

# INTRODUCTION TO SOCIOLOGY

## SOC& 101-ODS; Summer 2017

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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." **11<sup>th</sup> 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. I have also scanned the first two chapters of the text so students who are waiting to receive books from an online seller have a week to get their books – also this means there are no excuses for not reading\*\*
2. Additional articles or handouts are posted in the "Modules" tabs

### 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. 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 virtual classroom. Please think about how your language and comments 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 to their statements. 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 online class\*\***

A note about online learning: Unfortunately (or fortunately, depending upon your perspective!), online classes are not for everyone. In general, they demand far more independent initiative and personal discipline than do classes that meet on campus. Additionally, online classes demand stronger reading and writing skills. If you are a student who likes having someone to keep you on your toes, such as reminding you regularly to keep up with your work, then online classes are probably not a good choice for you. That's okay (it's not a failure on your part!) ... some students simply thrive more when working on a "strict" daily routine, the kind of routine that on-campus classes provide. Thus, the students who succeed most at online learning tend to be those students who:

- are disciplined enough to check the course website around five-to-seven days per week;
- have enough personal initiative that they will contact their instructor (that is, me!) if they don't understand something;
- have good to excellent written communication skills;
- are good readers (i.e. they can sit down and focus on a reading, highlighting key concepts/ideas, and then study it well);
- are independent; AND
- have a basic understanding of computer culture and technology (navigating a website, uploading/downloading, discussion etiquette)

**My Recommendations for being successful:**

1. Carve out 1-1.5 hours PER DAY to work on your assignments. In Summer quarter, 11 weeks of information is crammed into 7 weeks. There is A LOT due throughout the week and waiting until the end of the week is not enough time to complete everything. It is also a disservice to your classmates.
2. Look at your weekly class schedule and modules often. Plan ahead so you can budget your time accordingly.
3. Make sure you go through the modules IN ORDER – they are placed in a specific sequence for a reason.
4. Log in, check and contribute to the discussion boards, and work on assignments a minimum of 5 days per week.

## **Learning and Course Outcomes:**

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

- Critically examine the social landscape in which you live and how life experiences differ according to race, class, gender and sexuality.
- Identify the ways in which cultural and social institutions shape the everyday experiences of individuals, groups and communities.
- Describe fundamental sociological concepts, theories, and theorists, and apply them to real-life situations.

# General Course Rules and Expectations:

## The following outlines what you may expect of me as your instructor:

**A sincere desire to help you learn.** Since my ultimate goal is to help you learn, I have invested a significant amount of time into the design of this course site, with the hopes that the materials and assignments will enhance your learning. I think this course is understandable, interesting, and engaging. However, if at any time you are unclear or unsure about any aspects of the course - including reading material - feel free to contact me for assistance/clarification.

**Fairness.** Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me (in your writing) that you understand the material. I don't negotiate final grades.

**Respect and inclusion.** This class is a "Safe Space" for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgender students are welcome in this classroom and encouraged to speak out and be an integral part of this class. All are welcome!

## The following outlines what I expect of you throughout the quarter:

**A sincere effort to learn the course material.** When participating in discussions and when writing papers, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply "wing it" in this class and still receive a high grade.

**Preparation.** You should keep up with the readings each week, particularly before contributing to seminar and our course discussion board.

**Promptness.** You should comply with all due dates, as **I do not accept late work. All assignments are due at noted times on the listed due date...NO EXCEPTIONS (that includes computer problems).** You will learn that I am quite a stickler on due dates, so please learn to comply with all deadlines. I highly recommend that you plan to turn in your work early.

I accept assignments ONLY in the following formats: pdf and Word. Do NOT send to me attachments in other formats. Submitting your work to me in other formats will result in a **ZERO** grade.

You can submit your work to me in the following ways:

(1) by uploading your work to Canvas (on the Assignments pages), or

(2) IN THE CASE OF AN EMERGENCY ONLY (such as you cannot access Canvas), you can email your work to me at my Bellevue College address. [croix.saffin@bellevuecollege.edu](mailto:croix.saffin@bellevuecollege.edu)

## It is your job to get your work in on time.

Every student should have a "back up plan" for what you will do if you have computer problems. **Please note that you are responsible for getting your work in on time REGARDLESS of the state of your computer/browser or your Internet Service Provider (ISP).** All late work will receive a zero grade. Due dates are indicated on the "Calendar" link at the top of the course website, so it is extremely important for you to stay on top of the Calendar.

**Contribution.** Learning about each others' 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. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. This is why you are required to contribute to class discussions. Please be advised that your grade will suffer if you do not participate and contribute to the intellectual life of our class.

