Participation in Seminars	150	(15%)
<b>Total Points Possible</b>	<b>1,000</b>	<b>(100%)</b>

A standard grading scale (100%-90% = A, 89%-80% = B, 79%-70% = C, 69%-60% = D, and below 60% = F) will be used in the class.

## Course Requirements

**Accountability:** Come to class every day and on time. *Credits may be denied for repeat tardiness, or failure to attend classes.* You should be looking at your syllabus on a weekly basis so you know what is expected of you in class. You are expected to read the material and complete weekly reflection papers prior to class. All assignments are time sensitive, so no late work will be accepted. Assignments must be turned in complete and on time to receive points. If you know you are going to be absent for a class you can send your assignment in with a classmate. For this reason I urge you to get the contact information of several people in your class in the first week of the quarter. Shit happens, be prepared!

**Contribution:** This class requires maximum participation. Note that 15% of your final grade is based on participation. This means you will have many opportunities to ask and answer questions, volunteer your well thought-out discussion contributions, comment based on the readings and in general, be an active, vocal participant in class. Please come to class well rested, and ready to roll your sleeves up and get involved.

**Integrity:** in·teg·ri·ty –noun: adherence to moral and ethical principles; soundness of moral character; honesty. I expect your behavior in our classroom be respectful. Continued disrespectful behavior may result in your being asked to leave, and your grade lowered. Electronic devices are not allowed without permission. If I see them, they will be mine!

**Compassion:** In studying a subject as dynamic as sociology, the necessity to make choices among conflicting values is bound to arise and to generate ethical dilemmas. Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. 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. Your responsibilities are to follow the ground rules for class discussions and use compassion in conversation (especially when passionate, frustrated, or angry) during presentations, seminars and group work. When differences do present themselves, I will always invite students to consider the possibility that there is more than one right answer.

**Honesty:** Plagiarism means taking another's work and citing it as your own. Cheating is dishonest and fraudulent. If you are caught plagiarizing, you risk automatic loss of course credit. Refer to Bellevue College's website for more details.

**\*\*If you have any questions about anything relevant to sociology, please email me. When you email me using my BCC EMAIL, ALWAYS put in the SUBJECT LINE the following in the order: SOC101 – YOUR NAME – SUBJECT**

**For example: SOC101 – Jane Doe – Question about chapter 2**

**\*\*General Guidelines for Written Work\*\***

1. Typed in Times New Roman, 12 point font, double-spaced, with one inch margins on all sides, and stapled.
2. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and from.
3. Title pages and bibliographies are not counted in final page count.
4. Student information is at the top left of the page, single spaced.
5. There are no extra spaces between paragraphs. Paragraphs contain no less than four sentences.
6. Magazines, newspapers, journals, and books are *italicized*.
7. Movie titles, article titles, song titles, etc. are "in quotation marks".
8. Quotes inside of a quotation use 'single quotation marks'.

For all of your written work: Submit proofread work only. Work not proofread will be returned once for a rewrite, and expected to be handed in within 48 hours. If you need help writing or proofreading, please make use of the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://bellevuecollege.edu/tutoring>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO>
- Writing Lab: <http://bellevuecollege.edu/writinglab>

**Additionally Recommended Reading Articles**

**These articles are available for reading online on our class website:**

**Reading #1-** Spradley, "Ethnography and Culture"

**Reading #2-** Spradley, "Locating a Social Situation"

**Reading #3-** McCarthy, "Why Johnny Can't Disobey"

**Reading #4-** Boyd, "Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life"

**Reading #5-** Spradley, "Doing Participant Observation"

**Reading #6-** Stoller, "Electronic Anesthesia"

**Reading #7-** Slouka, "Quitting the Paint Factory", (pgs. 9-20)

**Reading #8-** Shiva, "Living Cultures"

**Reading #9-** Anyon, "Social Class and the Hidden Curriculum of Work"

**Reading #10-** Oliver/Shapiro, "A Sociology of Wealth and Racial Inequality"

**Reading #11-** McIntosh, "White Privilege: Unpacking the Invisible Knapsack"

**Reading #12-** Griffin, "The Show Horse"

**Reading #13-** Ruth/Gordon, "Women Writing Culture" handout

**Reading #14-** Hodgkinson, "What Should We Call People?"

**Reading #15-** James, "The Predicament of Culture" handout

**Reading #16-** Hooks, "Living by a Love Ethic"

**Reading #17-** Sauer, "Global Ethics: An American Perspective"

**Reading #18-** Carpenter, "We ARE the People"

## Tentative Class Schedule and Summary of Assignments.

**Note:** This class schedule starts with a heavier reading load in the beginning, leaving room for experiential learning and project work during the second half of the quarter. The schedule assignments and course content are subject to change at the discretion of the faculty member(s). Please be available during Week Twelve to accommodate any required changes in schedule (e.g., in response to emergency situations).

