

Bellevue Community College



SOC& 101 Introduction to Sociology

(Formerly SOC 110)

Note: Credit will only be given for one sociology course, SOC 110 or SOC& 101

For complete listing of affected courses and student FAQs, visit: www.bellevuecollege.edu/ccn

Sara Sutler-Cohen, Ph.D.

Summer Term 2008	June 23 rd – August 6 th
Fully Online Course	Office Hours: Arranged
Phone: (425) 564-5722	Email: ssutler@bcc.ctc.edu or Blackboard

COURSE DESCRIPTION:

This course acquaints you with basic sociological concepts and perspectives as you become aware of and explore the importance of social topics such as class, race, ethnicity, gender, and sexuality, and the way in which these subjects intersect with one another. You will also learn about the field of Sociology and become familiar with various “subfields” of the area. Through lecture, film and other media, as well as assigned readings, this course will take you on an exploration of the many dimensions of contemporary sociology. We will make broad use of popular culture to understand the many complexities of our world. By the end of this course, I hope to have all of you thinking critically about the way things work, why things work the way they do, and who we are within the social fabric of the global entity in which we live. You will be asked, over the course of the term, to confront the things you take for granted. Everyday occurrences will be challenged and thought through critically. Imagine yourself as Neo from “The Matrix” when he decides to take the Red Pill or Alice when she decides to explore the rabbit hole. Both must deal with what’s at the end of their adventures. What will *you* find at the end of *this* adventure?



“The reality is it’s up to you guys to figure out how the media works and break through.”

- Claudia Dreifus

Check out BCC Sociology’s MySpace page and add us as a Friend!

<http://www.myspace.com/bccsoc>

A NOTE ABOUT COURSE CONTENT: Since sociologists examine just about every aspect of the social world, we talk about provocative material. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keeping in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.



READING REQUIREMENTS:

- Aaronson, Amy and Michael Kimmel. *Sociology Now* with MySoc Lab. Pearson Publishing, 2008.
- Allison, Jay and Dan Gedimen, editors. *This I Believe: The Personal Philosophies of Remarkable Men and Women*. Henry Holt and Company, 2007.
 1. **Please note!** ☺ Don't be afraid of the long list of readings in our schedule that are from this book. Each is only about 1 ½ pages long. So if you have twelve readings, that's only 17 – 20 pages, roughly.
- Handouts and articles

RECOMMENDED:

- Any current Dictionary of the English Language
- Any current Sociology Dictionary
- *A Writer's Reference, 6th Ed.* By Diana Hacker. See the companion website here:
<http://www.dianahacker.com/>

STUDENTS WITH DISABILITIES: If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>

EXPLORE THE LMC! BCC's Library and Media Center is at your fingertips! I *strongly* encourage you to visit the Library at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425)564-6161, or by email bccref@bcc.ctc.edu.

Main Library Media Center: <http://bellevuecollege.edu/lmc/>
 For the LMC online catalog: <http://bellevuecollege.edu/lmc/catalogs.html>
 For article databases: <http://bellevuecollege.edu/lmc/periodicals.html>

LEARNING AND COURSE OUTCOMES:

Upon your dedicated participation and subsequent completion of this course, you will demonstrate:

- 1) A general understanding of basic concepts most widely used in sociology today. You will review some of the “classics” in sociology as well as exploring the recent move toward cultural studies.
- 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 United States. In addition, we will explore the way in which these representations are culturally subverted and contrasted in popular culture texts.

GENERAL RULES & EXPECTATIONS:

- Check in online at least four times per week (*yes* – I do keep track!).
- Complete readings and homework assignments ***on time***.
- Not checking in regularly to the online classroom ***will*** lower your grade. If you are unable to access the course for *any reason* (technical, personal, etc.), you are required to email or call me immediately.
- Emailed assignments are not ***accepted*** without prior arrangement. There are places in our online classroom to submit your assignments properly. If you miss an assignment deadline and the Discussion Board or Drop Box closes, you need to contact me to arrange assignment delivery.
- Late work is accepted, but make-up exams are not allowed.
 1. Late work is docked 10% for every day the work is late, including Saturdays and Sundays. For example, if you have an assignment that is worth fifty points, and it is three days late, that grade is knocked down fifteen points (or, 30%), and does not include points off for errors in the assignment.
 2. Please note that Discussion Board assignments require you to also read at least ten of your colleagues’ postings and respond to between two and four of them. If you’re unable to do this, your grade will also be lowered.
- I expect that your behavior in our online classroom be respectful. Continued disrespectful behavior in class may result in your being asked to leave the course and will result in your grade lowering. Please see the handout “Ground Rules for Discussion in Class” to get a better idea of what constitutes as disrespectful.
- There are no extra credit assignments for this class.

