

# Bellevue College

## SOC 101: Introduction to Sociology

Fully Online Course | Winter Quarter | January 2-March 22, 2018

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Office Hours: Online Only. Email me for an appointment.

[Email](#) | [Website](#)

### **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?

**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, and they are always 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 might challenge you. 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 email me at any time.

### **READING REQUIREMENTS:**

- All readings & handouts are available on our Canvas site.
- Readings are uploaded in each module.
- Handouts are uploaded on our Course Handouts page (link on homepage).

**STRONGLY RECOMMENDED READINGS:**

- Any current Sociology Dictionary
- Any writing guide to help you in your quest for mastering college-level writing.
- Purdue College's [resources for college students](#).

**STUDENTS WITH DISABILITIES:** If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, please see me immediately so I can also 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](#).

**EXPLORE THE LMC!** The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC 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](#).

- [LMC Research Guide](#)
- [Main Library Media Center](#)
- [For article databases](#)



**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 explore 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. Also, we will explore the way in which these representations are culturally subverted and contrasted in popular culture texts, particularly through the lens of documentary film.

**GENERAL RULES & EXPECTATIONS:**

- Check in to our online classroom no less than *four times per week* (yes – I do keep track!). This means you log on and surf the site. No need to check in with me on this one. Make this class work for you on your own time.
- Complete readings and homework assignments *on time*. I do not check whether you complete your readings; this is on the honor system. You do need to read your required material to complete homework assignments.
- Late homework assignments *are accepted*, but *late exams are not*. Understand that this is *set in stone*. Take it seriously.
  - Late homework is docked 10% for every day the work is late, including Saturdays and Sundays.
  - Special note on Discussion Boards:
    1. Initial Posts are due on Thursdays by midnight.
    2. You are required to respond to the Initial Posts of at least two colleagues in your Main DBs. These responses are due Sundays by midnight (you may respond to people anytime between Thursdays and Sundays).
    3. To have an opportunity to receive full credit for Main DBs, you must complete the Initial Post *and* Responses. Initial Posts only receive half-credit. Responses-only receive zero credit. Take care to note this.
    4. If you are late on your DBs, I deduct based on your Initial Posts.
- I expect that your behavior in our virtual classroom is respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings on discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken off-board and onto email, so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away. Be wary of soapboxing in this class; you may be tempted to present your opinion and editorialize, but refrain from doing this.

**COURSE REQUIREMENTS:** In this course, you will be completing assigned readings, participating in discussion board assignments, writing essays, and completing short quizzes (all multiple choice). The work you do for this class will keep you critically engaged with the world around you from a sociological perspective. Expect to be writing every week. The key to this course is your thoughtful reflection on course material.

**COURSE REQUIREMENTS (DETAILS):**

Attendance and Participation*:	75 points <i>collected via 3 - 25 point assignments</i>
Critical Reflections (4):	400 points <i>100 points each</i>
Main Discussion Boards (8):	320 points <i>40 points each, note description below</i>
Check Your Understanding (10):	70 points <i>5 points except Mods 5 (10 pts) &amp; 10 (20 pts)</i>
Portfolio Milestone: Topic (1):	40 points
Portfolio Project Final (1):	310 points
TOTAL:	1215 points possible

**\*Participation points accrue with various short assignments in the Discussion Area, such as your Introductory DB. These are labeled *PARTICIPATION DBs*. The Main DB assignments are labeled *MAIN DBs*.\***

**Remember: Falling behind can be hazardous to your health!**  
*The Fine Print* (or, what I mean by that table above):

**Attendance & Participation:** Check-in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc. Make use of the Q&A Board as well as our Internet Café. These are not scored, but even if you don't have questions, you might be able to answer somebody's query, so have some presence there.

**Critical Reflections:** Your Critical Reflections are based solely on course material. *Keep up with the reading.* Your Critical Reflections are 2-3 pages in length (writing guidelines are listed below). Each week you have two options from which to choose. Always only choose one.

