

INTRODUCTION TO SOCIOLOGY

SOC& 101-OAS; Summer 2021

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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 Text:

David Newman. "Sociology: Exploring the Architecture of Everyday Life." 13th edition. Sage Publishing: 2021. ISBN: 978-1544373850.

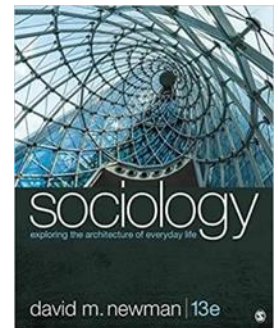
E-text or print text is fine.

The 12th edition will also work.

Print copies are available for purchase at the bookstore and from online sellers like Abebooks, Amazon, Chegg, and many other online sellers.

E-texts is available to buy or rent. Here is a link with options:

<https://us.sagepub.com/en-us/nam/sociology/book259068>



I have scanned the first four of chapters that we will be reading and put them on Canvas. This gives you three weeks to secure your textbook – 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, stronger reading and writing skills, and personal discipline than do classes that meet on campus. On top of that, summer quarters are shorter than regular quarters, so 12 weeks of information is crammed into 7 weeks, meaning there is A LOT due throughout the week (and let's be honest, it's beautiful out so there's that additional distraction!)

In my experience, students who succeed most at online learning need to:

- ✓ Plan to spend around 1-2 hours PER DAY to work on your assignments and be engaged in the class.

- ✓ Look at your weekly class schedule, calendar and modules often. Plan ahead so you can budget your time accordingly.
- ✓ Make sure you go through the modules IN ORDER – they are placed in a specific sequence for a reason.
- ✓ Log in and work on assignments a minimum of 5 days per week.
- ✓ Contact me if you don't understand something.
- ✓ Have good writing and reading skills (you can sit down and focus on a reading; highlight key concepts/ideas; be able to study, apply, and provide examples of concepts)

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. I encourage you to come to my virtual office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. 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 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. However, you will see that I have set all assignments up each week to be **due on Mondays, Wednesdays and Fridays.** The reason I am doing this instead of just having everything due each Sunday at 11:59 is because I have found in my many years of teaching and experience that students wait until the last possible day (or the weekend), they get overwhelmed by the amount that is due, and the result is lots of missing assignments, poor grades, and disengagement with the class.

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. 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 conscious, you may refer to the procedures outlined in the college’s Discrimination, Harassment and Retaliation Policy 1440P (<https://www.bellevuecollege.edu/policies/id-1440p/>).

Note about Communicating:

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!

Grading:

Final grades are based on **five major categories**. (1) Notes on the Readings and Lectures, (2) “Doing Sociology” Assignments, (3) Video Responses, (4) Discussion Boards, and (5) Quizzes. Each of these elements is awarded a specific number of points:

Notes:

Notes on Readings (8 at 15 points/each)	120 points
Notes on Lectures (6 at 10 points/each)	60 points

Doing Sociology Assignments:

Doing Sociology Assignments (8 at 10 points/each)	80 points
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Video Responses:

Videos (7 at variable points/each)	80 points
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Discussion Boards:

Your Take Discussion Board Reflections (7 at 15 points/each)	105 points
Introductions/Getting to Know Your Peers Discussion	15 points

Quizzes:

Quizzes (5 at 28 points/each)	140 points
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TOTAL

600 points

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

Course Grade	Point Total	Course Grade	Point Total
A (92.5-100%) =	555 - 600 points	C+ (77.5-79.4%) =	465 - 476 points
A- (89.5-92.4%) =	537 - 554 points	C (72.5-77.4%) =	435 - 464 points
B+ (87.5-89.4%) =	525 - 536 points	C- (69.5-72.4%) =	417 - 434 points
B (82.5-87.4%) =	495 - 524 points	D+ (67.5-69.4%) =	405 - 416 points
B- (79.5-82.4%) =	477 - 494 points	D (59.5-67.4%) =	357 - 404 points
		F (0-59.4%) =	0 - 356 points

Description of the 5 Grading Categories:

- Notes on the Readings and Lectures: (180/600 points; 15 points each for Chapter Notes and 10 points each for Lecture notes – 30% of final grade)**

For most assigned readings and lectures, you will need to submit notes about the content covered in that reading/lecture. Doing notes on readings/lectures are crucial for success in this class (and in college in general) – writing things down, summarizing, and synthesizing is a major stage in *how* we learn (a stage which many students tend to skip over!) 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**, 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 – trust me, this is not busy work! On multiple occasions, I have compared grades between classes where there is the same content and assessments - the only difference is in one class I require notes and in the other I do not. The difference is staggering (roughly a 10% difference in overall grades). These work. Do them. Do them well. Think of notes as easy points and an investment in a better overall final grade!

