



## Introduction to Sociology (SOC 101)

Fall 2017

5 Credits

**Class Code:** 5513 “TEAM DELTA”

**Class Locations:** Room C164

**Class Times:** Tuesday & Thursday

3:00pm - 5:10pm

**Instructor:** Dr. Harly Callier

**Email:** [harly.callier@bellevuecollege.edu](mailto:harly.callier@bellevuecollege.edu)  
(preferred)

**Office Phone:** 425-564-6167

**Office Location:** D200-F

**Office Hours:** Wednesday  
2:20pm - 2:50pm (by appointment only)



### Course Descriptions

What defines you? Do you determine your identity? Does society influence your self-perception? Sociology is the scientific study of human societies and social forces that impact the way people think, act and interact. This introductory course will examine the interplay between individuals, groups and societies. We will explore individuals and groups from different cultures, races, social classes, genders, organizations and institutions through a sociological lens. We will use concepts like socialization, social constructivism and globalization to emphasize how these factors influence and impact our perspectives. This course aims to provide insight to help you develop an understanding and awareness of the connection between your personal experience and wider society. By integrating an interactive and innovative teaching approach, you will benefit by fully engaging in sociological theory and practice. Hopefully, you will find this course interesting, educational and useful.



## Course Rules and Guidelines

**PEACE:** In sociology, we explore various phenomena across different cultures, races, social classes, genders, sexual orientations, etc. In this course, we will at times discuss and view videos about controversial topics; it is expected that we tackle these issues with an academic and respectful mindset. Students are encouraged to discuss matters critically, as long as it is done in a peaceful and respectful manner. Foul language and discriminatory statements are prohibited in class, on Canvas and in assignments. If you experience or witness something that offends you or other students, please notify me. It is everyone's responsibility to promote a safe, comfortable, supportive and peaceful environment.



**LOVE:** Students should accept and appreciate one another. Hateful behavior is prohibited. Any form of inflammatory, violent or offensive comments (verbal or nonverbal) are prohibited. Questions and opinions are welcome. I am here to help and I am looking forward to inspiring, empowering and growing with you. It is our duty to foster a state of harmony between us.

**UNITY:** Students must adopt a team building mentality in class. Our class is a team working towards a common goal of successful learning. I am not only an instructor but I am also a learner. I am not Dr. Wikipedia so I do not have all the answers - we are here to learn from each other. In order to succeed as a team, I will play my part as the instructor to deliver a fun, educational and interactive curriculum. I expect that you will play your role as students to comply with course rules and guidelines and fulfill the course requirements (see more under Course Assessment). By working together, we can maximize the learning benefits of this course.

**RESPECT:** Your classmates will have different racial, cultural, ethnic, social-economic, sexual and religious backgrounds. It is crucial that we respect each other's differences, experiences and opinions. When someone is speaking in class (student or instructor), please listen, respect their comments and do not interrupt. Please turn off or set your mobile devices on silent during class - no calls, text messaging, web browsing, social media or other apps. Laptops and tablets are permitted in class for taking notes only. Students who are seen using their mobile devices for purposes other than taking notes will receive zero points for that day's class attendance and participation. Thank you for your contribution and cooperation.



\*Class Policy: Students who violate the above rules and/or demonstrate disrespectful behavior to other students or the instructor will be asked to leave class. S/he will be marked absent until the instructor gives him/her permission to return to class.



**Learning Outcomes.** Upon completing the course, successful students should be able to:

- Demonstrate a general understanding of sociology;
- Identify how cultural standards and social landscapes shape and influence our everyday lives;
- Exercise critical thinking skills by applying sociological concepts to analyze personal issues and current affairs;
- Explain how life experiences and opportunities differ according to race, class, gender and sexuality;
- Appreciate and value personal, social and cultural differences/perspectives; and
- Better understand themselves, become more self-assured and embrace the person they are.



**Course Assessment (70% Coursework, 30% Exam)**

1. Reflective Essay x 3 (30%)
2. Exams (30%)
3. Group Project and Presentation (20%)
4. In-class Assignment x 3 (15%)
5. Attendance and Participation (5%)

**Reflective Essay (30%):** You will have **THREE** essays to submit in total. Each essay accounts for 10% of your overall grade. For each essay, you are required to incorporate class materials, readings and personal opinions. Readings should be completed by the end of each week. Essays should be two pages long (1-inch margin all around, Times New Roman, 12-point font and double spaced). You are required to submit a physical copy AND an electronic copy via Canvas by the beginning of class on the due date. Please see below:

- **Reflective Essay Question 1 (due October 3):**  
Write a chronological biography relating your personal experiences with two sociological concepts you learned in class and/or in the reading (Chapters 1 & 2). Explain how these concepts play a role in influencing the choices you make in life.
- **Reflective Essay Question 2 (due October 31):**
  - a) In your own words, define the term “socialization.” How has socialization played a role in shaping your culture and/or subculture?
  - b) Sociologists describe race and class as a social construct. Explain what that means.
- **Reflective Essay Question 3 (due November 21):**  
Discuss the similarities and differences between the school experiences (USA, China, India) portrayed in the documentary “Two Million Minutes: A Global Examination.” Based on your gender and culture, which experience(s) can you relate with most and why?



