

Sociology 110E--Introduction to Sociology
Instructor: Dr. Jerry Barrish

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Hours: By Appointment
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Overview. Our goal in this course is to discover the basics of sociology. This includes developing an understanding of the term sociology, as well as introducing you to the language used in the field, its history, and the types of questions sociologists ask. Our focus will be on how humans interact in groups. (Groups can be as small as two people or as large as a neighborhood, a community, an entire society, or the whole of human population. We will examine many of these levels of groups during this quarter.) There are many theoretical and empirical approaches to this field, and we will explore many of them in the course. You will then be able to apply them to your world, coming to see it in a new way.

To do this you need to drop many of the preconceptions you now hold. This does not mean that you have to change your opinions; it does mean that you must recognize the place opinions play in how we structure our own experiences and how those opinions often lead us to miss what is actually there. So hang on to your own opinions and preferences; just be prepared to examine those opinions in the light of evidence rather than look at evidence through the filter of opinion.

We will meet five days each week with the following exceptions: There will be no classes on Monday, January 21, Monday, February 18, and Friday, February 29. There may be other days when I will be absent. I will arrange for those times to be covered.

Course Learning Outcomes

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

1. Question the obvious.
2. Distinguish between factual statements and value judgments.
3. Put aside personal ethnocentric attitudes; become culturally relativistic.
4. Critically evaluate the various perspectives in terms of their strengths and weaknesses.
5. Utilize objective criteria for evaluating sociological knowledge.
6. Ascertain cause and effect as well as correlation.
7. Formulate logical conclusions.
8. Apply knowledge to real-life situations.

This course's General Education ratings are: 3 in Critical Thinking, 2 in Reading, 2 in Ethics, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.



Textbooks and Other Materials.

The text for this quarter is:

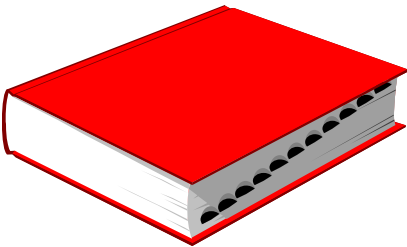
Neubeck, Kenneth J. and Davita Silfen Glassberg
Sociology: Diversity, Conflict, and Change.
McGraw-Hill.

We will also be using:

The New York Times
M-F editions

Sociology 110 concepts and definitions (in bookstore)

The textbooks and concepts packet are available in the BCC Bookstore. I will give you information on getting a student discounted NY Times subscription delivered to your home. You should begin keeping yourself informed about world and national events as part of your regular routine. We will be referring to newspaper articles, even using them as the starting point for the analysis of sociological concepts. Using the newspaper will make it easier to integrate the particular with the conceptual, as you will discover.



You should also have three other books available to you (preferably at home). One is a good college-level dictionary. You will need to know how to spell words correctly. Another is a thesaurus (a book of synonyms). The third book is a good resource on grammar and style. All are well worth owning and will serve you throughout your college career and your adult life.

Evaluation. Your grade will be based on two midterm exams and a final. One of these will be given during finals period. The exams will include a set of objective questions and one or more short answer and essay questions. Exam questions do not come from either the book or the notes. Instead, I expect you to understand the concepts we discuss in class and those you read. The questions will often describe new situations and ask you to apply appropriate concepts to them. Each midterm exam has a maximum of 100 points. The final exam will be worth 200 points, because it is twice as long as the others and contains a cumulative section.

In addition, you will have two written assignments and a presentation, worth another 200 points toward your grade. You will be assigned to small groups for these assignments. The assignments will be based on readings or related items in the news. Because you have the opportunity to check your own written work for spelling and grammar, you will not receive credit if it contains spelling or grammar errors. All written assignments must be typed (double-spaced).

Your resource books (dictionary, thesaurus, grammar manual) will come in very handy for these assignments.

Grading will be as follows:

- A 525 points
- B 465 to 524 points
- C 405 to 464 points
- D 345 to 404 points

Grades such as A-, B+, B-, etc. will be awarded to those just failing to make the threshold needed for a higher grade. Class attendance and participation will also figure into your course grade. Because this is a five credit class, you will have a maximum of ten hours of class you may miss. Each hour missed above ten results in a reduction of ten points from your total. In addition, showing up late to class or sleeping in class or working on your palm pilot or your cell phone or anything else that is not related to class work means you miss important material, so those will be counted as having been absent. There will be no exceptions.

