

Miyazaki International College  
Course Syllabus  
(Fall 2018)

Course Title ( Credits )	SSC 105: Introduction to Sociology (3 Credits)
Course Designation for TC	N/A
Content Teacher	
Instructor	Prof. Erik Bond
E-mail address	<a href="mailto:ebond@sky.miyazaki-mic.ac.jp">ebond@sky.miyazaki-mic.ac.jp</a>
Office/Ext	MIC 1-211/ ext. 3719
Office hours	T/Th 10:35-12:05
Language Teacher	
Instructor	Stephanie Lim
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Office/Ext	MIC 1-403/ ext. 3729
Office hours	T 13:00-14:30; Th 13:00-14:30, 16:15-17:15

Course Description:
<p>Introduces the principal concepts underlying sociological imagination and perspectives and the different approaches and frameworks through which these concepts are employed.</p> <p>In this course, we will explore the discipline of sociology as a set of tools for observing humans, their cultures, and their societies. We will focus on treating these subjects as targets of scientific inquiry. We will learn to form empirical questions about our subjects, as well as how to reach logically sound conclusions. We will give special time and attention to the ways that culture, socialization, and social statuses/identities shape people's lives individually and collectively.</p> <p>The class format will consist of structured lectures and active learning strategies such as group activities, media viewing, and participatory games. Deliverables in this course will include in-class worksheets, homework assignments, unit quizzes, and occasional presentations. As an introductory course, the course structure will emphasize the skills needed to think and engage as competent, university-level students, and enthusiastic participation will be of highest importance.</p>
Course Objectives:
<p>By the end of this course, students will be able to identify, distinguish between, and discuss key sociological topics in English, especially in core areas of economic class, gender, sexuality, race, and marginalized statuses. They will be able to demonstrate these abilities by...</p> <ul style="list-style-type: none"> <li>• defining the core elements of those topics.</li> <li>• discussing those topics verbally and in writing at an introductory level.</li> <li>• discussing relevant examples of those topics in their society and lived experiences.</li> </ul>

Course Schedule		
Day	Topic	Content/Activities
1	Introduction, Syllabus, The Sociological Imagination, and Identifying Truth	Introductions, Class information, Syllabus
2		Making the familiar strange activity
3		Authority of Information vignette activity
4		Biography and History activity
5	What is Sociology? What is Society?, What is Culture?, and the process of Socialization	Origins of Sociology discussion
6		The components of culture
7		How are people socialized?
8		Social norms activities
9		Taboos and the Offensive, Bizarre practices,
10	Definitions of Sex and gender, How is gender constructed? Understanding sexuality in society and media	What is sex? How does it differ from gender?
11		Popular conceptions of sex and gender?
12		Sex and Gender in Media activity
13		Defining gender, Gender in other cultures,
14		What is sexuality? Categories of orientation.
15		Media Representation.
16	Working Period Midterm	Work on sex & gender project
17		Project presentations
18	What is race? How is it different from ethnicity? Racial Discrimination	What is race? What is ethnicity?
19		Race in media activity
20		What happens when they clash?
21	Marginalization and Disability	Guest Speaker
22		Why is disability marginalized?
23	Marginalized Statuses reflection project	Benefits of diversity (working period)
24		Presentation of work
25	Privilege, disadvantage, and intersectionality Reinforcing and attenuating disadvantage	What is privilege?
26		What is intersectionality?
27		How do privileges and disadvantages reinforce each other?
28		
29	Review and Final preparation	Semester review
30		Working period for final project
	Final Exam	

Required Materials:

Pen/pencil, paper, **tablet\*\*\***, binder, access to Moodle, and assigned readings.

**\*\*\*Important Note\*\*\*:**

- It is *extremely important* that you bring a tablet or laptop to *every class*.
- This class will use mobile devices often, including to type assignments.
- Each class period will begin with a writing prompt that you must answer on Moodle
- If you do not have a device that is charged, with internet access, and allows you to type, you may be unable to complete some assignments, affecting your grade.

If you do not have access to a tablet, please talk to me in the first week of class to find a solution.

Course Policies (Attendance, etc.)

