

# Bellevue College

## SOC240 Identity, Self & Social Interaction

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 and psychological concepts and perspectives as you become aware of and explore the importance of topics such as class, race, ethnicity, gender, and sexuality, and the way in which these subjects intersect with one another. Most importantly, you will begin to see yourself in the world and understand your concepts of the world around you. Through posted lecture material, engaged online discussion boards, film clips, and other media, as well as assigned readings, this course will take you on an exploration of the many dimensions of the exciting field of social psychology. We will make broad use of popular culture to understand the many ways we shape our social universe and the way our social universe may shape us. 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. When we explore controversial topics, they will always be framed within an academic context. Keep 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 hear. Please note 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 to me about it right away.

### **READING REQUIREMENTS:**

- *Social Psychology: Individuals, Interaction, and Inequality* by Karen A. Hegtvedt & Cathryn Johnson. 2018.

- 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](#).

**LEARNING AND COURSE OUTCOMES:** By integrating and connecting theoretical, conceptual, and empirical sources, and personal applications, you will:

- 1) Utilize the concept of the self as an entity created in interaction (i.e., socially constructed).
- 2) Analyze the relationship between the self and culture.
- 3) Connect social environment and interaction with thoughts, emotions and physical states.
- 4) Identify how social interaction sustains and changes the sense of self.
- 5) Delineate the sources and mechanisms that organize and provide patterns to social interaction.
- 6) Differentiate social interaction and social relationships, to identify how social relationships are collectively constructed, destructed and/or maintained.
- 7) Examine how our experiences and lives are structured, and how our interaction reproduces social structures, including the power of social structure over our lives.
- 8) Create the design for how we collectively create social structures out of interaction.
- 9) Apply the politics of social life in deciding the prevailing reality for members of social groups and situations, considering power and definitional contests.

**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](#)

**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.
  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.

**Remember: Falling behind can be hazardous to your health!**

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

**COURSE REQUIREMENTS:**

<b>Attendance and Participation*:</b>	150 points
<b>Key Terms Assignments (5):</b>	100 points
<b>Journal Assignments (5):</b>	200 points
<b>Main Discussion Boards (3):</b>	300 points
<b>Course Exams, Overall:</b>	300 points
<b>TOTAL:</b>	1050 points

*The Fine Print:*

\*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**.\*

**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, and 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. Make use of the Q&A Board.

**Key Terms Assignments:** You are expected to understand certain terms used in the field of Social Psychology. For these assignments, you will demonstrate your understanding by following exercises laid out for you in accompanying presentations. Remember this important note about your KT assignments: you *must do the reading*. There are several Terms in these assignments you will not find in the index of the book, as they are incorporated into the articles. To do well on these assignments, reading the articles all the way through is vital to your success. Be aware that some of these require a few days, or even a week, of preparatory work.

**Journal Assignments:** These short papers provide you with an opportunity to reflect on the readings. Think of them as “free-writes” where you engage a particular chapter (or chapters) of the text and choose what most resonates with you.

**Main Discussion Board Assignments:** The work done in the Discussion Board area has you engage course material and work closely together. You are expected to participate in these assignments to generate critical discussion amongst one another. These assignments are always due on Thursdays and Sundays (your initial post goes up Thursday, and your responses to one another are due Sundays). Your DBs are graded on two things: your original post and your responses (two of them) to colleagues of yours in the class. You must do both to earn full credit. A submission with no responses posted earns ½ credit at most, and responses without an original submission receive zero credit.

**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.

**Midterm and Final:** Your Exams cover everything up through the week they’re scheduled; the midterm is made up of short-answer questions that engage film, for which I provide you with options in Week Four of the course. The Final Exam is a series of short answer and multiple choice questions. Your responses should be clear and concise. You will never be asked a question out of “left field.” Questions are based on readings, Main discussion boards, and Key Terms Assignments. Point distribution info will be on the exams.

**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:**

- Twelve-point sized Times font, double-spaced
- 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 do not count 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. 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 analysis while you draw from material presented to you in class.

