

# INTRODUCTION TO SOCIOLOGY

## SOC& 101-OBS; Winter 2020

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### Course Introduction:

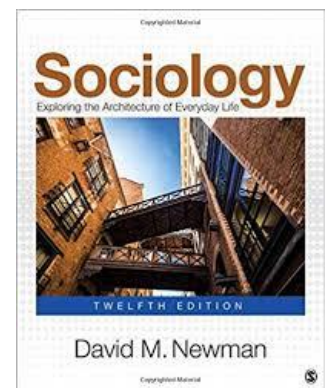
Welcome to Introduction to Sociology! I look forward to working with you this quarter and sharing with you my passion for this field. My hope is that this class encourages you to think about human behavior in a different way and that you are able to find this class useful to you, no matter what your career or academic objectives.

This course is a broad introduction to the field of Sociology where we will begin to make connections between the most private elements of our lives and the cultures, groups, organizations, and social institutions to which we belong. Throughout this class, we will become acquainted with basic sociological concepts/perspectives and examine the importance of identities across racial/ethnic, class, and gendered differences. Through lecture, discussion, film, readings, and other media, we will explore the many complexities of our social world. The aim of this course is for us to begin analyzing everyday occurrences and the things that we often take for granted to better understand the relationship between individuals and society. We will question the way things work, challenge why things work the way they do, and critically think about who we are within (and how do we connect with others within) the world around us. So, welcome, strap yourself in, and enjoy the ride!

### Required Texts:

**David Newman. "Sociology: Exploring the Architecture of Everyday Life." 12<sup>th</sup> edition. Sage Publishing: 2019. ISBN: 978-1506388205.** E-text or print text is fine. You can rent for about \$25.00.

\*\*I have scanned the first three chapters and put them on Canvas for students who are waiting to receive books from an online seller – so no excuses for not reading\*\*



### Structure and Online Learning:

Unfortunately (or fortunately, depending upon your perspective!), online classes are not for everyone. In general, they demand far more independent initiative and personal discipline than do classes that meet on campus. Additionally, online classes demand stronger reading and writing skills. If you are a student who likes having someone to keep you on your toes, such as reminding you regularly to keep up with your work, then online classes are probably not a good choice for you. That's okay (it's not a failure on your part!) ... some students simply thrive more when working on a "strict" daily routine and with face-to-face connections, interactions, and community that is often established in on-campus classes. Thus, the students who succeed most at online learning tend to be those students who:

- are disciplined enough to check the course website and engage in the course between 5-7 days per week;
- have enough personal initiative that they will contact their instructor (me!) if they don't understand something;
- have good to excellent written communication skills;
- are good readers (i.e. they can sit down and focus on a reading, highlighting key concepts/ideas, and then study it well);
- are independent and have a basic understanding of computer culture and technology

## Recommendations for Success Online:

In order to be successful in this class, you need to:

- Treat this course like it is meeting face-to-face. Meaning, plan and build into your schedule specific times every day that you will be logging in and working on assignments. You should intend to be doing this a minimum of 5 days per week. I have seen over and over and over again students who think taking an online class means they can pop in and out once or twice per week and still think they will be successful. Unfortunately, this usually does not end well. If you were taking an in-person class, you would not expect to show up once per week and do well in the course. The same is true online. Simply engaging on the weekend or on your day(s) off is not going to work... plan accordingly.
- As you are planning and building your schedule, you should plan to budget and spend around 1-2 hours PER DAY to work on your assignments and be engaged in the class. There is A LOT due each week. You need to be chipping away at the readings and assignments that are due each week. Typically, a module opens on Monday and closes on Sunday – so, waiting until Friday (or Saturday or Sunday) will not be enough time to complete everything.
- You are going to need to be organized. You are going to need to look at your weekly class schedule and modules often and at the very beginning of the week and then plan ahead so you can budget your time accordingly. If you have 8 things due in a week, break that down into manageable bites. Plan to tackle x on Monday, x, on Tuesday, etc. Also, make sure you go through the modules IN ORDER – they are placed in a specific sequence for a reason.

## Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- 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.

## General Course Expectations:

In order for us to have a successful, respectful, open, engaging, and cooperative learning environment, we all need to have a common understanding of what positively contributes to our overall class dynamics and what hinders and hurts it. The following are some of the basic expectations that serve as the foundation of our class.