COURSE REQUIREMENTS:

For this course, you will be writing short critical response papers that ask you to engage with the reading materials in our texts. You will also be completing Discussion Board assignments. Expect to submit assignments every week. There are two exams this quarter: A Midterm and a Final. You will also be doing one group project over the course of the term. Much of the *research* for the group project will fall to each member of the group and will be done individually.

Most importantly, **this is an accelerated course**. We cover ten weeks of material in just seven weeks' time – it's vital that you do everything you can to avoid falling behind in this course. Falling behind can be hazardous to your health!

ASSESSMENT, EVALUATION, AND ASSIGNMENT DETAILS:

Attendance and Participation	150 points
Critical Response Papers (3)	150 points
Group Project (1, Group)	200 points
Discussion Boards (3)	150 points
Course Midterm (1)	125 points
Course Final (1)	225 points
TOTAL:	1000 points

The Fine Print (or, what I really mean by that table above):

Participation:

Regularly check in with our online classroom (no less than 4x per week), provoke energetic and polite discussion, “speak” out, “listen” actively, work diligently and respectfully in your groups, take loads of notes from your readings, look up words you don't understand or know, ask questions, etc. Oh yes and lest I forget: Think critically about the world around you. A lot.

Midterm and Final:

Your Exams will cover everything up through the week they're scheduled and will usually include multiple choice and short-answer questions (either or both). Your responses should be clear and concise. Your short-answer responses must range from no less than one full (four-sentence) paragraph, to three full paragraphs. Study guides will be made available to you online. You will *never* be asked a question out of “left field”. Questions will be based on readings, in-class discussion, and “lecture material.” Information about point distribution for each question will be on the exams.



Critical Response Papers:

For these assignments, you will be asked to write about your ideas based a topic or issue raised in discussion and/or from the readings. You are encouraged to learn from one another for these assignments. Concern yourself less with the “right” answers and use these assignments as a space to create your own critically sound argument/s, based on your own interpretation of the texts.

Discussion Board Entries:

Discussion Board Entries ask that you engage the readings, and respond to one another in the designated DBs. On the “DB,” you will be asked questions to generate critical discussion about topics we cover that week. You are required to respond to no less than two and no more than four of your colleagues' DB Entries. You should plan on *reading* around 10 entries.

Group Project:

Your Group Project will be based on research you do on your own and meetings you have in the online classroom. You should be meeting with your group online every week. Each student will have a specific part of the assignment, so that in the end, it will fit together much like a puzzle. You

will be given a topic (such as youth subcultures) and a medium (such as pirate radio) and research these together, and “present” the work toward the end of the quarter. Each group will have three – five people, and I will assign these during our first week.

For all of your written work:

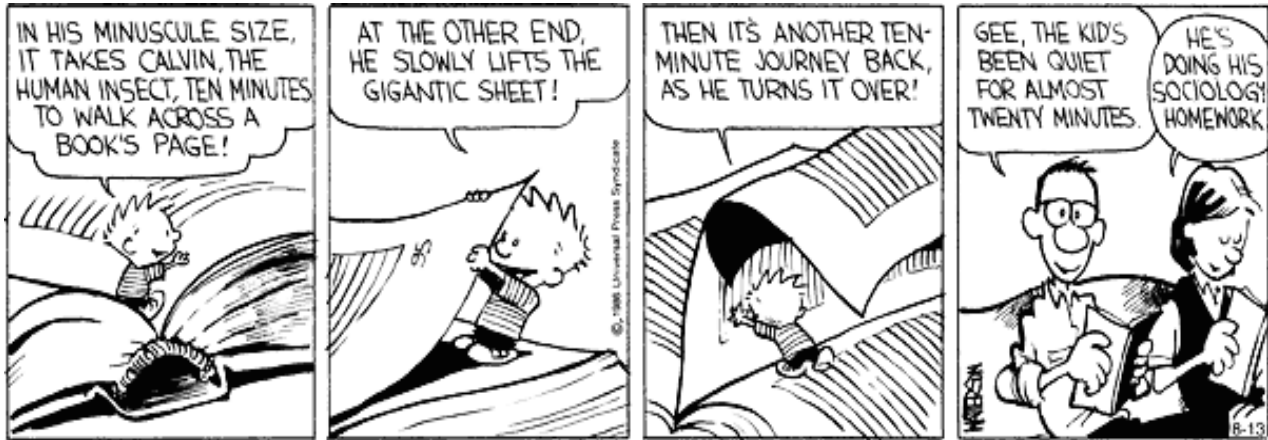
Please submit proofread work **only**. Sloppy writing will be returned for a rewrite, expected to be handed in within 48 hours. Below is a checklist you’ll want to go over before each written assignment is turned in. Discussion Board Entries count as written work and must also adhere to these guidelines.

- ✓ Twelve-point Times font size
- ✓ Double-spaced
- ✓ 1” margins all around
- ✓ MLA Citations where appropriate
- ✓ Credit is given where any *ideas* presented in the paper are not your own
- ✓ Title pages and bibliographies are not counted in final page count
- ✓ Work is proofread
- ✓ Student information is at the top left of the page, single spaced

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, *please* let me know! I’m happy to work with you and point you in the right direction.**
 - b. Paragraphs contain no less than four sentences.
 - c. Clarity of thought.
 - d. Good organization and attention to detail.
 - e. Persuasiveness of your argument/s.
 - f. Creativity. Make it an interesting read!
 - g. PROOFREAD your work. Please do a spell/grammar check before you hand it in.
 - h. Dude, like totally don’t write **colloquially**. A conversation is a conversation. A paper is an entirely different set of discussions. ☺
- 3) Preventing Plagiarism: Plagiarism is a form of academic dishonesty that occurs when a student uses information or material from outside sources without proper citation and is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:
 - a. You do not cite quotations and/or attribute borrowed ideas.
 - b. You fail to enclose borrowed language in quotation marks.
 - c. You do not write summaries and paraphrases in his/her own words and/or doesn’t document his/her source.

- d. You turn in work created by another person (e.g., another student, downloaded from the internet, etc.).
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.



Grading:

Please use the following rubric to assess the grade you're given for your assignments. You will receive a Number Grade from me, with little commentary. This is only because I've found that most students do not read written comments from their professors. Please do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

90-100 = A. The A paper shows me you're engaged with the readings, the media, and the lectures in class by utilizing quotes and ideas. It's a paper *completely free* from grammar and spelling errors, and demonstrates your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! 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. Your ideas should be "fleshed out" and not just a series of statements, in other words.

80-89 = B. The B tells me you're doing very good work. You may have a couple of 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.

70-79 = C. The C paper means that you're not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I would 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.

60-69 = D. Ah, the D. D is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. 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. (NOTE: A D and below may be rewritten once if you choose to do so. I enter the better grade.)

TEACHING PHILOSOPHY:

We will set the rhythm of the class in the first couple of weeks. I am a firm believer in being a lifelong learner and to that end I often carry away a lot more information from students than I ever expect. I’m most interested, for the purposes of this class, to see how well we can all wrap our minds around the idea of thinking critically about the various issues and themes presented about the social world in which we live and you should expect to be exposed to new and various ways of thinking and knowing. As a learning community, we’ll be helping one another think through all of the ideas that connect back to course themes.

COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

Please note: Not all readings from *This I Believe* are included in your schedule, although I encourage you to read them! It was very difficult selecting the readings from this book.