**Respect.** Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Disrespectful attitudes will not be tolerated.

**Honesty.** This means no cheating and no plagiarism. If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate OR from the Newman book. Please do not copy and paste material from google, wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

## 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](mailto:asn@bellevuecollege.edu) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://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](http://www.bellevuecollege.edu/drc)

## Grading:

Grades are based on **four factors**. (1) Quizzes, (2) Discussion board postings and participation, (3) "Doing Sociology" Applications, (4) and two Exams. Each of these elements is awarded a specific number of points:

Quizzes (5 at 20 points/each)	100 points
Discussion participation (5 @ 30pts each; 2 @ 25pts each)	200 points
Doing Sociology Applications (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
<b>TOTAL</b>	<b>600 points</b>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>555-600</i>	<i>93-100%</i>
<i>A-</i>	<i>537-554</i>	<i>90-92%</i>
<i>B+</i>	<i>525-536</i>	<i>88-89%</i>
<i>B</i>	<i>495-524</i>	<i>83-87%</i>
<i>B-</i>	<i>477-494</i>	<i>80-82</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C+</i>	<i>465-476</i>	<i>78-79%</i>
<i>C</i>	<i>435-464</i>	<i>73-77%</i>
<i>C-</i>	<i>417-434</i>	<i>70-72%</i>
<i>D+</i>	<i>405-416</i>	<i>68-69%</i>
<i>D</i>	<i>357-404</i>	<i>60-67%</i>
<i>F</i>	<i>356 &amp; Below</i>	<i>59% &amp; Below</i>

# Description of the 4 Grading Components:

## 1. Quizzes: (100/600 points; 20 points each)

Over the course of the quarter, you will be given 5 short quizzes on the reading materials. 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.

I generally post quizzes about a week before they are due; that will allow you to work on them when it is most convenient for you. However, once you begin working on a quiz, there will be a time limit to finish it. Please note that **I do not give make-up quizzes**, so if you miss one, you will receive a zero grade. **PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE YOUR QUIZZES IN THIS CLASS.** Please also review the Calendar link at the top of the site to see due dates. Plan ahead! **(NOTE: Checking the calendar link frequently is one of the keys to success in this class – EVERYTHING that is due is posted for you there!)**

## 2. Discussion Boards and Participation: (200/600 points)

Each week, you will participate in class discussions on the “Discussions” link (on the left-hand side of the course website). I will place students into groups of roughly 8-10 students. 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 classmates will not benefit from your insights!), and

(b) respond to AT LEAST 2-3 of your classmates' posts throughout the week (i.e. contribute something intellectually meaningful).

In other words, you will need to make a TOTAL of 3-4 **high-quality** posts per discussion thread- 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.

I recommend that you **check the discussion board daily, including the morning the discussion closes.** 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.

For five of the discussion threads, you can earn up to thirty points for your contributions. There are two weeks that you will have exams, so the discussion threads will be less rigorous, thus you can earn up to twenty-five points those two weeks. 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. If you want to carry on a more personal discussion, use the "other" forum on the discussion site. The assignment forums are reserved for analyzing the assignment of the week.

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!

### **3. "Doing Sociology" Applications: (100/600 points; 10 points each)**

For these ten assignments, students will be asked to conduct their own sociological observations, and complete a short 1 page **typed** 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. These assignments are embedded in the Modules and due dates are noted on the calendar.

### **4. Exams: (200/600 points; 100 points each)**

There will be two exams (essentially a midterm and a final exam - note the final exam is NOT comprehensive). Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. You will have two hours to complete these exams. Due dates are noted on the calendar.

#### **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 should be taking notes while you read and listen to the lectures. When you are taking the exams, 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:

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!



## Course Calendar:

### WEEK ONE:

Monday, June 26<sup>th</sup> – Sunday, July 2nd

#### Readings this week:

- Chapter 1 (Newman)
- “Becoming a Certain Body” – PDF
- Chapter 3 (Newman)

#### Assignments to work on this week:

- Introduction of yourselves (discussion board)
- Extra credit profile picture
- Discussion Board postings for chapter 1
- Quiz – 10 multiple choice (20 minutes) over chapter 1
- Discussion Board postings for chapter 3
- Doing Sociology assignment #1 – How do you know what you know? Provide a list and possible limitations with each



#### Videos to watch this week:

- Brown Eye/Blue Eye clip



# WEEK TWO

Monday, July 3<sup>rd</sup> – Sunday, July 9<sup>th</sup>

## Readings this week:

- Chapter 2 (Newman)
- “The My Lai Massacre” – PDF
- Chapter 4 (Newman)
- “Body Ritual Among the Nacirema” – PDF
- “The Melting Pot” -PDF



