**Integrating Sustainability across the Curriculum Fall 2013**

**Soc 101 Online**

**Seema Bahl**

1. Statement connecting Sustainability to Sociology

Sustainability is an interesting concept to connect to Introductory Sociology. The following questions will be of particular relevance as we begin the process of connecting these two important fields of academic and practical inquiry: 1) who has the privilege (economic, social, cultural, educational) to engage in sustainability efforts and 2) what populations are not only left out of these conversations, but actually the primary victims of unsustainable global practices (toxic dumping, food deserts, etc)?

1. Teaching Portfolio

Sustainability Outcomes:

* + Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.
	+ Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.
	+ Demonstrate connections between a student’s chosen course of study and sustainability.
	+ Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course.
	+ Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.
	+ Apply practical solutions to real-world sustainability challenges.

Introductory Sociology Outcomes with Sustainability Incorporated

* + Identify and demonstrate an understanding of basic concepts most widely used in sociology today, such as the sociological imagination, social and institutional norms, ethnocentrism and cultural relativism, perspectives on social order and conflict, and/or social stratification;
	+ Describe some of the “classics” in sociology and explain the shift within sociology toward cultural studies;
	+ Critically examine the social landscape in which you live and understand how groups, communities, and institutions impact individual lives;
	+ Identify the ways in which culture and social institutions (such as education, economy, media, family) shape our everyday experiences; and
	+ Explain social constructionism and how life experiences and opportunities differ according to race, class, gender, and sexuality.
	+ **Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.**
	+ **Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.**
	+ **Demonstrate connections between a student’s chosen course of study and sustainability.**
	+ **Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.**

Teaching Strategies

I will incorporate these concepts into my lectures, as well as providing opportunities for online discussions via forum questions and forum activities. I will also incorporate Sustainability questions into my quizzes, where applicable. Finally, I will have the students do a field research project that will utilize the Service Learning principles that we learned about in this workshop.

Assignments and Activities

I have developed two activities related to Sustainability that I will use for assessment:

Activity 1:

Description: In my module on Social Class and Capitalism, I will have the students read the textbook and supplementary readings, and I will most likely also post some video clips.

There is clear evidence that populations clustered in predominantly poor, nonwhite neighborhoods are exposed to more toxic air than the general population. I will point them to this article and will then have them continue to investigate this claim:

http://www.environmentalhealthnews.org/ehs/news/2012/unequal-exposures

Assessment: The assessment of this module will be a forum discussion board and a section on their exam. The forum discussion board will be significantly weighted, since this is such an important topic. I am still thinking about the point values for these discussions. As I mentioned before, poverty and class status complicate sustainability efforts in certain populations. I might have students think about this, and about how close to half of the U.S. population is living as part of the underclass or working poor. Again, how can we ask people that are struggling to put food on the table to 'live sustainably'? Whose responsibility is this, really? This is especially important when we consider the article above.

Course Outcomes:

* + Explain social constructionism and how life experiences and opportunities differ according to race, class, gender, and sexuality.
	+ Critically examine the social landscape in which you live and understand how groups, communities, and institutions impact individual lives;

Sustainability Outcomes:

* + Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.
	+ Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.

Activity 2:

Description: I would add another assignment that would address the Service Learning component of the class, which would be to find diverse cultural groups that are incorporating sustainability into their lives and communities. This could be an investigation into the farmers of color that are part of Seattle Tilth, as I mentioned before, or even the attempt of certain social groups (folks in the queer/trans community, immigrants, women, people of color) to open 'sustainable' retail business, such as sustainable cafes, clothing shops, etc. Where are diverse communities 'going green'? This could be part of their fieldwork assignment.

Assessment: the fieldwork project will be worth 100 points. A paper, probably 3 pages double spaced, will be turned in.

Course Outcome:

* + Critically examine the social landscape in which you live and understand how groups, communities, and institutions impact individual lives;
	+ Explain social constructionism and how life experiences and opportunities differ according to race, class, gender, and sexuality.

Sustainability Outcome:

* + Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.
	+ Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.
1. Syllabus

**Sociology 101**

Instructor: Seema Bahl

Winter 2014

Online Course

**Email:** seema.bahl@bellevuecollege.edu

**Office hours:**Via Skype (Soc205) or phone. In person appointments available upon request

**REQUIRED READING:** David Newman: *Sociology*, 10th ed.

 Various readings, available on our Soc 101 course page on Canvas

**REQUIRED VIDEO CLIPS:** Available as links under the appropriate Canvas module

**THE COURSE:**

What makes you, you? Are you free to choose your own destiny, or does society determine your path? Explore how our different identities impact our everyday lived experiences and develop useful ways to think about the world around you. Themes include power dynamics, culture, identities, deviance, stereotyping, and/or the social construction of knowledge.

***Sociology*** is the scientific study of social groups and human behavior. A key concept in sociology that drives sociologists’ work is what C. Wright Mills termed “the ***sociological imagination,”*** or theunderstanding of the relationship between individuals and the wider society. We will look at various aspects of society, including socialization, social interaction, culture and media, race, class, gender, and sexuality. Within each subcategory of sociology, we will look at the importance of thinking like an ‘objective researcher’ or an ‘impartial outsider’ when analyzing and investigating these issues.

**Sustainability and Sociology**

**Sustainability can be a critical concept in Sociology when thinking about privilege, power, and access: who has them and who doesn't? A "BIG" question regarding Sustainability as it relates to social systems and hierarchies is this: how does sustainability interact with environmental privilege and oppression (environmental racism, classism, global dominance, etc)? Who benefits from sustainable living (recycling, green living, organic foods, buying local) and who is 'priced out' of this framework?**

**COURSE OBJECTIVES:**

The aim of this course is to foster a passion for the field of sociology in you! Sociology is relevant for every person, every day. This includes minute interactions that you may have with your peers to larger, ‘macro’ issues that impact the world such as natural disasters, the global economy, and national politics.