READINGS ALWAYS DUE MONDAY EXCEPTING THE FIRST WEEK
 ASSIGNMENT DEADLINES VARY, MOST DUE FRIDAYS

Week One: June 23rd – June 27th (this week’s readings due Friday)

- Introduction to the course
- The Social Self
- The Sociological Imagination
- Social Roles

Readings:

SocNow:

- *What is Sociology?* (2)
- *Culture and Society* (38)
- *Society: Interactions, Groups, and Organizations* (68)

This I Believe:

- Foreward by Studs Terkel (xvii)
- Introduction by Jay Allison (1)
- *Afterword: The History of This I Believe: The Power of an Idea* by Dan Gediman (260)
- *Disrupting My Comfort Zone* (90)
- *A Balance Between Nature and Nurture* by Gloria Steinem (228)
- *My Fellow Worms* by Carl Sandburg (207)

- *We Are Each Other's Business* by Eboo Patel (178)

Assignments:

- Discussion Board #1 opens 6/25, due 6/27 by midnight. Reply to at least two, but no more than four postings. Please read up to ten responses.

Week Two: June 30th – July 3rd

(BCC campus closed July 4th)

- Where did you learn to do *that*?
- What do Sociologists do, anyway?
- Deviance: is it real or imagined?

Readings:

SocNow:

- *How Do We Know What We Know? The Methods of the Sociologist* (102)
- *Socialization* (138)
- *Deviance and Crime* (166)

This I Believe:

- *The Making of Poems* by Gregory Orr (175)
- *The Power of Presence* by Debbie Hall (100)
- *The People Have Spoken* by Mark Shields (220)
- *Jazz Is the Sound of God Laughing* by Colleen Shaddox (214)
- *Testing the Limits of What I Know and Feel* by John Updike (244)
- *Mysterious Connections That Link Us Together* by Azar Nafisi (171)
- *Natural Links in a Long Chain of Being* by Victor Hanson (109)
- *The Light of a Brighter Day* by Helen Keller (138)
- *Remembering All the Boys* by Elvia Bautista (16)
- *The Power and Mystery of Naming Things* by Eve Ensler (62)

Assignments:

- Critical Response Paper #1 Due 7/4 (note this is a holiday, and I'll take the papers Thursday, 7/3 OR 7/4). The Assignment Drop Box will open 7/3 and close 7/4 at midnight. No emailed assignments accepted.

Week Three: July 7th – 11th

- Who we become, what we believe, why things are the way they are,
- and other responses to difficult questions
- Stratifications of Social Inequality

Readings:

SocNow:

- Part II, Identities and Inequalities (all)

This I Believe:

- *There Is No Job More Important than Parenting* by Benjamin Carson (28)
- *Be Cool To The Pizza Dude* by Sarah Adams (7)
- *Leaving Identity Issues to Other Folks* by Phyllis Allen (10)
- *The Fellowship of the World* by Niven Busch (25)
- *A Grown-Up Barbie* by Jane Hamill (103)
- *Finding Prosperity by Feeding Monkeys* by Harold Taw (238)
- *Our Noble, Essential Decency* by Robert A. Heinlein (119)

- *Life Grows in the Soil of Time* by Thomas Mann (150)
- *A Journey toward Acceptance and Love* by Greg Chapman (31)

Assignments:

- Discussion Board #2 opens 7/9, due 7/11 by midnight. Reply to at least two, but no more than four postings. Please read up to ten responses.
-

Week Four: July 14th – 18th

- Who we become, what we believe, why things are the way they are,
- and other responses to difficult questions.

MIDTERM FRIDAY!

Readings:

SocNow:

- *The Family* (380)
- *Religion and Science* (486)
- *Education* (554)

This I Believe:

- *In Giving I Connect with Others* by Isabel Allende (13)
- *When Children Are Wanted* by Margaret Sanger (210)
- *The People Who Love You When No One Else Will* (75)
- *An Ideal of Service to Our Fellow Man* by Albert Einstein (58)
- *I Agree With a Pagan* by Arnold Toynbee (241)
- *How Is It Possible to Believe in God?* by William F. Buckley, Jr. (22)
- *The God Who Embraced Me* (68)
- *An Athlete of God* (84)
- *Science Nourishes the Mind and the Soul* (93)

Assignments:

- Critical Response Paper #2 Due 7/18. The Assignment Drop Box will open 7/17 and close 7/18 at midnight. No emailed assignments accepted.
-

Week Five: July 21st – 25th

- Work!
- Vote!
- Watch!