**Main Discussion Board Assignments:** The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments to generate critical discussion amongst one another. Be aware that some of these require a few days, or even a week, of preparatory work. Make sure you look ahead at your homework. These assignments are always due on Thursdays and Sundays (your initial posts go up Thursdays, and your responses to one another's initial posts are due by Sundays). Your DBs are graded on two things: your original post and your responses (two of them) to your colleagues' Initial Posts. *You must do both to earn full credit.* Your Initial Posts are worth 25 points, and your responses (total) are worth 15 points. Important note: Responding to people in your thread is great; you should do it. But you won't get those Response Points for them. You must respond to others' initial posts. Also, when I pop in and engage in the dialogue (I don't always do this, but I will on occasion), it's great to respond to me, but you also do not get points for this. Keep an eye out for my responses; I may be trying to help you improve your grade. If I don't respond, you'll see me "like" your post; I do this to let you know that I am engaged and following along.

**Portfolio Project:** Your Portfolio Project is a research paper and as with your Critical Reflections, you also have two options from which to choose. Your topic is due in week five of the course, and your final paper is due during finals week. You will have an opportunity to share your topics with one another midway through the course and you will also have an opportunity to submit a draft to me for review.

**Participation Discussion Board Assignments:** These are meant to support you throughout the course. They are required, and the grades get folded into your overall Participation Grade.

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

- [Academic Success Center](#)
- [Academic Tutoring Center](#)
- [TRiO Student Support Services](#)
- [Writing Lab @ BC](#)

**Required Writing Guidelines (emphasis on *required*):**

- *You must follow the required writing guidelines in the syllabus. Not doing so may result in your grade lowering by 5 points per item.*
- Twelve-point sized Times font, *double-spaced*. Single spaced assignments will be docked points.
- 1" margins all around
- APA Citations where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies *are not counted* as pages due
- Student information is at the top left of the page, single-spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.'
- Avoid the universal "we," "our," "us" – ask yourself: Can I speak for everyone? If you cannot, do not write it. Also, avoid phrasing such as "nowadays..." and "since the beginning of time." Be accurate. Know what you're writing and why.
- *Do not ever use* Wikipedia, CliffNotes, or other such encyclopedic references or online dictionaries. Wikipedia is not peer-reviewed and therefore unreliable. Do your research. If you're going to research online (which is encouraged and legit), make sure you understand what you're looking for. Do a deep dive into the internet to find your stuff.
- Be sure that no more than 20% of your papers are outside sources. You must be providing your own analysis while you draw from material presented to you in class.

**Your written work is evaluated on:**

- 1) Content
  - a. Fulfilling the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You're expected to go the extra mile.
  - b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
  - 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. Clarity of thought.
  - c. Good organization and attention to detail.
  - d. Persuasiveness of your argument/s.
  - e. Creativity. Make it an interesting read!
  - f. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It helps.
  - g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. ☺

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This 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. 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 help explain the grade you're given for a given assignment. I offer comments on all of your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and 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.** “A” work shows me you're engaged with all course material by utilizing quotes and ideas. It is writing *completely free* from grammar and spelling errors, demonstrating 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 work is still tidy and the writing is still strong. You have a 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.** “C” work 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. You write the bare minimum of the length requirement. 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. “D” work 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 little-to-no integration of material, and you’re not responding to the questions raised in the assignment. Demonstrated an 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. It must be turned in within 72 hours, and I enter the better grade.)

