SOCIOMETRY 100 - WI

WI - SURVEY OF GENERAL SOCIOLOGY (3 credits)
CRN: 60195

MW 3:00 – 4:25 pm
Palanakila 225
Spring 2009

INSTRUCTOR
Kathleen M. French

OFFICE
Na’auao 123

OFFICE HOURS
TTH 12:30 – 2:00 pm in office,
MW after 4:25 pm in Palanakila 225, and by appointment

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WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course is an introduction to the scientific discipline of sociology. It will focus on key concepts, main theoretical perspectives, and research findings used by sociologists to explain the social world and social interaction. The course examines the fundamental components and institutions that make up the structure of human societies as well as the basic processes and direction of social change. Class discussions, writing, group work, films, and lectures will be the primary methods of instruction. (WCC: WI, DS)

Prerequisite: Credit for English 100

STUDENT LEARNING OUTCOMES

Upon successful completion of Sociology 100, students should be able to:

- Summarize and distinguish the three main theoretical perspectives in sociology.
- Analyze and apply specific sociological theories and perspectives to human behavior and social issues.
- Explain and evaluate how society and culture affect our beliefs, values, behavior, and thinking patterns.
- Express and communicate ideas and opinions clearly in writing.
*Read this document in its entirety. All of the information about the course learning outcomes, requirements, and due dates are contained in this document, and you are responsible to know what is covered here.*

**WRITING INTENSIVE (WI) COURSES**  
**(FROM THE 2008-2009 WCC COURSE CATALOG):**

Writing Intensive (WI) Courses are part of a University of Hawai‘i system wide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WT”…learn to understand course content through writing and to write in ways appropriate to that discipline. English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree…

**The Hallmarks of a Writing Intensive Course are:**

1) Writing promotes learning of course content  
2) Writing is considered to be a process in which multiple drafts are encouraged  
3) Writing contributes significantly to each student’s course grade  
4) Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers  
5) To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students

**REQUIRED READING**

*Sociology in Our Times: the Essentials, 6th edition,* by Diana Kendall

**COURSE GRADING**

**Participation**

Part of the educational experience involves being present and participating in class discussions and group work. Because this is a Writing Intensive course, we will also be doing a lot of informal writing during class. Students who come to class will therefore receive 3 points/day for participating in class (100 points, 10% of the course grade).

- If you are absent, it is your responsibility to get the notes from another student (and not from the instructor), as you are responsible for all material covered during class as well as in the text.  
- Students do not need to call me or let me know when they will be absent. Participation points are based on whether students are physically in class for that particular day; points are not based on whether students have a valid excuse for missing class. Participation can only happen when you are present.  
- In order to get the participation points for that day, students must:  
  - Be in their desks when class begins.  
  - Stay the entire class period.  
  - Participate in class lectures, discussions, and group work.
- Follow all rules outlined in the student conduct code.
- No talking with others, texting, working on other material, surfing the internet, or sleeping during class time. All of these behaviors distract from the learning environment. Please show respect and consideration for all.
- **No cell phones or pagers during class**: Like the above behaviors, cell phones and pagers distract from the learning environment of others. To show consideration for everyone in the classroom, please turn cell phones and pagers off before entering the classroom.

**Vignettes**

Vignettes are 3 page papers that apply a sociological concept and a perspective to a particular experience. The first portion should describe one of the following:

◊ something that you have experienced
◊ something that someone you know has experienced
◊ something that you have observed in the community or elsewhere, or
◊ an experience that you make-up, like a fictional story

The paper needs to reflect a **sociological concept from one of the current chapters** (see the class schedule on the back of this syllabus). Any **bolded concept** that has a **definition in the text** (as opposed to headings of sections) needs to be used. In order to help you focus, please choose only one concept.

The **first step** of this writing assignment will be to find a specific concept from one of the current chapters. Do not begin with an experience and then hope to find a concept that matches; it is difficult to do it that way, and you will probably waste a lot of time. Look through the current chapters first and find a concept’s definition to which you can relate, something that grabs your attention. **Suggestion**: do not choose the first concept’s definition that looks interesting; look through all of the available chapters first before deciding.