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, 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"> • A minimum of 5 main ideas 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 IN YOUR OWN WORDS (copying and pasting is not acceptable). Do not just write down the Chapter Highlights for your main ideas... Show me that you have read the whole chapter! Just writing down the Chapter highlights will result in a 0. • Then, list and define any key terms. I highly recommend putting these in your own words so you can understand what is being said and also coming up with an example! 		

For the **lectures**, your notes will be significantly shorter than your chapter notes. Give me the main ideas, a couple of bullet points with the main take-aways. Show me that you watched the lecture (and this stuff will be on your quizzes, so take notes!)

2. “Doing Sociology” Applications: (80/600 points; 10 points each – 13% 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. Video Responses: (80/600 points; variable points – 13% 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. Discussion Boards (120/600 points - 21% of final grade)

Your Take Group Reflections (7 at 15 points each – 17% of final grade): The purpose of discussion boards is for you to engage in virtual dialogue with your classmates about course content - to hear what your peers have to say, what their thoughts and opinions are on topics as well as talk about your own thoughts and opinions. I am setting you up in small groups of about 6-8 students. Your groups will remain the same throughout the duration of the quarter. The reason I am breaking you up into small groups instead of having one large class discussion is because I have found that reading 36 posts by all classmates is way too much (and that most students don't!). So, I am trying to ease your workload. I have also heard from students that discussion boards can feel forced. I get it. However, I will also say that what you put in to discussion boards, you get out (meaning, if you simply treat this as busy work or a check box and do not attempt to *actually* engage with your classmates, that is what it will become). Show up. Talk. Connect. Ask questions. Try to make this meaningful!

For each Your Take Group Discussion, I will provide you with a prompt. It may be a video or a series of questions. There will be a due date for your initial post about the prompt (and you will receive a grade of up to 7.5 points based on the quality of your initial contribution). You will also be required to respond to at least 2 of your other group members (and you will receive a grade of up to 7.5 points). Quality responses ask questions and deepen the conversation – this requires time and thought! Thoroughly reflect on and think about the point you are making. Clarify or expand on a relevant concept if important points are missing, vague or incorrect; look at the issue from another angle or perspective; add pertinent information; ask a question that forces your classmates to think more in depth on the topic. I am not mandating a word count or specific length to your initial posts or responses as I find that students get more focused on the number of words than what they are actually saying, so please take this seriously and engage with your classmates so that minimums/word counts/rubrics do not have to be adopted.

Introductions/Getting to Know Your Peers Discussion (15 points – 2% of final grade)

During the first week of the quarter, I have provided some prompts to aid us in building community in the class and getting to know one another. Similar to the Your Turn Group Discussion Boards, you will be required to post an initial post and respond to two of your classmates.

5. Quizzes: (140/600 points; 28 points each – 23% 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 the concepts discussed. There is a time limit on each quiz (generally 35 minutes). 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.

My Recommendations for Studying for Quizzes:

- Questions will be application-based (meaning, “the answer” is not going to be found in your textbook). I am not testing your memorization skills; instead, questions will assess 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 quizzes, 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.

Calendar

Week One:

Tuesday, July 6th: Start of the quarter

- Log onto the course site, play around, get a feel for the class

Wednesday, July 7th by 11:59 pm:

- Post your Introduction Discussion Board to your classmates (7.5 points)
- Submit initial post for Your Take Group Discussion Board #1 (7.5 points)

Friday, July 9th by 11:59 pm:

- Introduction Discussion Board Replies to Classmates due (7.5 points)
- Your Take Group Discussion Board #1 replies due (7.5 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, July 12th by 11:59 pm:

- Watch lecture on Individualistic vs. Sociological explanations
- Submit notes on Individualistic vs. Sociological explanations (10 points)
- Submit Doing Sociology assignment #1 (10 points)

Wednesday, July 14^h by 11:59 pm:

- Watch 3 clips - *Stanford Prison Experiment*, *Stanley Milgrim Shock Experiment*, and *What Would You Do* - submit answers to the questions provided (15 points)
- Watch lecture on Building Blocks of a Society
- Submit notes on Building Blocks of a Society (10 points)



Friday, July 16th by 11:59 pm:

- Read Chapter 2 – take notes while you are reading the chapter
- Submit your notes on Chapter 2 (15 points)
- Watch lecture on Conflict Perspective vs. Structural Functionalism
- Submit notes on Conflict vs. Functionalism (10 points)



Week Three:

Monday, July 19th by 11:59 pm:

- Submit Doing Sociology assignment #2 (10 points)
- Take Quiz #1 on Chapters 1 and 2 (5 multiple choice; 3 short answer – 35 minutes) – 28 points

Wednesday, July 21st by 11:59 pm:

- Watch *Is It a Boy or Girl* video (53 min) and submit responses to the film (15 points)
- Read Chapter 3 - **Only read pp. 46-64 (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)

