

## Introduction to Sociology

SOC 101 | Spring 2019

Section 5517 | Online

Professor: Jennifer Lê

Office Location: A100-B, online, or by phone

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**EQUAL RIGHTS  
FOR OTHERS  
DOES NOT MEAN  
LESS RIGHTS  
FOR YOU.  
IT'S NOT PIE.**



## Course Description and Goals

This course will examine the many different areas of study in sociology including race, gender, class, politics, deviance, etc. Critical thinking and discussion will be important components of the course.

## Course Outcomes

After completing this course, successful students should be able to:

- 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.

## Required Text

Manza, Jeff. 2016. The Sociology Project 2.5. Pearson.

(This is also how the book should be cited in your own work.)

Additional readings for the course will be available through our Canvas course in the Files tab (in the Readings folder).

## Attendance and Schedule

As this is an online class, attendance will be counted by your online access to the course and the meeting of deadlines. In order to be considered an active member of the course, students must log into the course within the **first two days** of the quarter, or you will be withdrawn from the class.

Each week for this course begins on Monday and ends on Sunday. All assignments listed as due for each week will be due on Sunday by 11:59pm PST with the exception of initial discussion board posts, which are due each week on Thursday by 11:59pm PST.

## Classroom Policies

As this is a college course, this classroom shall be treated as a professional environment. I expect everyone to be respectful of others. There will be zero tolerance for disrespect including but not limited to racism, sexism, ageism, ableism, and heterosexism.

## Netiquette

The following are general guidelines to follow in an online classroom environment. These guidelines will help foster a positive and constructive learning environment.

1. Avoid using ALL CAPS as this suggests you are shouting and is more difficult to read.
2. Avoid using emoticons (e.g. :-), >:(, etc.) and texting slang (e.g. lol, btw, etc.).
3. Keep your written communications focused and to the point.
4. Remember that your posts are public to the members of this class. Do not say anything online that you wouldn't say to someone's face.

5. Obey copyright laws. Do not use text, images, or other context without permission or proper citation.
6. As with all college courses, academic dishonesty (including plagiarism, cheating, multiple submissions, etc.) will not be tolerated.

## **Course Requirements**

### *Discussion Posts*

(300 points total, 30 points each)

A new topic of discussion will be available each week. Initial posts—your own response to the discussion topic—are due each week on Thursday by 11:59pm PST. Response posts—responses made on your classmates' threads (not including replies made on your own thread)—are due each week on Sunday by 11:59pm PST. You are required to make a minimum of THREE posts each week (one initial and two response posts) but are encouraged to post more to demonstrate your engagement with your peers and the topic. Each post should use critical thinking, be thoughtful, concise, and include related research from the textbook or news sources. Your lowest grade will be dropped.

TIP: thoughtful *response* posts should include critical reflection, meaningful questions, and/or related content or research from the textbook or news sources. Simple agreement or disagreement will not count toward your minimum number of posts.

### *Textbook Work*

(500 points total)

You will have quizzes each week. The quizzes will be available for the full week (Monday through Sunday) and are due by Sunday at 11:59pm Pacific. You must access the quizzes for the week through the textbook (as they are embedded within the text, but can also be accessed separately). Each question allows you three attempts, with fewer points awarded on second and third attempts. The quizzes are not timed. Grades sync from Revel to Canvas automatically a couple of times a day. Your lowest grade will be dropped.

### *Choose-Your-Own-Adventure Papers*

(200 points total, 100 points each)

Throughout the quarter, you will be writing two papers that involve reflection, analysis, and experiments or observations. You will have options to choose from that coincide with different modules already covered. Assignment guidelines will be available on Canvas.

Each paper should follow proper citation guidelines using either MLA or APA style. This website contains helpful guidelines: <https://owl.english.purdue.edu/owl/>. The format for all papers should be double spaced, Arial 12 point font, with 1 inch margins on all sides, and no title page or running header. Guidelines and a grading rubric will be available for students to review. Papers are to be uploaded on Canvas on or before the due date.

## Grade Distribution

TOTAL: 1000 points

A = 930 - 1000+

A- = 900 - 929

B+ = 870 - 899

B = 830 - 869

B- = 800 - 829

C+ = 770 - 799

C = 730 - 769

C- = 700 - 729

D+ = 670 - 699

D = 630 - 669

D- = 600 - 629

F = 0 - 599

Discussion Posts – 300 points (30 points each) = 30%

Textbook Work – 500 points (50 points each unit) = 50%

Choose-Your-Own-Adventure Papers – 200 points (100 points each) = 20%

To excel in this course, a student should stay on top of course readings and view the topic slides. All students are expected to have read the assigned material before posting to the discussion board. I want you to do your very best in this course; and I will help all students as much as I can.

Note: There will be no curve in this class, including individual assignments. Your grade is what you earn.

## Extra Credit Work

You have the option of completing the readings and quizzes for any chapter that is not assigned for a module. You can earn up to 25 points for this additional work and will be added onto your total grade for the class. You will need to inform Dr. Lê of the chapter (by the end of Module 10) that you are interested in using for extra credit so that an assignment can become available for you in Revel. These are due by the end of Module 11.