This course will help you:

* understand how sociology uses research methods and theories to provide possible explanations for social life
* understand how social institutions are interdependent as part of larger social structure
* understand how culture is created and maintained through our daily lives, including being able to see how patterns of inequality influence individuals in negative and positive ways
* understand how social forces impact individual choices, and how individual choices feed social forces

**Outcomes:**

* + Identify and demonstrate an understanding of basic concepts most widely used in sociology today, such as the sociological imagination, social and institutional norms, ethnocentrism and cultural relativism, perspectives on social order and conflict, and/or social stratification;
	+ Describe some of the “classics” in sociology and explain the shift within sociology toward cultural studies;
	+ Critically examine the social landscape in which you live and understand how groups, communities, and institutions impact individual lives;
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	+ **Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.**
	+ **Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.**
	+ **Demonstrate connections between a student’s chosen course of study and sustainability.**
	+ **Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.**

*Disability*

*If you need course adaptations or special accommodations because of a disability, and/or if you have emergency medical information, please contact me. Please let me know as soon as possible so that appropriate accommodations can be made. The Disability Resource Center may be contacted at: (425) 564-2498 (phone), (425) 440-2025 (video phone) or TTY: (425) 564-4110.*

*Diversity*

*While this course is conducted on the Internet, we are still committed to establishing a community of learners, readers and writers. Respect for the diversity of perspectives, histories, experiences and identities that exist in any community is crucial for the productive functioning of the course.*

**Cheating:** Do not plagiarize!! Do not use other people’s ideas, interpretations and language without proper citation. Scholastic dishonesty includes having others do work for you, doing work for others, and plagiarism, and can lead to failure of the assignment or course. Please obtain help from the Writing Center or the Tutoring and Help Center. Please contact me with any questions.

**Note: I will not accept any work after the last official day of the course.**

**CLASS REQUIREMENTS:**

 Assignments and Grading:

6 Forum discussions @ 30 points [due Fridays, response due the next Monday] 180 points

Quizzes (2 @ 150 points) [February 24th and March 24th] 300 points

2 Module Response Papers (50 points each) 100 points

Learning Outcomes, Respect, and Cordiality 20 points

 Total **600 points**

A=510 and above

B=450 and above

C=360 and above

D=280 and above

F= below 280

**Please print out this syllabus and the class calendar and refer to them often.**

You will turn in your assignments each week. Look under the ‘Modules’ tab in Canvas to find the appropriate assignment for that ‘Module’ of the week we are in and turn in your Forum Answer Sheet and Peer Response or your Module Response Paper to the discussion or assignment drop box for that module. Refer to your class calendar to confirm due dates!

**Readings and Multimedia Clips:** Each week has assigned readings and multimedia clips. These can be found in your course textbook and in Canvas (all video links and supplementary readings are located under the appropriate ‘Module’ for that week). Again, refer to your course calendar if you are confused about which module you are responsible for at the current time. Give yourself enough time to do the readings (at least once, if not twice) so that you can answer the forum questions carefully. Do NOT wait until the last day or two to complete the readings and address the forum questions, which are lengthy!

**Forums:** You are required to respond to forum questions each week (except for Week 7 and Week 8, when you will have papers due). Forums are due on Fridays of each week, and peer responses are due the following Monday. Please keep in mind that this is a very large part of your grade, and it is imperative that you complete the readings/video clips (found in the Newman textbook or in Canvas under the appropriate module) on time and respond to the questions in a timely manner. In terms of length, you will have to provide thoughtful, substantial responses that are based upon your familiarity with the readings and your own critical reflection. This would mean at least a few sentences, if not a whole paragraph, per question. You must answer each part of the question for full credit! Do not ‘blow off’ these responses! I will be carefully reading everyone’s submissions. You will also respond to one of your peer’s forum posts, focusing on his or her opinion-based answers. **See the Forum Assignment Guidelines, found on the home page of our course website on Canvas.**

**COURSE SCHEDULE**

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| **Schedule** | **Readings and Multimedia** | **What is due** |
| ***Week 1*:**  **What is Sociology?** | Newman, Ch 1 and 2Additional material in Canvas | **Friday: Forum 1****Monday: Peer Response** |
| ***Week 2:*****Social Research and Social Constructionism** | Newman, Ch 3 Additional material in Canvas | **Friday: Forum 2****Monday: Peer Response** |
| ***Week 3*****Socialization and Social** **Interaction** | Newman, Chapters 5 and 6: Additional material in Canvas | **Friday: Forum 3****Monday: Peer Response** |
| ***Week 4*:** **Culture** | Newman, Chapter 4 and review pages 35-39: Additional material in Canvas  | **Friday: Forum 4****Monday: Peer Response** **QUIZ 1** |
| ***Week 5*:** **Deviance**  |  Newman, Chapters 8: Additional material in Canvas | **Friday: Forum 5****Monday: Peer Response** |

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| ***Week 6:*** **Social Class, Stratification and Inequality (Sustainability Incorporated)** | Newman, Chapter 10: Additional material in CanvasSustainability Reading | **Friday: Forum 6****Monday: Peer Response** |
| ***Week 7:*** **Race and Ethnicity** | Newman, Chapter 11: Additional material in Canvas | **Friday: Paper** |

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| ***Week 8:*** **Gender and Sexuality** | Newman, Chapter 12, and review of pages 116-118 AND 145-150): Additional material in Canvas | **Friday: Paper** |
| ***Week 9*:**  | **Course wrap-up and final exam** | **Monday: Final QUIZ****Sustainability-related Service Learning Project Due** |
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