There are **two parts of the paper**:

**Part One**: Begin the paper by first naming the concept and providing the text’s definition of that concept. Then describe an experience that reflects that concept. Here, the reader should be able to guess your concept just by reading about the experience, as the description of the experience needs to reflect each aspect of the concept’s definition. As you write part one, you will continuously be referring back to that definition to be sure that the experience is reflecting each part of that definition. **Note**: Vignettes need to *show* the concept’s definition throughout *everything* written in part one. This first part should be roughly one to two pages in length.

**Part Two**: The second part of the paper needs to apply one sociological perspective to the specific experience shown in part one as a way of trying to explain why it happened, etc. There are various ways to go about doing this. First, a general sociological perspective attempts to explain human behavior mainly as a product of *environmental influences*, like culture, historical time-period, and/or family upbringing; students may choose to apply this general sociological perspective to the example shown in part one in order to explain the experience. Beyond this general sociological perspective, sociologists differ in how they view society and human behavior. For example, there are three main theoretical perspectives in sociology - Functionalist, Conflict, and Symbolic Interactionist perspectives. Thus, students could apply a Functionalist perspective, or a Conflict perspective, or a Symbolic Interactionist perspective to their experience.
There are also many sub-theories/perspectives that fall under the three main theoretical perspectives that students could use. For example, the Looking-Glass Self is a theory that is used by some Symbolic Interactionists to explain how a person develops their self-concept. This particular theory is part of the Symbolic Interactionist perspective, and students could choose to use this as their sociological perspective in part two (if the concept shown in part one is ‘self-concept’). Our textbook is a great resource to use for this part of the paper, so be sure to read our text’s description of the various sociological perspectives, and apply one of the perspectives to your experience; we will also discuss the various perspectives in class. Your instructor is also a good resource here, so please feel comfortable in asking for help. This part should be roughly one to two pages in length.

Note: For part two, the vignette needs to first summarize the sociological perspective, and then apply those ideas to the example shown in part one; explaining the perspective first will also help you to apply the specific ideas to your experience. In addition, it is not enough merely to summarize the perspective. Students need to then apply the perspective to the specific example that was shown in part one.

- If the paper is less than three pages in length (using double-spaced, 1-inch margins, Times New Roman size 12 font), it is likely that something is missing in the paper.
- Use the rubric provided in this syllabus when writing the paper; it’s what I use to grade the papers.

### Submitting Instructions for All Drafts and Papers

- **All drafts and papers must be electronically submitted to Laulima** ([https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal))
- Please see [http://windward.hawaii.edu/Technology/Laulima.html](http://windward.hawaii.edu/Technology/Laulima.html) for help with logging in to Laulima, getting files from Laulima, and submitting papers to Laulima. Our Reference Librarians here on campus can also be of great help if you have any questions about Laulima, so please feel comfortable using the resources available to you.
- **Drafts:** Students will submit the paper, and then have the opportunity to respond to the feedback and rewrite the paper, where the points for both papers will be averaged for the final paper’s grade. If you choose not to rewrite the paper, the score you receive on the first draft will be the final score.
- **Due dates for Papers:** Papers must be submitted by 11:55 pm on the due dates indicated on the back of this syllabus to avoid penalty. **Late papers receive an automatic 50 percent reduction in grade.**
- Students are encouraged to submit their papers early.

- There are 4 vignettes assigned, with opportunities to rewrite all four of them.
- Vignettes are worth 40% of the final grade (400 pts – each vignette is worth 100 pts).

### Exams

- **First Exam:** The first exam will consist of multiple-choice and possibly some essay questions, composing 25% of the final grade (250 pts).
- **Last Exam:** The last exam will focus on the second half of the course. This exam will consist of multiple-choice and possibly some essay questions, and is worth 25% of the final grade (250 pts).

