

**INTRODUCTION TO SOCIOLOGY**  
**\COURSE EXPECTATIONS & ACADEMIC SYLLABUS**  
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**Basic Rules and Expectations:**

**We will observe three fundamental rules in this class:**

1. **Students arrive prepared, ready to learn, and will follow start-up norms and daily expectations.**
2. **Students have the right to their own ideas and beliefs and will be allowed to express them in a manner that is respectful of the ideas and beliefs of others.**
3. **Students will use technology, energy, materials, and our time together to meet the academic, social, and civic expectations of BHS**

All school handbook rules, including those associated with the use of personal and school technology, apply at all times. You should read it!

**Introduction:**

My name is Mr. Walsh, your teacher for this course. I have taught at Bedford High School for more than 20 years (1997- present.) I have taught Sociology, US History, Modern American History, and World Civilizations during my time at BHS. I have coached at all three levels of softball at the high school and have also coached high school and youth baseball, youth softball, and youth soccer. Most of the time that I spend outside of school is taken up chauffeuring my children around to their many after school and weekend activities. My main hobby is bass fishing.

**About the Course: Introduction to Sociology**

Introduction to Sociology is a yearlong elective course for junior and seniors intended to give students a broad picture of the discipline of sociology with a specific focus on the effects of developing and applying Sociological Imagination to one's life and worldview. Daily student participation, production, and feedback in class are required and are assessed. Group activity, work, and cooperation are heavily emphasized. Many of the readings in this course are on the college level. Because of the nature of this course, some subject matter can be difficult and/or controversial. We do our best to be aware and respectful of differences in ideology, experiences, and needs, but it still at times can be difficult for individuals. PLEASE see the teacher if this applies to you at any time.

**Things you can expect to be able to do by taking this course:**

- A. Understand what sociological imagination is and to apply it towards understanding one's own choices as well as the choices of individuals and groups in society.
- B. Begin to be able to explain human behavior in terms of abstract sociological theories and concepts.
- C. Explain why people behave the way they do by considering the effects of socialization, culture, and the media.
- D. Analyze the effects of groups on behavior.
- E. Critically examine how social institutions are influenced by & influence individuals & groups.
- F. Evaluate our society's system for maintaining social control and sanctioning deviance.
- G. Explore the effects of stratification and inequalities in our society
- H. Discuss and critically analyze current social issues
- I. Practice skills that help you to think, write, and read actively and critically

**COURSE CONTENT:** This course is an Introduction to Sociology. There is some flexibility in the order of these, but the intended units at this time are as follows:

- I. Introduction to Sociological Thinking
- II. Culture
- III. Socialization and the development of Self
- IV. Deviance, Social Control, and Sanctions
- V. Stratification and Inequality
- VI. Collective Behaviors and Social Movements

<p><b>Grades:</b> The grade a student earns will be based upon the number of points earned for each activity or assignment divided by the sum total of possible points assessed each semester.</p> <ul style="list-style-type: none"> <li>• Classwork/HW/Journal Responses -- these assignments generally are scored between 10 and 30 points depending on length and required effort</li> <li>• Daily Class Participation -- Class participation is scored in multiple ways that range from 5 point “Quickly CP Quizzes” to daily class participation scores, to a cumulative ½ quarter CP grade that counts as a large assessment grade</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/Tests -- Quiz grades range from 10-50 points, while test grades can be scored between 50 and 100 points. Quizzes will usually be announced, but there will be instances where unannounced assessments based on homework or classwork are given. Project grades, and larger group assignments are scored as a quiz or exam grade based on the amount of time and effort needed to complete the task properly.</li> <li>• Larger projects &amp; written assignments. These usually can be completed in several different formats.</li> <li>• Grade posting is required 8 times a year and can be found using the Aspen portal.</li> </ul>	<p><u>Major exams</u></p> <ul style="list-style-type: none"> <li>• Final exam -- All juniors will take a final exam. Seniors can opt out of the final exam if they meet school requirements to do so. It counts as 10% of the overall, yearly grade.</li> </ul>
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**Academic Integrity and Ethical Standards**

Students are expected to abide by ethical standards in preparing and presenting material that demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity. The Academic Integrity Policies are an important part of your academic life. You are responsible for knowing, understanding, and following the BHS Academic Integrity policies. Should any questions arise regarding the policy and your activities, please contact the instructor as soon as possible.

**Parental Consent for subject matter that may contain difficult themes or language**

Over the course of the year, the class will read, watch, and discuss subject matter that has adult themes, situations, and/or language. Every effort is made to preview the material with the students and to offer options if a student feels uncomfortable. While its true that most students today have access to, and are regularly exposed to content and subject matter that is FAR more graphic, provocative, and gratuitous than anything that they will experience in this classroom, I feel that it is important to get it out in the open prior to the start of the year. Feel free to contact me with any feedback, questions, or concerns about this, or any issue.

**COMMUNICATION & INFORMATION:**

- Textbook: Sociology: A Down to Earth Approach 9th Edition - James Henslin
- Website: Google Classroom. Contact me for the link/code
- Email - [dennis\\_walsh@bedfordps.org](mailto:dennis_walsh@bedfordps.org)

*I have read and understand all components of the Academic Syllabus and Course Expectations. My child can participate when mature material is presented.*

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_