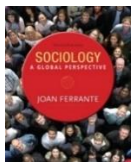
**Exams (30%):** You will complete **TWO** exams in total. First, the **Midterm Exam (10%)** - you will have 30 minutes to complete 25 multiple choice questions. The Midterm Exam will be based on materials covered during weeks 1 to 5. This will be an open book exam and you will use Canvas to take it in class. Please bring your phone, tablet or laptop. The Midterm Exam will be held on October 24. Second, the **Final Exam (20%)** - you will have 45 minutes to answer one long essay question. The final exam will be based on materials covered from weeks 6 to 10. You are allowed to bring one A4 (8" x 11") sheet of notes. Please purchase a blue book from the bookstore and bring it on exam day. The blue book will be collected before the exam, shuffled and randomly assigned. Final Exam should be single spaced and handwritten on one side of the paper. Please see Final Exam date on page 8.

**Group Project and Presentation (20%):** In groups of 4-5, conduct in-depth research on a sociological phenomenon. Apply your sociological imagination by focusing on two or three key issues introduced in this course. The purpose of this project/presentation is to illustrate the significance of a phenomenon in wider society. You may conduct your presentation in one of the following formats: PowerPoint (PPT), Prezi, video, role play, musical, rap and/or game/talk show. You are required to attend all presentations. Each presentation should be 15-minute-long and will be presented in week 11. On the day of your presentation, please submit a physical copy of your presentation notes (one copy per group), e.g., PPT slides, script or lyrics.

**In-class Assignment (15%):** You will have **THREE** in-class assignments to complete in total. Each in-class assignment accounts for 5% of your overall grade. For each in-class assignment, you will bring an object or item of clothing that has a personal, social and/or cultural significance. You are required to do a 1-2-minute informal presentation to share with the class. In-class assignments will be presented on September 26, October 17 and November 14 respectively.

**Attendance and Participation (5%):** Attendance is **MANDATORY**. Participation is **EXPECTED**. Full credit is only available to students who attend each class on time (no later than 5 minutes after class starts) AND participate in group discussions, in-class assignments and in-class exercises.

\*Late Policy: All missed classes, assignments and exams must be pre-approved by the instructor BEFORE the due date. Unapproved absences, late assignments or missed exams cannot be made up and will receive zero points.



Reading

**Required Textbook:** Ferrante, Joan. (2014). *Sociology: A Global Perspective* (9<sup>th</sup> ed.). Stamford, CT: Cengage Learning. (Note: used and rented versions start at USD 31 on Amazon).





## Course Calendar

Week	1 <sup>st</sup> day/week	Topic	In-class Activity	Deadline or Exam
Week 1	September 18	<b>The Sociological Imagination</b>	Icebreaker, Syllabus and Introductions	
Week 2	September 25	<b>The Sociological Perspectives</b>	In-class Assignment: Show and Tell	
Week 3	October 2	<b>Culture</b>		Reflective Essay 1 Due
Week 4	October 9	<b>Social Structure and Social Interaction</b>		
Week 5	October 16	<b>Race and Ethnicity</b>	In-class Assignment: Dress Up Day	
Week 6	October 23	<b>Social Class and Social Control</b>		<b>Midterm Exam</b>
Week 7	October 30	<b>Sex, Gender and Sexuality</b>		Reflective Essay 2 Due
Week 8	November 6	<b>Education</b>	Documentary Viewing: 2 Million Minutes	
Week 9	November 13	<b>Food and Sustainability</b>	In-class Assignment: Show & Tell	
Week 10	November 20	<b>Social Change</b>		Reflective Essay 3 Due
Week 11	November 27	<b>Group Presentations</b>	Presentation	Presentation Notes Due
Week 12	December 4	<b>Final Exam Week</b>		<b>Final Exam</b>