<table>
<thead>
<tr>
<th>Grade</th>
<th>First Exam</th>
<th>Last Exam</th>
<th>Vignettes (4)</th>
<th>Participation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 100% - 90.0% (900-1000 pts)</td>
<td>25%</td>
<td>25%</td>
<td>40%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>B = 89.9% - 80.0% (800-899 pts)</td>
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<tr>
<td>C = 79.9% - 70.0% (700-799 pts)</td>
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<tr>
<td>D = 69.9% - 60.0% (600-699 pts)</td>
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<tr>
<td>F = 59.9% - 0% (599 pts and below)</td>
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MISSED EXAMS

- **BOTH EXAMS**: Students who miss either examination will receive a zero for that exam. If the exam was missed due to illness or emergency, the student must contact the instructor before the examination, and submit satisfactory evidence that the regularly scheduled examination was missed for a reason that the instructor considers valid. Excuses that cannot be verified by the instructor will not be considered valid reasons for missing the examination.
- If you contact the instructor after the exam about having missed the exam, you will receive a zero for the exam. No exceptions.
- **LAST EXAM**: The Last (Final) Examination will only be given during the scheduled time, so mark your calendars and plan accordingly. Final exams are not given early, and are not set at the convenience of each individual student. If you foresee that you will not be able to take the final exam during the scheduled time, please arrange to take a different course. If something comes up at the end of the term that interferes with you taking the final exam during the scheduled time, either take the final exam during the scheduled time or receive a zero for the exam. No exceptions.

ACADEMIC DISHONESTY, CHEATING, AND PLAGIARISM

**Academic Dishonesty**
Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and expulsion from the University.

**Cheating**
Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

**Plagiarism**
Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved…

WCC DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ’Akoakoa 213 for more information.
### Sociometry 100: Rubric for Vignettes (100 points each)

<table>
<thead>
<tr>
<th>PART ONE: REFLECTING THE CONCEPT</th>
<th>23 pts and below</th>
<th>24-27 pts</th>
<th>28-31 pts</th>
<th>32-35 pts</th>
<th>36-40 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>definition provided may not be from the text; example may not reflect the concept’s definition; the example is likely brief; overall, may give too much background information without focusing on the reflection</td>
<td>provides the text’s definition of the concept; may not accurately reflect the specific definition; an example is there but it’s likely brief</td>
<td>provides the text’s definition of the concept; generally reflects the concept’s definition, but certain parts of the definition may not be reflected in the experience shown. Overall, the example is likely accurate but brief</td>
<td>provides the text’s definition of the concept; accurately and somewhat thoroughly reflects each part of the concept’s definition</td>
<td>provides the text’s definition of the concept; accurately and thoroughly reflects each part of the concept’s definition</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO: APPLYING THE PERSPECTIVE</th>
<th>29 pts and below</th>
<th>30-34 pts</th>
<th>35-39 pts</th>
<th>40-44 pts</th>
<th>45-50 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>the summary of the sociological perspective may be missing; the perspective may only be applied to the general concept and not to the actual experience shown in part one; there is likely no discussion</td>
<td>the summary of the sociological perspective may be too brief; applies the perspective to the concept shown in part one; the perspective may only be applied to the general concept and not to the actual experience shown in part one; discussion may be missing</td>
<td>accurately summarizes the sociological perspective; accurately applies the perspective to the concept shown in part one; the perspective may only be applied to the general concept and not the actual experience; the discussion may be brief</td>
<td>accurately summarizes the sociological perspective; accurately applies the perspective to the specific example shown in part one; displays a good understanding of the perspective in its application and discussion</td>
<td>accurately and thoroughly summarizes the sociological perspective; accurately and thoroughly applies the perspective to the specific example shown in part one; displays a keen understanding of the perspective in its application and discussion</td>
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</table>

<table>
<thead>
<tr>
<th>WRITING AND SYNTAX</th>
<th>3 pts and below</th>
<th>4-5 pts</th>
<th>6-7 pts</th>
<th>8-9 pts</th>
<th>10 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing quality makes the point unclear (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, poor organization, and/or difficult to understand)</td>
<td>writing quality significantly interferes with clarity of answer (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, poor organization, and/or difficult to understand)</td>
<td>some significant writing errors (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, poor organization, and/or difficult to understand)</td>
<td>minor writing errors (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, poor organization, and/or difficult to understand)</td>
<td>no writing errors (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, poor organization, and/or difficult to understand)</td>
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</tr>
</tbody>
</table>
# Class Schedule