**I evaluate your work on the following:**

1) Content

- a. Fulfilling the entire assignment, without leaving anything behind. 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. The flow of thought throughout the paper, with strong analyses and conclusions.
- d. Assignments eligible for high marks must present evidence that all material has been reviewed.

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. The 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. Your papers are all run through a plagiarism checker. Plagiarism occurs if:

- a. You do not cite quotations and 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 doesn't document a source or sources.
- d. You turn in work created by another person.
- e. You submit or use your 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 to help explain the grade you receive for a given assignment. 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, and I'm happy to go over grades with you.

**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**

**90-100 = A-Range.** "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 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-Range.** 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 media and 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-Range.** “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-Range.** 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 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.)

### COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

#### Module One, January 2nd

##### Readings:

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 1: Introduction to the Interrelated Processes of Social Psychology
  - Chapter 2: Methods of Developing Social Psychological Knowledge

##### Video:

- [Conformity.](#)

##### Assignments:

- Participation Discussion Board 1: Introductions, due Sunday, 1/7
- Journal Assignment I, due Sunday 1/7

#### Module Two, January 8<sup>th</sup>

##### Readings:

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 3: The Individual in a Social World

##### Assignments:

- Main Discussion Board I, initial response due Thursday 1/11, Responses by Sunday 1/15
- Key Terms Assignment I, due Sunday 1/14

#### Module Three, January 16<sup>th</sup>

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

##### Readings:

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 4: Identity Processes

##### Assignments:

- Journal Assignment II, due Sunday 1/21

#### Module Four, January 22<sup>nd</sup>



**Film list for Midterm Exam distributed this week**

**Readings:**

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 5: Intraindividual Processes: Social Cognitions
  - Chapter 6: Intraindividual Processes: Attitudes

**Assignments:**

- Main Discussion Board II, initial response due Thursday 1/25, Responses by Sunday 1/28
- Key Terms II, due Sunday 1/28

**Module Five, January 29<sup>th</sup>**

**Assignments:**

- Email me with your Film Request for your midterm this week.
  - Please note that the midterm exams are tailored to each film. If you do not email me with your film request, you will not have a copy of the midterm. The earlier you email me your chosen film, the more time you'll have to work on your exam.
- Participation Discussion Board 2: Mid-Quarter Class Check-In, due Sunday, 2/4
- Midterm Examination due Sunday, 2/5. Covers Weeks 1-4. **No late exams accepted.**  
**Your cut-off is 11:59 pm.**

**Module Six, February 5<sup>th</sup>**

**Readings:**

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 7: Beyond Cognition: Affect & Emotions

**Assignments:**

- Main Discussion Board III, initial response due Thursday 2/8, Responses by Sunday 2/11
- Key Terms Assignment III, due Sunday 2/11

**Module Seven, February 12<sup>th</sup>**

**Readings:**

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 8: Status Processes in Groups
  - Chapter 9: Power Relations in Groups and Social Networks

**Assignments:**

- Journal Assignment III, due Sunday 2/18

**Module Eight, February 19<sup>th</sup>**

**Readings:**

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 10: Legitimacy: Shaping Behavior in Groups and Organizations

**Assignments:**

- Key Terms Assignment IV, due Sunday 2/25



Module Nine, February 26<sup>th</sup>

Readings:

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 11: Justice Processes and Evaluations Within Groups

Assignments:

- Journal Assignment IV, due Sunday 3/4

Module Ten, March 5<sup>th</sup>

Readings:

- *Social Psychology: Individuals, Interaction, and Inequality* by Hegtvedt & Johnson
  - Chapter 12: Intergroup Processes

Assignments:

- Key Terms Assignment V, due Sunday 3/11
- Journal Assignment V, due Sunday 3/11

Module Eleven, March 12<sup>th</sup> (and March 19<sup>th</sup>)

Study Week

Assignments:

- Participation Discussion Board 3, Quarter Reflection, due Sunday, 3/18

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 study.

Final Exam will be open from 8:00 am 3/20 through 11:59 pm 3/22

The exam is untimed but will end when you close the exam, and you will not be able to return to it. There are no late exams accepted.

*Let's have a wonderful term!*