Session	Topic and Reading	Assignments
<b>Week One</b> 01/03-01/07	<b><i>Taking a New Look at a Familiar World</i></b> <b><i>Sociological Imagination &amp; Culture</i></b> Ferrante, Chapter 1 & 2 Spradley, "Ethnography and Culture"	
Monday January 03	Introductions Course Syllabus	
Wednesday January 05	Course Syllabus Assessment Portfolios Quiz (ungraded)	
<b>Week Two</b> 01/10-01/14	<b><i>Building and Supporting Identity:</i></b> <b><i>Social Structures &amp; The Presentation of Self</i></b> Ferrante, Chapter 3 & 4 Boyd, "Why Youth (Heart) Social Network Sites..." Spradley, "Doing Participant Observation"	
Monday January 10	Student-Led Seminar Lecture	<b><i>Due at the beginning of class:</i></b> <i>Weekly Reflection paper #1</i>
Wednesday January 12	Establish Peer Inquiry Groups Start Community Engagement Projects	
<b>Week Three</b> 01/17-01/21	<b><i>Building Reality, Building Order:</i></b> <b><i>The Social Construction of Reality &amp; Deviance</i></b> Ferrante, Chapter 5 & 6 Spradley, "Locating a Social Situation" McCarthy, "Why Johnny Can't Disobey" Stoller, "Electronic Anesthesia" Slouka, "Quitting the Paint Factory", pgs. 9-20	
Monday January 17	NO SCHOOL Campus closed for MLK Day	
Wednesday January 19	Student-Led Seminar Community Engagement Projects	<b><i>Due at the beginning of class:</i></b> <i>Weekly Reflection paper #2</i>

<b>Week Four</b> 01/24-01/28	<b>The Architecture of Stratification: Social Class and Inequality</b> Ferrante, Chapter 7 Anyon, "Social Class and the Hidden Curriculum of Work"	
Monday January 24	Student-Led Seminar Lecture	<b><i>Due at the beginning of class:</i></b> <i>Weekly Reflection paper #3</i>
Wednesday January 26	Community Engagement Projects Assessment Portfolio	
<b>Week Five</b> 01/31-02/04	<b>The Architecture of Inequality: Race and Ethnicity</b> Ferrante, Chapter 8 Oliver/Shapiro, "A Sociology of Wealth and Racial Inequality" McIntosh, "White Privilege: Unpacking the Invisible Knapsack"	
Monday January 31	Student-Led Seminar Lecture	<b><i>Due at the beginning of class:</i></b> <i>Weekly Reflection paper #4</i>
Wednesday February 02	Community Engagement Projects Assessment Portfolio	
<b>Week Six</b> 02/07-02/11	<b>Sex and Gender</b> Ferrante, Chapter 9 Griffin, "The Show Horse" Ruth/Gordon, "Women Writing Culture"	
Monday February 07	Student-Led Seminar Lecture	<b><i>Due at the beginning of class:</i></b> <i>Weekly Reflection paper #5</i>
Wednesday February 09	Community Engagement Projects Assessment Portfolio	
<b>Week Seven</b> 02/14-02/18	<b>Chasing The American Dream: Economics &amp; Politics</b> Ferrante, Chapter 10 Shiva, "Living Cultures"	
Monday February 14	Student-Led Seminar Lecture	<b><i>Due at the beginning of class:</i></b> <i>Weekly Reflection paper #6</i>
Wednesday February 16	Community Engagement Presentations <b><i>**brings snacks to share!**</i></b>	<b><i>Due: Community Engagement Paper</i></b>

<b>Week Eight</b> 02/21-02/25	<b>Examining Relationships: Families</b> Ferrante, Chapter 11	
Monday February 21	Student-Led Seminar Lecture	<b>Due at the beginning of class:</b> Weekly Reflection paper #7
Wednesday February 23	Peer Inquiry Group Work Assessment Portfolio	
<b>Week Nine</b> 02/28-03/04	<b>Supporting the Institution: Education and Religion</b> Ferrante, Chapter 12	
Monday February 28	Student-Led Seminar Lecture	<b>Due at the beginning of class:</b> Weekly Reflection paper #8
Wednesday March 02	Peer Inquiry Group Work Assessment Portfolio	
<b>Week Ten</b> 03/07-03/11	<b>The Changing Environment: Population Dynamics &amp; Social Movement</b> Ferrante, Chapter 13 Hodgkinson, "What Should We Call People?" James, "The Predicament of Culture"	
Monday March 07	Student-Led Seminar Lecture	<b>Due at the beginning of class:</b> Weekly Reflection paper #9
Wednesday March 09	Peer Inquiry Group Work Assessment Portfolio	
<b>Week Eleven</b> 03/14-03/18	<b>Stepping Outside Comfort Zones: Sociology on the Forefront</b> Ferrante, Chapter 14 Hooks, "Living by a Love Ethic" Sauer, "Global Ethics: An American Perspective" Carpenter, "We ARE the People"	
Monday March 14	Student-Led Seminar Lecture	<b>Due at the beginning of class:</b> Weekly Reflection paper #10
Wednesday March 16	Peer Inquiry Group Presentations <b>**Bring snacks to share!**</b>	<b>Due at the beginning of class:</b> Peer Inquiry Group papers
<b>Week Twelve</b> 03/21-03/23	<b>Final Exam Week</b>	
Monday March 21	Peer Reviews Finish Assessment Portfolios	
Wednesday March 23	Finish Assessment Portfolios	<b>Due by the end of class:</b> Assessment Portfolios



## 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 Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility

challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

- **Distribution of Grades:** Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.
- **Return of Papers and Tests:** Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

### **Students with Disabilities:**

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.