**\*There will be NO CLASS on the following days: Oct 16, Nov 10, Nov 23, Nov 24 and Dec 4**








Tentative Course Outline

Week	Key Issues	Required Readings	In-class Assignment, Essay Deadline, Presentation or Exam
Week 1: The Sociological Imagination - With Emphasis on Globalization and Glocalization	Sociology; Social Forces; Sociological Imagination; Troubles; Issues; Industrial Revolution; Globalization; and Glocalization.	Chapter 1: Pages 2 - 23.	N/A
Week 2: The Sociological Perspectives - With Emphasis on Socially Assistive Robots	Socially Assistive Robots (SARs); Social Order; Functions; Dysfunctions; Symbols; Functionalism; Conflict Theory; and Symbolic Interactionism.	Chapter 2: Pages 24 - 34.	 <b>In-class Assignment</b> <b>“Show and Tell” to be presented on September 26.</b> Bring an object that has a personal, social and/or cultural significance, e.g. jersey, photo, etc. You are required to do a 1-2-minute informal presentation to share with the class the connection you have with the object.
Week 3: Culture - With Emphasis on Transcultural Encounters	Culture; Beliefs; Values; Norms; Identity; Subcultures; Ethnocentrism; Cultural Relativism; and Socialization.	Chapter 3: Pages 46 - 65 and Chapter 4: Pages 66 - 89.	 <b>Reflective Essay 1 due October 3 by the beginning of class.</b>
Week 4: Social Structure and Social Interaction - With Emphasis on Transnational Relationships in a Digital Age	Social Structure; Status; Role; Groups; Institutions; Social Network; Weak Ties; and Social Interaction.	Chapter 5: Pages 90 - 105.	N/A



<p><b>Week 5: Race and Ethnicity - With Emphasis on Social Construction</b></p>	<p>Race; Ethnicity; Minority Groups; Assimilation; Stereotypes; Prejudice; and Discrimination.</p>	<p>Chapter 9: Pages 170 - 197.</p>	<p> <b>In-class Assignment</b>  <b>“Dress Up Day” to be presented on October 17.</b>          Dress up to represent one of the following: your culture, subculture, belief, religion, favorite sports team, superhero or music genre. You are required to do a 1-2-minute informal presentation to share with the class the personal, social and/or cultural connection you have with the outfit.</p>
<p><b>Week 6: Social Class and Social Control - With Emphasis on Social Mobility and Mass Surveillance</b></p>	<p>Caste System; Class System; Social Stratification; Cultural Capital; Social Mobility; Social Inequality; Deviance; Conformity; Labeling Theory; Social Control and Surveillance.</p>	<p>Chapter 8: Pages 150 - 163 and Chapter 7: Pages 126 - 140.</p>	<p> <b>Midterm Exam Schedule:</b>  <b>Oct 24 3:00pm to 3:30pm</b></p>
<p><b>Week 7: Sex, Gender and Sexuality - With Emphasis on Gender Ideals</b></p>	<p>Sex &amp; Gender; Masculinity; Femininity; Patriarchy; Imperialism; Feminism; Sexuality; and Gender Inequality.</p>	<p>Chapter 10: Pages 198 - 221.</p>	<p> <b>Reflective Essay 2 due October 31 by the beginning of class.</b></p>
<p><b>Week 8: Education - With Emphasis on Social Reproduction in a Knowledge Economy</b></p>	<p>Education; Social Reproduction; Knowledge Economy; Cultural Capital; Self-Fulfilling Prophecy; The College Experience; and Education in Other Parts of the World.</p>	<p>Chapter 13: Pages 272 - 295.</p>	<p>N/A</p>



<p><b>Week 9: Food and Sustainability</b> - With Emphasis on Fast Food Culture versus Whole Foods</p>	<p>Organizations; Fast Food Culture; McDonaldization; Rationalization; Whole Foods; Sustainability; and Health.</p>	<p>Chapter 6: Pages 106 - 125.</p>	<p> <b>In-class Assignment</b> <b>“Show and Tell” to be presented on November 14.</b> Bring a food item you like. You are required to do a 1-2-minute informal presentation to share with the class the personal, social and/or cultural connection you have with the food item.</p>
<p><b>Week 10: Social Change – With Emphasis on Changing Environment</b></p>	<p>Social Change; Industrialization, Globalization; The McDonaldization of Society; Urbanization; Innovation; and Consequences of Change.</p>	<p>Chapter 16: Pages 342 - 365.</p>	<p> <b>Reflective Essay 3 due November 21 by the beginning of class.</b></p>
<p><b>Week 11: Group Presentations</b></p>	<p>N/A</p>	<p>N/A</p>	<p>  <b>Presentation Notes (one copy per group) due during your presentation.</b></p>
<p><b>Week 12: Final Exam Week</b></p>	<p>N/A</p>	<p>N/A</p>	<p> <b>Final Exam Schedule:</b> <b>Dec 5 3:30pm to 4:15pm</b></p>