Readings:

SocNow:

- *Economy and Work* (416)
- *Politics and Government* (454)
- *Mass Media* (586)

TIB:

- *A Goal of Service to Humankind* (65)
- *The Willingness to Work for Solutions* (78)
- *In Praise of the "Wobblies"* (97)
- *Seeing in Beautiful, Precise Pictures* (87)
- *The Virtues of the Quiet Hero* by John McCain (156)
- *A Shared Moment of Trust* by Warren Christopher (34)
- *There Is Such a Thing as Truth* by Errol Morris (162)

- *The Rule of Law* by Michael Mullane (165)

Assignments:

- Discussion Board #3 opens 7/23, due 7/25 by midnight. Reply to at least two, but no more than four postings. Please read up to ten responses.
-

Week Six: July 28th – August 1st

- **What is Public Health?**
- **Size Wars, The Fitness Industry, and The Politics of Body Hatred**
- **Where and How Does it All Fit Together?**

Readings:

SocNow:

- *The Body and Society: Health and Illness* (520)
- *Sociology of Environments: The Natural, Physical, and Human Worlds* (616)

TIB:

- *The Connections Between Strangers* (81)
- *Unleashing the Power of Creativity* (71)
- *Good Can Be as Communicable as Evil* by Norman Corwin (40)
- *There Is No God* by Penn Jillett (129)
- *There Is No Such Thing as Too Much Barbecue* by Jason Sheehan (217)
- *Always Go To The Funeral* by Deidre Sullivan (235)
- *Getting Angry Can Be a Good Thing* by Cecilia Muñoz (168)

Assignments:

- Critical Response Paper #3 Due 8/1. The Assignment Drop Box will open 7/31 and close 8/1 at midnight. No emailed assignments accepted.
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Week Seven: August 4th – 6th

- **What it all comes down to in the end...**

FINAL EXAM Wednesday, August 6th

Readings:

TIB:

- *The Elusive Yet Holy Core* by Kathey Dahlen (46)
- *An Honest Doubter* by Elizabeth Deutsch Earle (52)
- *Have I learned Anything Important Since I Was Sixteen?* by Elizabeth Deutsch Earle (55)
- *There Is More to Life than My Life* by Jamaica Ritcher (191)
- *The America I Believe In* by Colin Powell (184)
- *The Making of Poems* by Gregory Orr (175)
- *Life, Liberty, and the Pursuit of Happiness* by Andrew Sullivan (232)
- *Goodness Doesn't Just Happen* by Rebecca West (253)
- *The 50-Percent Theory of Life* by Steve Porter (181)

Assignments:

- Group Projects due 8/6 by midnight. The Group Project Assignment Discussion Board will open 8/4. All will be presented publicly so we can have a chance to view all the great work you did over the course of the term!

EMAILING ME:

When you email me using my BCC EMAIL, ALWAYS put in the SUBJECT LINE the following, in this order: CSBS 310-50 – YOUR NAME – SUBJECT

For example: **SOC& 101 – Jane Doe – Question about Midterm Question #2.**

Your emails will be answered much faster this way. For ease of communication, it is ESSENTIAL that you stick to this mode of emailing me.

If you email me through BlackBoard, you only need to put a clear subject in the subject line!

ABOUT THE INSTRUCTOR:

I received my Ph.D. in Sociology (with an emphasis in American Studies) from UC Santa Cruz. I received my first MA in Sociology from Humboldt State University and my second MA in Sociology from UCSC, my BA in Sociology and Journalism from Mills College, and my AA in English and Creative Writing from Vista Community College. This is my third year as Instructor of Sociology at BCC. I am Editor-In-Chief for *Native Realities*, the journal for Wordcraft Circle of Native Writers and Storytellers and the Programmer for BCC's Annual American Indian Film Festival. I love to write and am currently working on collection of short stories. More at: <http://sara.sutlercohen.com>

Thank you for a wonderful term!