

Introduction to Sociology

SOC& 101 O (#5514) – Spring 2019

Instructor: Taylor Dalrymple

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Class days, time, & location: Tuesdays/Thursdays, 3:00-5:10pm
in C164

Office location: R230

Office Hours: After class, or Mondays & Wednesdays 3:00-4:45pm by appointment*

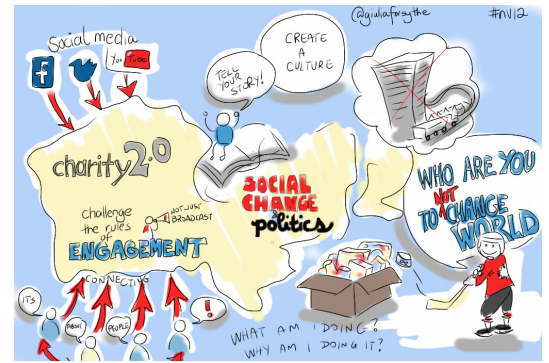


Figure 1

<https://www.flickr.com/photos/gforsythe/7381232542>

***The best way to reach me outside class hours is by email – this includes arranging a meeting in advance during my office hours.** I try my best to respond to emails within 24 hours but please know that between my teaching schedule and other responsibilities at the college, it may take me a little longer. Please contact me again if you do not hear back within 48 hours. Should you also want to make an appointment outside regular office hours, please email me a proposed time at least 48 hours ahead of when you'd like to meet.

Course Overview

At its most basic, sociology is the scientific study of society, but it's also about how society shapes who we are and how we in turn shape society. In this class, we will analyze our passive and active roles in society in a variety of contexts. This course is designed to be both informative and fun and in order to accomplish both, you should expect a variety of textbook readings, news articles, videos, radio clips, discussions, and activities. You'll learn to consider the world through a sociological lens as we look at issues related to economic inequality, gender, sexuality, race, groups and institutions, social change, and the environment.

When employers talk about needed skills for the 21st century, you may often hear critical thinking and “soft skills” labeled as high priorities. Sociology is a training ground for these invaluable academic and career skills. This academic (and life) discipline helps us identify our assumptions about the social world, analyzes and unpacks them, then challenges what we take for granted and offers alternative explanations through theories and data. Studying sociology helps us see the interactions of individuals and society for how they actually are, and not for how we wish them to be. Sociology also offers hope for making the world a better place and I will regularly challenge you to discover solutions.

Lastly, and most importantly, **this is a Service-Learning class.** If you've never taken a class that includes Service-Learning (referred to as S-L), then you're in luck! According to Campus Compact, “Service-learning incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community.” (<https://compact.org>) Although the learning we'll do in the class is a great place to get familiar with how social forces shape us and us them, serving in the community allows you to make real life connections to the material we'll discuss. You can think of S-L as learning by doing and having fun while you're at it!

Course Outcomes

By the end of this course you should:

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

Grading

Grades will be based on the following distribution:

Participation + Service Hours (16 hours)	20%
Group activities/discussions & in-class assignments	25%
Reflections & homework assignments	25%
Quizzes and Tests	30%

Participation means regularly taking part in discussions in class and on Canvas:

In college, a good "test" to evaluate if you've adequately participated in class is whether or not the professor remembers your name. I pride myself on remembering everyone's name in class (eventually), so that's not enough of an indicator for me. In this class, I determine participation based on a few criteria:

- Did you come to class almost every day?
- Did you ask questions?
- Did you respond to my questions?
- Were your responses well developed (rather than just yes or no answers) and did they exhibit a high degree of critical thinking?
- Did you actively participate in group activities/discussions?
- Did you actively contribute to this course in a way that positively benefited the overall class?

If you can say YES to all of those questions, you get 100 out of 100 points. If not, then your grade is lowered proportionally to how much you participate.

Group activities will include discussions, investigative or brainstorming assignments, and a service-learning related presentation. Although not all in-class activities and assignments will be graded, it's important to treat each as if it will be. I will notify you in class when something is a graded assignment, which is why it's important to attend every lesson. The S-L presentation will offer you the chance to do a deeper dive into the community issue that you're working on in your service and to teach the rest of us about it. This will be group based.

Reflections & Homework assignments require you to engage with a particular topic by critically analyzing the issue, applying sociological concepts in your analysis, and/or explaining your own thought process. Reflecting on your service and how it relates to what we learn in class and broader social patterns is a crucial element of the S-L experience. These reflections will be graded on the amount of effort and thinking that went in to them. If you make a concerted effort to engage in a deep discussion of the question, you receive full credit. If you only make a partial effort, you only receive partial credit.