**Sociology 100 - WI – Spring 2009**  
MW 3:00-4:25 pm, CRN: 60195

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>01/26</td>
<td>The Sociological Imagination</td>
<td>Kendall, Chapter 1, pages 2-37</td>
</tr>
<tr>
<td>Wed</td>
<td>01/28</td>
<td>Syllabus / Submitting to LAULIMA / Vignettes</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>02/02</td>
<td>Applying the Perspectives</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>02/04</td>
<td>The Research Process</td>
<td>Kendall, Chapter 1, pages 2-37</td>
</tr>
</tbody>
</table>
| Mon | 02/09 | Culture | Kendall, Chapter 2, pages 38-69  
Film: *Sound and Fury* |
| Wed | 02/11 | Culture | Kendall, Chapter 2, pages 38-69 |
| Mon | 02/16 | President's Day Holiday |  |
| Wed | 02/18 | Culture | Kendall, Chapter 2, pages 38-69  
Vignette 1 Due (from chapter 1 or 2) |
| Mon | 02/23 | Socialization | Kendall, Chapter 3, pages 70-99  
Film: *Secrets of a Wild Child* |
| Wed | 02/25 | Socialization | Kendall, Chapter 3, pages 70-99 |
| Mon | 03/02 | Social Structure and Interaction | Kendall, Chapter 4, pages 100-131 |
| Wed | 03/04 | Social Structure and Interaction | Kendall, Chapter 4, pages 100-131  
Optional Rewrite for Vignette #1 Due |
| Mon | 03/09 | Deviance and Crime | Kendall, Chapter 6, pages 158-191 |
| Wed | 03/11 | Deviance and Crime | Kendall, Chapter 6, pages 158-191 |
| Mon | 03/16 | First Exam |  |
| Wed | 03/18 | Social Class in the USA | Kendall, Chapter 7, pages 192-225  
Film: *People Like Us: Social Class in America*  
Vignette 2 Due (from chapter 3, 4 or 6) |
| Mon | 03/30 | Social Class in the USA | Kendall, Chapter 7, pages 192-225 |
| Wed | 04/01 | Race and Ethnicity | Kendall, Chapter 9, pages 252-285  
Optional Rewrite for Vignette #2 Due |
| Mon | 04/06 | Race and Ethnicity | Kendall, Chapter 9, pages 252-285  
Film: *Race: The Power of an Illusion* |
| Wed | 04/08 | Sex and Gender | Kendall, Chapter 10, pages 286-315 |
| Mon | 04/13 | Sex and Gender | Kendall, Chapter 10, pages 286-315 |
| Wed | 04/15 | Sex and Gender | Kendall, Chapter 10, pages 286-315  
Film: *Juggling Gender*  
Vignette 3 Due (from chapter 7, 9, or 10) |
| Mon | 04/20 | Families and Relationships | Kendall, Chapter 11, pages 316-345 |
| Wed | 04/22 | Education | Kendall, Chapter 12, pages 346-365 |
| Mon | 04/27 | Religion | Kendall, Chapter 12, pages 365-377  
Optional Rewrite for Vignette #3 Due |
| Wed | 04/29 | Social Movements and Social Change | Kendall, Chapter 16, pages 478-505  
Vignette 4 Due (from chapter 11, 12, or 16) |
| Mon | 05/04 | Social Movements and Social Change | Kendall, Chapter 16, pages 478-505  
Film: *Scout’s Honor* |
| Wed | 05/06 | Last Day of Class: Review Day |  
Optional Rewrite for Vignette #4 Due  
Last Day to Submit Late Papers |
| Wed | 05/18 | Last Exam: Wednesday May 18th at 2:30 PM |  
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