Miyazaki International College

Course Syllabus

(Fall 2020)

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| 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 | ebond@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-212/ ext. 3720 |
| Office hours | T/Th 14:30-16:00 |
| Language Teacher |
| Instructor | Stephanie Lim  |
| E-mail address | slim@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-404 |
| Office hours | W,Th 15:30 – 17:00 |

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| Course Description: |
| Introduces the principal concepts underlying sociological imagination and perspectives and the different approaches and frameworks through which these concepts are employed.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.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. |
| Course Objectives: |
| 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…* defining the core elements of those topics.
* discussing those topics verbally and in writing at an introductory level.
* discussing relevant examples of those topics in their society and lived experiences.
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| Course Schedule |
| Day | Topic | Content/Activities |
| 1 | Introduction, Syllabus, | Introductions, Class information, Syllabus |
| 2 | The Sociological | Making the familiar strange activity |
| 3 | Imagination, and  | Authority of Information vignette activity |
| 4 | Identifying Truth | Biography and History activity |
| 5 | **What is Sociology?** | Origins of Sociology discussion |
| 6 | What is Society?, | The components of culture |
| 7 | What is Culture?, | How are people socialized? |
| 8 | and the process of | Social norms activities |
| 9 | Socialization | Taboos and the Offensive, Bizarre practices, |
| 10 | **Definitions of Sex**  | What is sex? How does it differ from gender? |
| 11 | **and gender,**  | Popular conceptions of sex and gender? |
| 12 | How is gender constructed? | Sex and Gender in Media activity |
| 13 | Understanding sexuality | Defining gender, Gender in other cultures, |
| 14 | in society  | What is sexuality? Categories of orientation. |
| 15 | and media | Media Representation. |
| 16 | Working Period | Work on sex & gender project |
| 17 | Midterm | Project presentations |
| 18 | **What is race?** How is it | What is race? What is ethnicity? |
| 19 | different from ethnicity? | Race in media activity |
| 20 | Racial Discrimination | What happens when they clash? |
| 21 | **Marginalization** | Introduction to Marginalization |
| 22 | **and Disability** | Why is disability marginalized? |
| 23 | Marginalized Statuses | Benefits of diversity (working period) |
| 24 | reflection project | Presentation of work |
| 25 | **Privilege, Disadvantage,** | What is privilege? |
| 26 | **and Intersectionality** | What is intersectionality? |
| 27 | Reinforcing and | How do privileges and disadvantages |
| 28 | attenuating disadvantage | reinforce each other? |
| 29 | Review and | Semester review |
| 30 | Final preparation | Working period for final project |
|  | Final Exam |  |
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| 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.
* **Most class periods will begin with a writing prompt to 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 4 unexcused absences**. After the fifth absence, we 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. Coming to class **more than 5 minutes after it starts** counts as a **late**, and **2 lates count as 1 absence.** Coming to class **more than 15 minutes late** also counts as 1 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.  1. **Participation & Homework 20%**

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.1. **Quizzes 20%**

There will be 4 unit quizzes each for 5%.1. **Midterm 20%**

The midterm evaluation will be based on a poster presentation.1. **Presentation 20%**

There will be a poster presentation before the new year break.1. **Final 20%**

The final exam will cover all of the skills that you learn during the semester. **Total 100%** |
| 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 nationsDP3. The ability to identify and solve problems DP4. Advanced communicative proficiency in EnglishDP5. Proficiency in the use of information technology |
| Notes: |
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