Deadlines. If there is an emergency (a real emergency) that prevents you from taking an exam as scheduled, you must inform me before the time the exam begins. You may leave a message on my voice mail (my office phone is listed at the top of this syllabus). If assignments must be handed in outside of class, please put it in the large manila envelope that hangs outside my office door. All assignments must be turned in on the date specified. There will be no exceptions.

Course Outline

Week	Subject	Text Chapter
1-2	The Sociological Imagination	1
3	The Vocabulary of Science	2
	Doing Sociological Research	
4	Exam I	
	Macro Social Structures	3
4-5	Social Structures: Micro and Midlevel	4
5-6	Culture	5
6	Socialization	6
7	Deviance and Social Control	9
8	Exam II	
8-9	Stratification and Inequality	7
9-10	Race and Gender	8
10-11	Social Institutions	11-16
12	Final Exam	Tuesday March 18

This syllabus is a framework for material we want to cover. The pace at which we work and the development of your skills may result in adjustments during the quarter.

Class Conduct. College is not an extension of high school. You have the responsibility to make your own decisions, not only about what courses to take, but also about whether or not to be there. However, you are still meeting as a group. I take attendance at the beginning of class;

that is when you must be present. If you must leave early, take a seat near the door to avoid disrupting the class when you leave. I will make every effort to respect you and treat you courteously, and I expect you to do the same for me and for your classmates. Please do not engage in "packing-up behavior" until we are done for the day. In asking questions and offering comments, please do not interrupt whoever is speaking at the time. Your comments are worth hearing, and those of others are worth hearing also.

If you require accommodations based on a documented disability, have emergency medical information to share, or need assistance in case of emergency evacuation; please make an appointment with me as soon as possible.

If you would like to inquire about becoming a DSS (Disability Support Services) student please call 425-564-2498 or go in person to the DSS office in B132.

A Final Word. I know a syllabus may sound cold and forbidding, but sociology can be interesting and even fun, whether you plan to make a career in it or not. After all, we live in this social world, and we may as well get a handle on a way of making sense of it. If you do the work on time and study on a schedule rather than trying to cram for exams, you will do well and your grade will reflect your learning.

Hints for Reading a Text

There is a method (one of many) designed to help you better understand the material you are reading in this course (and in others, as well). It involves some techniques that take time to master and to use, but they will be very helpful to you over the course of your studies. The method has several variations, and the one I use is known as **PQ4R**.

The acronym stands for **P**review, **Q**uestion, **R**ead, **R**ecall, **R**eread, **R**evue. Each part of the method gives some suggestions for ways to make more sense of what you are reading. **P**reviewing a chapter means skimming through it to become aware of the focus of that chapter. You do this by looking at the headings and subheadings within the chapter. For example, Chapter 1 in Neubeck and Glassberg has a chapter title (**The Sociological Imagination**) and several section headings: Personal Troubles and Public Issues: Dana's Story, The Sociological Imagination in Action, etc. Within each chapter section are (often) some subheadings, although not in this text, or tables. Previewing simply makes you aware of how the chapter is divided and gives you some idea about what the author intends to tell you.

Question means asking what the chapter is about. After previewing, write down what you think the author is going to relate. You might also want to write two or three questions that you are asking yourself about the chapter. It is probably not a great idea to include the question: "Why am I doing this?" nor the one: "Why am I taking this course?" Those questions, while perfectly valid, are generally not answerable in any single chapter of a textbook.

Now we get to the actual working part. **R**ead the chapter. Read it straight through. Do not stop. Do not collect \$200 dollars (for Monopoly players). Don't worry about how well you are understanding what you are reading. Just read it! When you are done with the chapter, write down all the terms you **R**ecall from your reading. Do not include common words such as "the" or "with". Words that relate to the subject matter are the important ones here. Spend as much time as you want to in doing this.

The fifth part of this technique is to **R**eread the chapter. This is the time for you to take notes or to underline important material in the text. You will find that the second reading is much easier because you have done the preliminary work of previewing, questioning, and a first reading. The words you wrote down become more familiar. The author's major points are more obvious when you read them this time.

Finally, **R**evue what you have done. Look over your notes, and go back to the terms and questions you wrote. Are there other important terms to remember? Did the chapter deal with questions other than those you were looking for?

Keep your notes. When it comes time to study for an exam, you will find that you have a lot less work to do that you expect. It's not that there is actually less work; rather, you have already done the majority of the studying you need for the test. What you have left to do is to refresh your memory about the material you already know.

I realize that this sounds like it takes a lot of time, and it does--at least initially. Mastering a new set of study skills is not easy, but mastering these is very rewarding. You can apply this technique to any academic course you take. It always works.