## Assignments to work on this week:

- Discussion Board postings for chapter 2
- Discussion Board postings for chapter 4
- Doing Sociology assignment #2 – Apply definitions to analysis of your favorite sporting event
- Quiz #2 (4 multiple choice; 3 short answer – 30 minutes – over chapters 2 and 3)
- Doing Sociology assignment #3 – worksheet on the Nacirema peoples
- Doing Sociology assignment #4 – violate a folkway

## Videos to watch this week:

- Zimbardo - Stanford Prison Experiment
- Stanley Milgrim – Shock Experiment
- What Would You Do? Obeying a Total Stranger



# WEEK Three

Monday, July 10<sup>th</sup> – Sunday, July 16<sup>th</sup>

## Readings this week:

- Chapter 5 (Newman)
- “Life as a Maid’s Daughter” – PDF
- Chapter 6 (Newman)
- “The Girl Hunt” - PDF

## Assignments to work on this week:

- Discussion Board postings for chapter 5
- Quiz #3 (4 multiple choice; 3 short answer; 30 minutes)
- Discussion Board postings for chapter 6
- Doing Sociology Assignment #5 – apply concepts of dramaturgy to “The Girl Hunt”

## Videos to watch this week:

- Newsweek clip -lookism
- Lookism at work



# WEEK Four

Monday, July 17<sup>th</sup> – Sunday, July 23<sup>rd</sup>

## Readings this week:

- Chapter 10 (Newman)
- Federal Poverty Guidelines - PDF
- “Avenue to Adulthood” - PDF

## Assignments to work on this week:

- Exam #1 (50 multiple choice; 5 short answer) – 2 hours; take by the latest of Wednesday at 11:59 pm
- Discussion Board postings for chapter 10
- Doing Sociology Assignment #6 – make a realistic budget for 1 person and then cut expenses to qualify for welfare
- Doing Sociology #7 – go to playspent.org and write a ½ page reflection

## Videos to watch this week:

- Introduction to People Like Us
- Joe Queenan clip from People Like Us
- Wealth Inequality in the U.S.
- Tammy’s Story from People Like Us
- Update from Tammy’s story



# WEEK Five

Monday, July 24<sup>th</sup> – Sunday, July 30<sup>th</sup>

## Readings this week:

- Chapter 11 (Newman)
- “White Privilege” – PDF
- Racial Prejudice, Discrimination and Racism handout
- “Willie Lynch’s Letters” - PDF
- “Optional Ethnicities” – PDF



## Assignments to work on this week:

- Quiz #4 (10 multiple choice; 20 minutes over chapter 10)
- Discussion Board postings for chapter 11
- Doing Sociology #8 - Project Implicit

## Videos to watch this week:

- Ill Doctrine - Racism
- Doll Study
- How Biased Are You
- Black Ice – Imagine
- Democolypse – Jon Stewart
- What Kind of Asian Are You?
- Beau Sia – Asian Invasion

# WEEK Six

Monday, July 31<sup>st</sup> – Sunday, August 6<sup>th</sup>

## Readings this week:

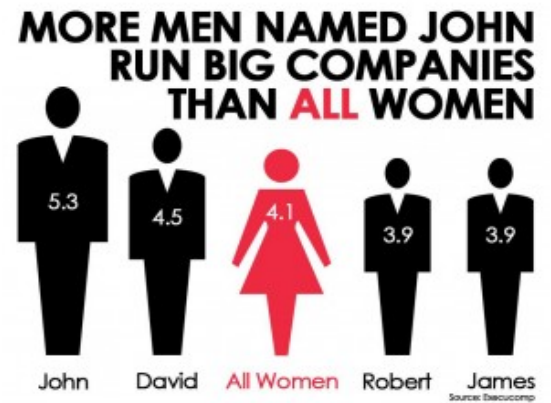
- Chapter 12 (Newman)
- “Still a Man’s World” – PDF
- Sexism handout
- Wage Gap handout

## Assignments to work on this week:

- Quiz #5 (5 short answer; 35 minutes over chapter 11)
- Discussion Board postings for chapter 12
- Doing Sociology #9 - Draw Yourself as the “opposite sex”

## Videos to watch this week:

- Sexism sells
- Always – Like a Girl
- Princess Potty Mouth
- Killing Us Softly trailer
- Worth Less



# WEEK Seven

Monday, August 7<sup>th</sup> – Thursday, August 10<sup>th</sup>

**\*\*Please note this is a short last week\*\***

## Readings this week:

- Chapter 14 (Newman)
- “Muslim Americans Post 9/11” –PDF
- “Seattle Solidarity Network” –PDF
- “Aquí estamos y no nos vamos” -PDF

## Assignments to work on this week:

- Discussion Board postings for chapter 14
- Doing Sociology #10 - Apply 5 criteria for a successful social movement
- Exam #2 - Thursday, August 10th by 11:59 pm

## Videos to watch this week:

- May Day
- Immokalee Workers