Students are expected to attend all classes. Students are allowed a **maximum of 5 absences**, excused or unexcused. After the fifth absence, I will ask you to withdraw from the course because you have missed too much material to pass. In rare cases, you may ask to consider alternative plans, but there must be evidence of extreme circumstances, and even then it is possible you may have to withdraw. In general, coming to class more than 15 minutes late counts as an absence.

You should plan to attend ALL class meetings and complete ALL readings and assignments by the due date given. I will not accept late assignments, quizzes, and exams except in cases of extraordinary excused absences. I will evaluate exceptions on a case by case basis. When you must miss class, you should be sure to check Moodle for new assignments. If you are aware ahead of an upcoming assignment due date that you will be absent, you should submit the assignment early, either in person or by email.

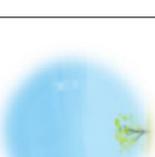
I will not tolerate academic dishonesty (i.e., plagiarism, cheating, etc.) in this course. Anyone caught cheating or plagiarizing will receive an F in the course. Please see the College Bulletin for a description of college expectations and for actions considered unacceptable with reasonable cause.

If you have any difficulties in this course, including learning disabilities, physical or mental disabilities, stress or anxiety, or other personal problems, please seek help.

- I am happy to help you. Please talk to me in class or office hours, so I can support you.
- There are also counseling services available. Please see Masashi Toyama in the General Affairs Office for more information.

I retain the right to alter the course schedule as necessary. Students will be given adequate notice of these changes.

Class Preparation and Review	
Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.	
Grades and Grading Standards	
You will be evaluated upon your performance in (1) Participation & Homework, (2) Quizzes, (3) a Midterm, (4), and (5) a Final Exam.	
<b>(1) Participation &amp; Homework</b>	<b>20%</b>
Good participation means that you show you are actively involved in class by speaking in English with your classmates, asking for help, answering questions, and making notes from the whiteboard. You will also be graded on how well you complete classwork. This could be reading a text in class, discussing or summarizing a text with classmates, dictionary skills, or vocabulary work.	
<b>(2) Quizzes</b>	<b>20%</b>
There will be 4 unit quizzes each for 5%.	
<b>(3) Midterm</b>	<b>20%</b>
The midterm evaluation will be based on a poster presentation.	
<b>(4) Presentation</b>	<b>20%</b>
There will be a poster presentation before the new year break.	
<b>(5) Final</b>	<b>20%</b>
The final exam will cover all of the skills that you learn during the semester.	
<b>Total</b>	<b>100%</b>
Methods of Feedback:	
Feedback will be provided verbally in class and during office meetings, informally via email, through marks on students' assignments, grades, and (where necessary) in formal writing.	
Diploma Policy Objectives:	
Work completed in this course helps students achieve the following Diploma Policy objective(s): DP1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) DP2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations DP3. The ability to identify and solve problems DP4. Advanced communicative proficiency in English DP5. Proficiency in the use of information technology	
Notes:	

<p>文部科学省から採択された 大学教育再生加速プログラム</p> 	<p>Ability to Identify &amp; Solve Problems</p> <p>Information Gathering</p> <p>Assessment of Credibility</p>		<p>Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</p>		<p>Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.</p>		<p>Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships</p>		<p>Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis</p>	<p>No Attempt</p> 		
											<p>Public Speaking</p>	<p>Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and stress grammar can often make responses and explanations unclear to a listener and must be interpreted.</p>
											<p>Social Skills</p>	<p>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</p>
<p>Advanced Communication Proficiency</p>	<p>Professional Skills</p>	<p>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</p>	<p>Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.</p>	<p>Insufficient effort or evidence of achievement</p>								
	<p>Global Perspectives</p>	<p>Fully engaged in current events and shows an understanding of social inequalities and cultural differences.</p>	<p>Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.</p>									
	<p>Cultural Relevancy</p>	<p>Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Adequate English ability; must reference dictionary often</p>									
<p>English Language Ability</p>	<p>Awareness of Current Events &amp; Global Issues</p>	<p>Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions</p>								
	<p>Reading</p>	<p>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</p>	<p>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</p>	<p>Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions</p>								
	<p>Writing</p>	<p>Oral Communication</p>	<p>Reading</p>	<p>Writing</p>								
<p>Japanese Language Ability</p>	<p>Reading</p>	<p>Oral Communication</p>	<p>Writing</p>	<p>Oral Communication</p>								