Friday, July 23rd by 11:59 pm:

- Submit initial post for Your Take Group Discussion Board #2 (7.5 points)
- Watch *Danger of a Single Story* video (19 minutes) and submit answers to the questions provided (10 points)
- Read Chapter 4 - take notes while you are reading the chapter
- Submit your notes on Chapter 4 (15 points)



Week Four:

Monday, July 26th by 11:59 pm:

- Your Take Group Discussion Board #2 replies due (7.5 points)
- Submit Doing Sociology assignment #3 (10 points)
- Submit initial post for Your Take Group Discussion Board #3 (7.5 points)

Wednesday, July 28th by 11:59 pm:

- Your Take Group Discussion Board #3 replies due (7.5 points)
- Take Quiz #2 on Chapters 3 and 4 (5 multiple choice; 3 short answer – 35 minutes) – 28 points

Friday, July 30th by 11:59 pm:

- Submit initial post for Your Take Group Discussion Board #4 (7.5 points)
- Watch *People Like Us* clips (15 min) and submit answers to questions (10 points)
- Submit Doing Sociology assignment #4 (10 points)



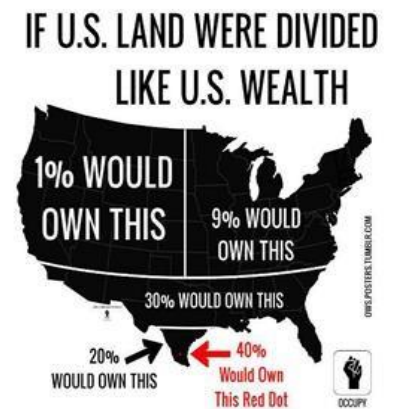
Week Five:

Monday, August 2nd by 11:59 pm:

- Your Take Group Discussion Board #4 replies due (7.5 points)
- Read Chapter 10 – take notes while you are reading the chapter
- Submit your Chapter 10 notes (15 points)
- Submit Doing Sociology assignment #5 (10 points)

Wednesday, August 4th by 11:59 pm:

- Watch online lecture on growing economic inequality (22 min) and take notes
- Submit your notes on Economic Inequality lecture (10 points)
- Watch *Tammy's Story* video clips (18 min) and submit answers to the questions provided (10 points)
- Take Quiz #3 on Chapter 10 (5 multiple choice; 3 short answer – 35 minutes) – 28 points



Friday, August 6th by 11:59 pm:

- Submit initial post for Your Take assignment Discussion Board #5 (7.5 points)
- Submit Doing Sociology assignment #6 (10 points)
- Read Prejudice, Discrimination vs Racism handouts and submit answers to the questions provided (15 points)



Week Six:

Monday, August 9th by 11:59 pm:

- Your Take Discussion Board #5 replies due (7.5 points)
- Read Chapter 11 – take notes while you are reading the chapter
- Submit your notes on Chapter 11 (15 points)
- Watch “How to Deconstruct Racism One Headline at a Time” video clip (17 min) and submit answers to the questions provided (10 points)

Wednesday, August 11th by 11:59 pm:

- Watch online lecture on Racial stratification - *History 101* (29 min) and take notes
- Submit your notes on History 101 (10 points)
- Submit Doing Sociology assignment #7 (10 points)
- Take Quiz #4 on Chapter 11 (5 multiple choice; 3 short answer- 35 minutes) – 28 points



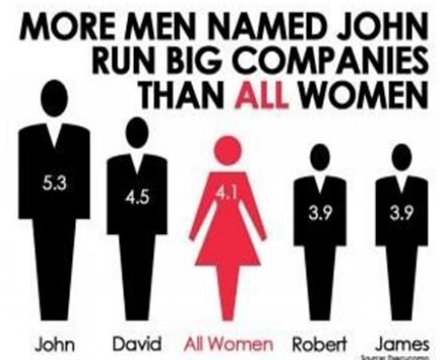
Friday, August 13th by 11:59 pm:

- Watch *The Man Box* video clips and submit answers to the questions (10 points)
- Submit initial post for Your Take Discussion Board #6 (7.5 points)
- Read Chapter 12 – take notes while you are reading the chapter
- Submit your notes on Chapter 12 (15 points)

Week Seven:

Monday, August 16th by 11:59 pm:

- Your Take Discussion Board #6 replies due (7.5 points)
- Submit initial post for Your Take Discussion Board #7 (7.5 points)
- Watch online lecture on Gender & Economic Inequality (10 min) and take notes
- Submit your notes on Gender & Economic Inequality (10 points)



Wednesday, August 18th by 11:59 pm:

- Submit Doing Sociology assignment #8 (10 points)
- Take Quiz #5 on Chapter 12 (5 multiple choice; 3 short answer- 35 minutes) – 28 points
- Your Take Discussion Board #7 replies due (7.5 points)