## Late Policy

Any missed assignments must accompany an approved absence in order for an extended due date to be given. Approved absences include hospitalization, childbirth, major accident or injury, or bereavement. It is the student's responsibility to provide the instructor appropriate documentation within a reasonable timeframe. *Unapproved* late assignments that result in zeros **cannot** be made up with the exception of late initial discussion posts, which will receive deductions based on the grading rubric and the number of days late (up to three days). No response posts made after the deadline will be counted for credit. *Approved* late papers will receive a 10% deduction per day late.

## Tentative Schedule

Week 1 – April 3 - 7

<b>Topic</b>	Foundations of Sociology	
<b>Readings</b>	Sections of Chapter 1 and all of Chapter 2	Vogt Isaksen "The Sociological Imagination: Thinking Outside the Box"
<b>Assignment Due</b>	Week 1 Discussion	Textbook Work 1

Week 2 – April 8 - 14

<b>Topic</b>	Culture	
<b>Readings</b>	Chapter 6	Miner "Body Rituals Among the Nacirema"
<b>Assignment Due</b>	Week 2 Discussion	Textbook Work 2

Week 3 – April 15 - 21

<b>Topic</b>	Socialization and Interaction	
<b>Readings</b>	Chapters 4 and 5	Davis “Final Note from a Case of Extreme Isolation” AND Ehrenkranz “There Was A Horrifying...”
<b>Assignment Due</b>	Week 3 Discussion	Textbook Work 3

Week 4 – April 22 - 28

<b>Topic</b>	Social Stratification and Economy	
<b>Readings</b>	Chapter 10 and part of Chapter 8	Picchi “Nobel Prize Winner Stiglitz: American Dream is a Myth”
<b>Assignment Due</b>	Week 4 Discussion	Textbook Work 4

Week 5 – April 29 - May 5

<b>Topic</b>	Race and Ethnicity	
<b>Readings</b>	Chapter 11	McIntosh “Unpacking the Invisible Backpack” AND Bonilla-Silva “Racism Without Racists”
<b>Assignment Due</b>	Week 5 Discussion	Textbook Work 5

Week 6 – May 6 - 12

<b>Topic</b>	Gender	
<b>Readings</b>	Half of Chapter 12	<a href="http://www.pbs.org/independentlens/content/two-spirits_map-html/">http://www.pbs.org/independentlens/content/two-spirits_map-html/</a> AND Kimmel “Masculinity as Homophobia”
<b>Assignment Due</b>	Week 6 Discussion	Textbook Work 6   Choose-Your-Own-Adventure Paper 1

Week 7 – May 13 - 19

<b>Topic</b>	Sexuality	
<b>Readings</b>	Other half of Chapter 12	Edwards et al. AND Windsor + Burgess
<b>Assignment Due</b>	Week 7 Discussion	Textbook Work 7

Week 8 – May 20 - 26

<b>Topic</b>	Family	
<b>Readings</b>	Chapter 13	Hochschild “The Second Shift” AND Hill “The Rise of the Stay-At-Home-Dad”
<b>Assignment Due</b>	Week 8 Discussion	Textbook Work 8

Week 9 – May 27 – June 2

<b>Topic</b>	Politics	
<b>Readings</b>	Chapter 7	Michael “These Parties Are Lame”
<b>Assignment Due</b>	Week 9 Discussion	Textbook Work 9

Week 10 – June 3 - 9

<b>Topic</b>	Education	
<b>Readings</b>	Chapter 15	Wang “What is the college degree requirement really costing us?” AND Chamorro-Premuzic and Frankiewicz “Does Higher Ed Still Prepare People for Jobs?”
<b>Assignment Due</b>	Week 10 Discussion	Textbook Work 10
*June 9 is the last day to submit chapter number to Dr. Lê for Extra Credit Textbook Work		

Week 11 – June 10 - 16

<b>Topic</b>	Deviance and Crime	
<b>Readings</b>	Chapter 17	Reiman “The Rich Get Richer and the Poor Get Prison”
<b>Assignment Due</b>	Week 11 Discussion	Textbook Work 11
*Any Extra Credit Textbook Work due by June 16		

Week 12 – June 17 - 21 (Final Exam Week\*)

<b>Topic</b>	Conclusion
<b>Readings</b>	No readings
<b>Assignment Due</b>	Choose-Your-Own-Adventure Paper 2 *Due Wednesday, June 19, 2019
*As this is the last week of the quarter, all outstanding assignments will be due on Monday, June 17	

### **Disability Resource Center**

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)

### **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.  
<http://bellevuecollege.edu/about/goals/inclusion.asp>

### **Academic Honesty and Integrity**

Cheating, stealing, and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at [http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

### **Copyright Notice**

All documents disseminated by your instructor are under copyright by said instructor. Any re-use or distribution of these materials outside of our classroom without permission is copyright infringement and is considered a crime.

**Final Comments**

It is my goal to make this course worth your time and effort. Therefore, I will do all that is reasonable and within my power to ensure that you learn and succeed. If you are concerned with any aspect of this course please feel free to contact me.