### What you can EXPECT OF ME as your instructor:

**Preparation:** My goal is for you to learn and succeed in this class. I have invested a lot of time preparing, structuring, organizing, and designing this course site with hope that the materials and assignments will enhance your learning.

**Promptness:** I commit to returning your work to you in a timely, reasonable fashion (my rule is you will get all work returned in 7 business days, although the vast majority of work is returned sooner than that). I will respond to your questions and emails promptly as well (usually within 24 hours).

**Availability:** I am available to you should you desire help. If you live in the area, I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. During my office hours, I will also be logged on to Cranium Café (a Skype-like system linked in Canvas) where we can video chat. If my office hour time does not work, we can schedule an appointment, video chat, or phone conversation that fits both of our schedules. Just email me and we can set something up.

**Quality Work:** I want you to succeed in this class (as well as in school in general!) I will have high expectations for you and know that will be the right support and help (if it is needed) that you can and will succeed. I will do my best to

provide you with that support. I also will work very hard to make this class as successful as possible by choosing course materials and assignments that are interesting and engaging and striving to bring my best to this course.

**Honesty, Integrity, and Fairness:** I will present information that is grounded in social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is *my* perspective and what *I* think about the matter. Your grade will be based upon what I detect that you have learned about sociological content, not on my personal thoughts about you.

**Respect and Inclusion:** I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments, even if we disagree.

### **What I EXPECT OF YOU throughout the quarter:**

**Preparation:** You should be looking at what is due each week early in the week and planning your workload accordingly. You should be checking Canvas (including the Calendar) regularly.

**Promptness:** You should comply with all due dates, as **I do not accept late work. All assignments are due at noted times on the listed due date...NO EXCEPTIONS (that includes computer problems).** I highly recommend that you plan to turn in your work early. I can open most formats (word, PDF, etc.) but cannot open PAGES files (so convert to a different format). Submit your work to me by uploading through the Assignments pages on Canvas. **It is your job to get your work in on time.**

**Availability:** You should be logging in and working on assignments **5 days per week and planning to spend 1-2 hours per day on course work.** You will not be required to be online at a certain time or day for this course.

**Quality Work:** When participating in any component of this course, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply "wing it" in this class and still receive a high grade. This class is not based on opinion – it is based on sociological research, data, concepts, theories, and analyses.

**Honesty, Integrity, and Fairness:** This means no cheating and no plagiarism. If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate OR from the Newman book. Please do not copy and paste material from google, wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

**Respect and Inclusion:** Disrespectful attitudes toward me or others will not be tolerated.

## **Students with Disabilities:**

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](mailto:drc@bellevuecollege.edu). Deaf students can reach us by calling TTY: (425) 564-6189, 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>).

## Reasonable Accommodations for Reasons of Faith and Conscience:

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950 (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy 1440P (<https://www.bellevuecollege.edu/policies/id-1440p/>).

## Other Resources:

### **SOCIOLOGY DROP-IN TUTORING**

Do you need help with an assignment? Understanding a concept in class? Brainstorming paper ideas? Would you like someone to review your work before you submit it? Drop-in tutoring is available to help you!

Our tutor is a student who has taken many classes in Sociology so they have a lot of knowledge and expertise. The days and times that the tutor is available will be announced in class.

### **SOCIOLOGY WEBSITE**

Visit our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major. <http://www.bellevuecollege.edu/sociology/>

## Grading:

Final grades are based on **six factors**. (1) Notes on the Readings, (2) "Doing Sociology" Assignments, (3) Video Responses, (4) "Your Take" Reflections, (5) Quizzes, and (6) Exams. Each of these elements is awarded a specific number of points:

Notes on Readings (12 at 15 points/each)	180 points
Doing Sociology Assignments (10 at 10 points/each)	100 points
Videos (11 at variable points/each)	65 points
Your Take Reflections (8 at 10 points/each)	80 points
Quizzes (5 at 20 points/each)	100 points
Exams (2 at 100 points/each)	200 points

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**TOTAL**

**725 points**

The following are the letter-grade equivalents to the course points:

<b>Course Grade</b>	<b>Point Total</b>	<b>Course Grade</b>	<b>Point Total</b>
A (92.5-100%) =	671 - 725 points	C+ (77.5-79.4%) =	562 - 576 points
A- (89.5-92.4%) =	649 - 670 points	C (72.5-77.4%) =	526 - 561 points
B+ (87.5-89.4%) =	635 - 648 points	C- (69.5-72.4%) =	504 - 525 points
B (82.5- 87.4%) =	599 - 634 points	D+ (67.5-69.4%) =	490 - 503 points
B- (79.5-82.4%) =	577 - 598 points	D (59.5-67.4%) =	432 - 489 points
		F (0-59.4%) =	0 - 431 points

## Description of the 6 Grading Components:

### 1. Notes on the Readings: (180/725 points; 15 points each – 25% of final grade)

For most assigned readings, you will need to submit notes about that reading. Doing notes on the readings are crucial for success in this class (and in college in general). The purpose of these notes is to:

- help you keep up with the readings (reinforcing good study habits/skills)
- help you to learn how to identify key points and themes from readings and put them in your own words
- help you to synthesize and process the information you are taking in to better learn the material

You will submit your notes on Canvas either in a Word document or if you prefer to hand write them, you can take a photo and upload (make sure your images are viewable). **You can use your notes on your quizzes and exams**, so it is in your best interest to do an outstanding job defining key terms, identifying major themes, and providing examples for yourself.

These notes are for you, to help you. Writing down the information you are reading helps you retain it. Notes can be as thorough as *you want*. You know how you learn best (better than I do), so if you are a student who needs to write more details, please take the time on these and do so. On quizzes and exams, I am going to be assessing big picture ideas. I am never going to ask you statistics, the name of sociologists, dates, what happened to Andre in Chapter 1, etc. This textbook uses A LOT of examples. Instead of writing down the examples, think about what is behind the examples, what is the point of the examples, what are the examples trying to tell you... that will get to the main point!

There is a minimum requirement but there is no maximum. The **minimum guidelines** are as follows and notes might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER	DATE
<ul style="list-style-type: none"><li>• A minimum of <b>5 main ideas</b> or important points that are discussed <u>throughout</u> the chapter (not just the beginning!) Think of these 5 main ideas as the “big picture” themes of the chapter – if you were going to tell someone what the chapter was about, what would you say? These must be <b>IN YOUR OWN WORDS</b> (copying and pasting is not acceptable). <b>Do not just write down the Chapter Highlights for your main ideas...</b> Show me that you have read the whole chapter! Just writing down the Chapter highlights will result in a significantly lower grade.</li><li>• Then, list and define any <b>key terms</b>. I highly recommend putting these in your own words so you can understand what is being said and also coming up with an example!</li></ul>		

### 2. “Doing Sociology” Applications: (100/725 points; 10 points each – 14% of final grade)

The purpose of these assignments is for you to apply a sociological lens to everyday encounters and connect key concepts from the chapter to the “real world.” Each assignment will have its own instructions. Some of these may ask you to make observations or conduct interviews, so plan ahead!

### 3. Videos: (65/725 points; variable points – 9% of final grade)

You will be asked to watch a video or videos that coincide with the course content we will be discussing and you will have to submit a short reflection or answer questions associated with the videos.

### 4. Your Take Reflections: (80/725 points; 10 points each – 11% of final grade)

You will be asked to write your thoughts, opinions, and feelings about particular questions offered throughout the course. I want to hear your honest thoughts (not what you think I want to hear!) This is an opportunity for you to really sit and consider where you stand on some particular social issues.

### 5. Quizzes: (100/725 points; 20 points each – 14% of final grade)

Over the course of the quarter, you will be given 5 short quizzes on the reading materials. Quizzes will typically be a mix of short answer and multiple-choice questions. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams and give you a “feel” for how I ask test questions. I generally post quizzes about a week before they are due; that will allow you to work on them when it is most convenient for you. However, once you begin working on a quiz, there will be a time limit to finish it. Please note that **I do not give make-up quizzes**, so if you miss one, you will receive a zero grade. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE YOUR QUIZZES IN THIS CLASS.

### 6. Exams: (200/725 points; 100 points each – 27% of final grade)

There will be two exams (essentially a midterm and a final exam - note the final exam is NOT comprehensive). Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. You will have two hours to complete these exams. Due dates are noted on the calendar.