**A: 94-100**  
**A-: 90-93**  
**B+: 87-89**  
**B: 84-86**  
**B-: 80-83**  
**C+: 77-79**  
**C: 74-76**  
**C-: 70-73**  
**D+: 67-69**  
**D: 64-66**  
**D-: 60-63**  
**F: 59 and below**

**COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)**  
**ASSIGNMENTS ARE ALWAYS DUE BY MIDNIGHT**

**Module One, January 2nd: The Sociological Imagination and Research Methods**

**Readings** (Note which are required, which are recommended):

- Module 1 Lecture
- Generalizing and Stereotypes
- The Sociological Imagination & Personal Crises
- Video: The Sociological Imagination
- Video: Sociological Research Methods

**Recommended:**

- Careers in Sociology
- Thinking Sociologically about Sources of Obesity in the United States.pdf
- Million Dollar Murray
- What Sociologists Do

**Assignments:**

- Participation Discussion Board I: Introductions. Due Sunday, January 7<sup>th</sup>
- Module 1 Discussion Board: Initial Post due Thursday, January 4<sup>th</sup>. Responses to the Initial Posts due to two classmates by Sunday, January 7<sup>th</sup>.
- Quiz: Check Your Understanding 1. Due Sunday, January 7<sup>th</sup>.

**Module Two, January 8<sup>th</sup>: The Production and Reproduction of Culture; Socialization**

**Readings** (Note which are required, which are recommended):

- Module 2 Lecture (Required)
- Culture & the Sociological Perspective (Required)

- Your Socialization is Crippling Your Sociological Perspective (Required)
- PEW Research: The American Family Today (Required)
- Culture in Action (Recommended)
- Meeting, Mating, and the Web (Recommended)
- American Marriage in the 21st Century (Recommended)
- Household Changes in the US (Recommended)

**Assignments:**

- Module 2 Discussion Board: Initial Post due Thursday, January 11<sup>th</sup>. Responses to the Initial Posts of two classmates by Sunday, January 14<sup>th</sup>.
- Critical Reflection 1 (Choose Option 1 or 2): Due Sunday, January 14<sup>th</sup>
- Quiz: Check Your Understanding 2. Due Sunday, January 14<sup>th</sup>

**Module Three, January 16<sup>th</sup>: Social Structure and Interaction; Group Formation**

**Campus Holiday on Monday, January 15<sup>th</sup>**

**Readings (Note which are required, which are recommended):**

- Module 3 Lecture (Required)
- (Video) Connected, but Alone? (Required)
- (Video) ENRON: The Smartest Guys in the Room (Required)
- The McDonaldization of Society (Required)
- Why not ascription. Organizations' employment of male and female managers (Recommended)
- Processing Fads and Fashion (Recommended)

**Assignments:**

- Module 3 Discussion Board: Initial Post due Thursday, January 18<sup>th</sup>. Responses to the Initial Posts of two classmates due by Sunday, January 21<sup>st</sup>.
- Critical Reflection 2 (Choose Option 1 or 2): Due Sunday, January 21<sup>st</sup>
- Quiz: Check Your Understanding 3. Due Sunday, January 21<sup>st</sup>

**Module Four, January 22<sup>nd</sup>: Social Class & Class Inequality**

**Readings (Note which are required, which are recommended):**

- Module 4 Lecture (Required)
- The Uses of Poverty: The Poor Pay All (Required)
- How the geography of U.S. poverty has shifted since 1960 (Required)
- (Website) Stanford Center on Inequality Research Page (Required for assignment)
- (Video) "People like Us: Social Class in America" (Required)
- Wealth Inequality i-n the United States.pdf (Recommended)
- How to Design a "Liberal" Welfare State.pdf (Recommended)

**Assignments:**

- Module 4 Discussion Board: Initial Post due Thursday, January 25<sup>th</sup>. Responses to the Initial Posts of two classmates due by Sunday, January 28<sup>th</sup>.
- Critical Reflection 3 (Choose Option 1 or 2): Due Sunday, January 28<sup>th</sup>.
- Quiz: Check Your Understanding 4. Due Sunday, January 28<sup>th</sup>.

**Module Five, January 29<sup>th</sup>: Portfolio Milestone**



No assigned reading this week. Start to work on your research for Final Portfolio Assignment. See Milestone Assignment for details on Final Portfolio, which is due Finals Week.