*The course is completed. Thanks to everyone. Enjoy the winter break and happy holidays!*





## Grade Descriptors

Adopted from The University of Hong Kong

Grade Grade Point	(+) A (-) 4.0 4.0 3.7	(+) B (-) 3.3 3.0 2.7	(+) C (-) 2.3 2.0 1.7	(+) D 1.3 1.0	F 0
Mark	90 - 100	75 - 89	65 - 74	55 - 64	54 and below
<b>Content</b>	<ul style="list-style-type: none"> <li>• <b>Excellent, outstanding</b> performance with full coverage of the topic</li> <li>• Meets all basic and higher order goals</li> <li>• Very high level of skills (interpretation, application, analysis, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Good to very good</b> performance with good coverage of the topic</li> <li>• Meets all basic and most higher order goals</li> <li>• High level of skills (interpretation, application, analysis, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Satisfactory to reasonably good</b> performance with reasonable coverage of topic</li> <li>• Meets all basic and some higher order goals</li> <li>• Satisfactory to reasonably high level of skills (interpretation, application, analysis, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pass: Barely satisfactory</b> performance, with limited coverage</li> <li>• Meets only basic goals</li> <li>• Only basic level of skills (interpretation, application, analysis, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fail: Unsatisfactory</b> performance</li> <li>• Question / Task possibly misunderstood</li> <li>• Key aspects of topic neglected</li> <li>• Basic goals not met</li> <li>• Basic skills not demonstrated</li> </ul>
<b>Logic &amp; Coherence</b>	<ul style="list-style-type: none"> <li>• Concepts very clearly understood</li> <li>• Argument always logical</li> <li>• Assignment follows highly logical structure and development</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts clearly understood</li> <li>• Argument generally logical</li> <li>• Assignment follows logical structure and development</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts understood</li> <li>• Logic of argument is satisfactory despite some minor weaknesses</li> <li>• Only minor problems with structure or development of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding of concepts</li> <li>• Argument is weak but can be followed</li> <li>• Some problems with structure or development of assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Many concepts not understood</li> <li>• Illogical argument</li> <li>• Assignment rambles &amp; lacks structure</li> </ul>
<b>Reading &amp; Research</b>	<ul style="list-style-type: none"> <li>• Wide, supportive reading of relevant literature</li> <li>• Good critical understanding</li> <li>• Referencing very clear &amp; appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Well aware of relevant literature</li> <li>• A high level of reflective understanding</li> <li>• Referencing clear &amp; appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Sound awareness of relevant literature</li> <li>• Evidence of reflective understanding</li> <li>• Referencing satisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• Some awareness of relevant literature</li> <li>• Basic understanding but limited reflection</li> <li>• Some problems with referencing</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no evidence of reading</li> <li>• Uncritical acceptance of others' views</li> <li>• Referencing inadequate</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Expresses meaning very clearly</li> <li>• Highly fluent and accurate use of grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses meaning clearly</li> <li>• Fluent and accurate use of grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses meaning satisfactorily</li> <li>• Satisfactory to quite good level of grammar and vocabulary use</li> </ul>	<ul style="list-style-type: none"> <li>• Expression of meaning is acceptable, although:</li> <li>• Some confusion caused by grammatical errors and/or inappropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning often unclear</li> <li>• Unacceptable grammar and/or vocabulary use</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Very high standard of presentation</li> <li>• Format requirements fully met</li> </ul>	<ul style="list-style-type: none"> <li>• Good standard of presentation</li> <li>• Format requirements met</li> </ul>	<ul style="list-style-type: none"> <li>• Generally good standard of presentation</li> <li>• Format requirements mostly met</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable despite some weaknesses in presentation</li> <li>• Format requirements partially met</li> </ul>	<ul style="list-style-type: none"> <li>• Poor presentation</li> <li>• Unacceptable format</li> </ul>



## Procedures and Guidelines of the Social Science Division<sup>1</sup>

- **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 at <http://www.bellevuecollege.edu/policies/id-2050/>
- **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.
- **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.
- **Students Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Center (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

---

<sup>1</sup> <http://www.bellevuecollege.edu/socsci/procedures-guidelines/>

**Affirmation of Inclusion:<sup>2</sup>**

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.

**College Anti-Discrimination Statement (Title IX):**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates. For further information and contacts, please consult College Anti-Discrimination Statement.

**Religious Holidays:**

Students who expect to miss classes, examinations, or any other assignments as a consequence 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. 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.

**Unauthorized Use of Material:**

All materials distributed by the instructor are intended only for use in this course. Any unauthorized reproduction of class material is prohibited.

---

<sup>2</sup> <http://bellevuecollege.edu/about/goals/inclusion.asp>