#### **My Recommendations for Studying for Exams:**

- You will be provided with a review sheet of key/core concepts. Go through that review sheet, writing out the definitions for key terms in your own words and come up with several examples for each key term. Questions will be application-based (meaning, “the answer” is not going to be found in your textbook). Your exams are not testing your memorization skills; they are assessing how well you understand the information and can apply that understanding to different contexts.
- **DO NOT** rely on Google or Wikipedia or other outside sources. These are not sociological and often incorrect. Not to mention, this is plagiarism. So, you cutting and pasting from google = a 0 on that question. No exceptions.
- **Organize your notes.** You should be taking notes while you read and listen to the lectures. When you are taking the exams, you will need to find information quickly. Perhaps create a note sheet of just key definitions that you are having trouble remembering. Perhaps organize sections in themes. Anything that you do to write and rewrite information is studying and will help you retain the information.

#### **Instructor Notes:**

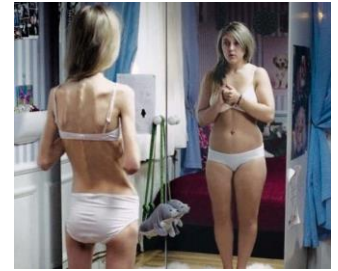
If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to email me. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!

## Calendar

### Week One: Thursday, January 2<sup>nd</sup> - Sunday, January 5<sup>th</sup>

Assignments and Readings to-do this week (do these in the following order):

- Submit Your Take assignment #1 (10 points)
- Read Chapter 1 – take notes while you are reading the chapter
- Submit your notes on Chapter 1 (see syllabus for minimum requirements and expectations) – 15 points



### Week Two: Monday, January 6<sup>th</sup> – Sunday, January 12<sup>th</sup>

Assignments and Readings to-do this week (do these in the following order):

- Watch *Sociological Imagination* video (6 min) and submit answers to the questions provided (10 points)
- Submit Doing Sociology assignment #1 (10 points)
- Read Chapter 2 – take notes while you are reading the chapter
- Submit your notes on Chapter 2 (15 points)
- Watch *Stanford Prison Experiment* video (50 or 122 minutes depending on the version you choose) and submit answers to the questions provided (10 points)
- Submit Doing Sociology assignment #2 (10 points)
- Take Quiz #1 on Chapters 1 and 2 (4 multiple choice; 3 short answer – 35 minutes) – 20 points



### Week Three: Monday, January 13<sup>th</sup> – Sunday, January 19<sup>th</sup>

Assignments and Readings to-do this week (do these in the following order):

- Read Chapter 3 - **Only read pp. 49-67 (we are skipping the research section pp. 67-81)** and take notes while you are reading the chapter
- Submit your notes on Chapter 3 (15 points)
- Watch *Is It a Boy or Girl* video (53 min) and submit responses to the film (10 points)
- Submit Doing Sociology assignment #3 (10 points)
- Submit Your Take assignment #2 (10 points)



### Week Four: Monday, January 20<sup>th</sup> – Sunday, January 26<sup>th</sup>

Assignments and Readings to-do this week (do these in the following order):

- Read Chapter 4 - take notes while you are reading the chapter
- Submit your notes on Chapter 4 (15 points)
- Watch *Danger of a Single Story* video (19 minutes) and submit answers to the questions provided (10 points)
- Submit Doing Sociology assignment #4 (10 points)
- Submit Your Take assignment #3 (10 points)
- Take Quiz #2 on Chapters 3 and 4 (4 multiple choice; 3 short answer – 35 minutes) – 20 points





## Week Five: Monday, January 27<sup>th</sup> – Sunday, February 2<sup>nd</sup>

Assignments and Readings to-do this week (do these in the following order):

- Submit Your Take assignment #4 (10 points)
- Watch *Genie Wiley* video (12 minutes) and submit answers to the questions (10 points)
- Read Chapter 5 – take notes while you are reading the chapter
- Submit your notes on Chapter 5 (15 points)
- Submit Doing Sociology assignment #5 (10 points)



## Week Six: Monday, February 3<sup>rd</sup> – Sunday, February 9<sup>th</sup>

Assignments and Readings to-do this week (do these in the following order):