**Assignments:**

- Participation Discussion Board II: Portfolio Milestone. Due Thursday, January 25<sup>th</sup>. *For five points extra credit*, give feedback to two of your colleagues by Sunday, February 4<sup>th</sup>.
- Portfolio Milestone Due Sunday, February 4<sup>th</sup>
- Quiz: Check Your Understanding 5 (10 cumulative questions, multiple choice). Due Sunday, February 4<sup>th</sup>.

**Module Six, February 5<sup>th</sup>: The Social Construction of Race & Ethnicity**

**Readings** (Note which are required, which are recommended):

- Module 6 Lecture.pptx (Required)
- The Case for Reparations Two hundred fifty years of slavery. Ninety years of Jim Crow. Sixty years of separate but equal. Thirty-five years of racist housing policy. Until we reckon with our compounding moral debts, America will never be whole. (Required)
- The Danger of Not Following Police Orders When Approached.pdf (Required)
- Ozawa vs. United States (Required)
- Race: An Illusion with Consequences (Required)
- Racism and Research: The Case of the Tuskegee Syphilis Study.pdf (Recommended)

**Assignments:**

- Main Discussion Board 5: Initial Post due Thursday, February 8<sup>th</sup>, responses by Sunday, February 11<sup>th</sup>
- Quiz: Check Your Understanding 6. Due Sunday, February 11<sup>th</sup>.

**Module Seven, February 12<sup>th</sup>: The Social Construction of Gender**

**Readings** (Note which are required, which are recommended):

- Module 7 Lecture (Required)
- Night to His Day—The Social Construction of Gender (Required)
- Binary This: Judith Butler Explained with Cats (Required - Please read Lorber first)
- (Video) Why Gender is Good for Everyone--Men Included (Required)
- (Video) Wrong Bathroom: Gender discrimination in restrooms (Required)
- Doing Gender.pdf (Recommended)

**Assignments:**

- Main Discussion Board 6: Initial Post due Thursday, February 15<sup>th</sup>, responses by Sunday, February 18<sup>th</sup>.
- Critical Reflection 4. Due Sunday, February 18<sup>th</sup>
- Quiz: Check Your Understanding 7. Due Sunday, February 18<sup>th</sup>.

**Module Eight, February 19<sup>th</sup>: Intersectionality of Race, Class, and Gender**

**Readings** (Note all are required this week):

**Assignments:**

- Main Discussion Board 7: Initial Post due Thursday, February 22<sup>nd</sup>, responses by Sunday, February 25<sup>th</sup>.
- Quiz: Check Your Understanding 8. Due Sunday, February 25<sup>th</sup>.

**Module Nine, February 26<sup>th</sup>: Politics & the Economy**

**Readings** (Note which are required, which are recommended):

- Module 9 Lecture (Required)
- Educational divide in voter preferences on track to be wider than in recent elections. (Required)
- Perceptions of presidential candidates' personalities in twitter.pdf (Required)
- The social requisites of democracy revisited.pdf (Recommended)
- The Case for Bigger Government.docx (Recommended)

**Assignments:**

- Main Discussion Board 8: Initial submission Thursday, March 1<sup>st</sup>. Responses Due Sunday, March 4<sup>th</sup>
- Quiz: Check Your Understanding 9. Due Sunday, March 4<sup>th</sup>.

**Module Ten, March 5<sup>th</sup>: Wrap-up**

**Assignments:**

- Participation Discussion Board III: Learning Outcomes Review. Due Sunday, March 11<sup>th</sup>
- Quiz: Check Your Understanding 10 (20-question cumulative quiz). Due Sunday, March 11<sup>th</sup>.

**Module Eleven, March 12<sup>th</sup>: Research & Writing Week**

**Assignments:**

- Optional: Submit draft for review (no points). Due Friday, March 16<sup>th</sup>.

**Final Exams Week: March 20<sup>th</sup>-22<sup>nd</sup>**

**March 19<sup>th</sup> is the last day of classes.**

**Please use it as a “free” day to continue working on your Portfolio Projects.**

**Assignments:**

- Final Portfolio Assignment due Thursday, March 22<sup>nd</sup>. *No late papers accepted.*

*Let's have a wonderful term!*