Quizzes are short evaluations on whether you did the readings, while **tests** cover whole chapters or thematic units. These may be a mix of multiple choice and short answer questions that will test your knowledge of terminology, theories, and ability to apply concepts learned.

Letter Grade Equivalents

A	=	93-100%	C+	=	77-79%
A-	=	90-92%	C	=	73-76%
B+	=	87-89%	C-	=	70-72%
B	=	83-86%	D+	=	67-69%
B-	=	80-82%	D	=	60-66%
			F	=	0-59%

If you make a serious effort in this class, which includes doing the readings, contributing meaningfully to class discussions and group assignments, you should have no problem passing. Any difficulties completing the work should be communicated to me as soon as possible so I can help you.

Books and Materials Required

Korgen, K. & Atkinson, M. (2018) *Sociology in Action* (1st edition) Sage Publications, Inc.

You can purchase the loose-leaf version of this text in the BC Bookstore with the ISBN: 9781544324043

Or you can choose to buy a used, new, or even rent the paperback version from an online retailer such as [Amazon](#) with the ISBN: 9781506345901

However, the preferred version that offers access to the integrated videos, practice quizzes, and flashcards is the eBook access code. It can be found with the following ISBN: 9781544321998

You can purchase the eBook from:

The [publisher](#)
[Redshelf](#)
[Vitalsource](#)

Please purchase this book as soon as possible. Readings will be assigned the first week.

Important Dates

There are no classes at BC on the following dates:

College Issues Day – Thursday, April 25

Professional Development – Tuesday, May 7

Memorial Day – Monday, May 27

Student Success Day ("Study for Finals Day") – Tuesday, June 18

Help with Canvas

Students can find help with Canvas by following the link here: [Student Canvas Help](#)

Classroom Learning Atmosphere

Instructor's Expectations

Keeping an Open Mind - Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression which might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and even language, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or discussing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate

in required class discussions, exams, or assignments. If this will be an issue for you, please discuss it with me outside of class time.

Attendance – Please attend every class and arrive on time. I understand that life can sometimes get in the way and emergencies do occur. If and when this should happen, please email me as soon as possible. You will still be responsible for class activities or assignments, so it's best to exchange contact information with at least two other students to find out what you missed.

Preparation – This means coming to class with readings completed and materials for taking notes and doing assignments.

Communication and Respect – Our classroom is a civil community. This means I expect us all to respect one another in the language we use (no abusive language towards one another), how and when we speak (don't interrupt, speak over others, or have side conversations), or how we disagree with someone (politely discuss and no personal attacks). Due to the nature of some of the topics we will study, having a "gut" reaction is not unusual. However, I expect you to think critically before immediately responding with the first reaction that comes to mind. Doing so will allow us to elevate the discussion to a higher level in a friendly and respectful manner.

Bellevue College's Rules and Regulations

Cheating, Stealing and Plagiarizing

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 Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Bellevue College Exam Schedules

<https://www.bellevuecollege.edu/courses/exams/>

As per the college's schedule, our final exam will be on Thursday, June 20, 3:30-5:20pm.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

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.

[Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (<https://www.bellevuecollege.edu/inclusion/>)

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. The [Request for Accommodations for Reasons of Faith or Conscience Form](#) provides more information about and the steps to request this accommodation.

Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

[Policy 2950 Accommodations for Reasons of Faith or Conscience](http://www.bellevuecollege.edu/policies/id-2950p-2/) (<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>).

If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

Any Additional Concerns

If there are any concerns or complaints not covered by the above resources, then 1) speak with me. I'm always open and willing to chat. 2) Next, you can contact the Chair of Sociology – Jennifer Lê (jennifer.le@bellevuecollege.edu). 3) If you feel you need to speak with someone higher, email the Interim Dean of Social Science, Eric David (eric.davis@bellevuecollege.edu).

Student Conduct Code and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#)

Important Links

[See "Important Links" page online](#) for more information about the Non-Discrimination Statement, E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-4110, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Academic Success Center & Reading Lab

The Academic Success Center, and all associated labs, is committed to providing high-quality educational resources for all students enrolled at Bellevue College. They offer peer and expert assistance, providing the tools that will enable and encourage students to become independent and life-long learners.

<https://www.bellevuecollege.edu/asc/>

The ASC offers tutoring for a wide variety of subjects taught at Bellevue College, hands-on academic workshops, a Writing Lab for writing help, and a Reading Lab outfitted with new computers and software that helps students improve their reading skills to become more active, efficient, and effective readers. Should you want to use the Reading Lab's services, I will happily sign a referral form for you. These can be picked up at the lab or printed from the ASC website.