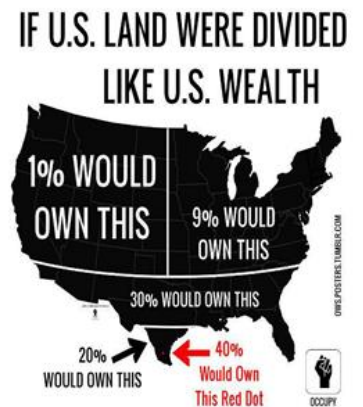
- Take **Exam #1 by Thursday, February 6<sup>th</sup>** over Chapters 1-5 (40 multiple choice; 4 short answer – 2 hours) – 100 points
- Submit Your Take #5 (10 points)
- Watch *People Like Us* clips (15 min) and submit answers to questions (10 points)
- Read Chapter 10 – take notes while you are reading the chapter
- Submit your Chapter 10 notes (15 points)



## Week Seven: Monday, February 10<sup>th</sup> – Sunday, February 16<sup>th</sup>

Assignments and Readings to-do this week (do these in the following order):

- Submit Doing Sociology assignment #6 (10 points)
- Watch online lecture on growing economic inequality (22 min) and take notes
- Submit your notes on Economic Inequality lecture (15 points)
- Watch *Tammy's Story* video clips (18 min) and submit answers to the questions provided (10 points)
- Submit Doing Sociology assignment #7 (10 points)
- Take Quiz #3 on Chapter 10 (4 multiple choice; 3 short answer – 35 minutes) – 20 points



## Week Eight: Monday, February 17<sup>th</sup> – Sunday, February 23<sup>rd</sup>

Assignments and Readings to-do this week (do these in the following order):

- Submit Your Take assignment #6 (10 points)
- Watch *Race Stereotype* video clips (15 min) and submit answers questions (10 points)
- Watch *The Talk* video clips (8 min) and submit answers to the questions provided (10 points)
- Read Chapter 11 – take notes while you are reading the chapter
- Submit your notes on Chapter 11 (15 points)





## Week Nine: Monday, February 24<sup>th</sup> – Sunday, March 1<sup>st</sup>

### Assignments and Readings to-do this week (do these in the following order):

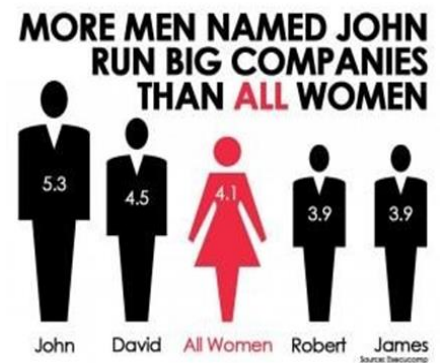
- Watch online lecture on Racial stratification - *History 101* (29 min) and take notes
- Submit your notes on History 101 (15 points)
- Submit Doing Sociology assignment #8 (10 points)
- Take Quiz #4 on Chapter 11 (4 multiple choice; 3 short answer- 35 minutes) – 20 points
- Watch *The Man Box* video clips and submit answers to the questions (10 points)
- Submit Your Take assignment #7 (10 points)



## Week Ten: Monday, March 2<sup>nd</sup> – Sunday, March 8<sup>th</sup>

### Assignments and Readings to-do this week (do these in the following order):

- Read Chapter 12 – take notes while you are reading the chapter
- Submit your notes on Chapter 12 (15 points)
- Watch Street Harassment video clips and submit answers questions (10 points)
- Watch online lecture on Gender Economic Inequality (10 min) and take notes
- Submit your notes on Gender Economic Inequality (15 points)
- Submit Doing Sociology assignment #9 (10 points)
- Take Quiz #5 on Chapter 12 (4 multiple choice; 3 short answer- 35 minutes) – 20 points



## Weeks Eleven and Twelve: Monday, March 9<sup>th</sup>– Tuesday, March 17<sup>th</sup>

### Assignments and Readings to-do this week (do these in the following order):

- Submit Your Take assignment #8 (10 points)
- Read Chapter 14 – take notes while you are reading the chapter
- Submit your notes on Chapter 14 (15 points)
- Submit Doing Sociology assignment #10 (10 points)
- Take **Exam #2 by Tuesday, March 17<sup>th</sup>** over Chapters 10-12; 14 (40 multiple choice; 4 short answer – 2 hours) – 100 points

