

## **Opening Doors Collaboration: English 12 and Sociology 31**

Professors Annie Del Principe (English) and Susan Lachman (Behavioral Sciences) have been linking Eng 12 and Soc 31 for a number of semesters. They have identified the following joint student learning objectives:

Students will be able to

1. Develop discipline-specific reading and writing habits
2. Present a sustained logical argument grounded in material from both disciplines
3. Demonstrate understanding and appreciation of the value of utopian philosophy and intentional communities as inspirational and of the value in understanding problems within our society

They originally chose Utopias and Dystopias as their theme and began their collaboration by using various selections of Utopian and Dystopian literature and a traditional Sociology text. They then adapted their curriculum, focusing only on Utopian writings, a short Sociology text, and descriptions of subcultures in American society that claim Utopian elements. For the final joint project, students are asked to create their own Utopias in response to problems existing in American society.

Their syllabi, shared calendar, and the final joint assignment follow. They also share a Blackboard site on which there are a number of smaller joint assignments as well as a discussion board. To access this site, log on to [Blackboard](#), browse courses for Spring 2006, and, in the Dean of Faculty folder, under English, look for Eng 12 D16CM.

KINGSBOROUGH COMMUNITY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK

SOCIOLOGY 31 D17E  
SPRING 2006

INTRODUCTION TO SOCIOLOGY  
DR. SUSAN LACHMAN

*Course Description and Goals*

Sociology 31 is an introductory course in sociology. The aim of this course is to help students understand how their lives are shaped by complex social forces in society and how they in turn can be effective in changing society. Sociology as a discipline focuses on society as it is. This course will examine society as it is; how it has changed over time; how change brings new problems and challenges; and how we, as a society, can address these problems. We will focus on the dominant American society and several subcultures that have emerged and persisted in America. These 'extraordinary groups' by their very nature challenge some of the key values of general American society. An understanding these groups, which are of interest in their own right, will illustrate in a concrete form key sociological concepts, as well as serve as a point of reference to the utopian literature you will read in your English 12 class.

Sociology 31 D 17E is a specially designed course that is "linked" to your English 12 and SD 10 courses. The English and Sociology disciplines differ in content and modes of inquiry. However we have designed these courses so that themes developed in one relate to issues raised in the other. The readings and assignments complement each other in a unique manner.

*Required Texts*

Extraordinary Groups: An Examination of Unconventional Lifestyles  
(7<sup>th</sup> edition William W. Zellner)

The Practical Skeptic: Core Concepts in Sociology (3<sup>rd</sup> edition)

Lisa J. McIntyre

Herland, Charlotte Perkins Gilman

Walden, Henry David Thoreau

The Utopia Reader, Gregory Claeys and Lyman Tower Sargent (eds)

*Class Policies*

- \* The class meets three times a week for one hour. Attendance is crucial. There is no such thing as an excused absence. Attendance will be taken at the beginning of the period and you are expected to be present for the entire period. According to college policy if you are absent more than six times you will receive a WU. You are responsible for obtaining the class notes for missed sessions from your classmates.
- \* Coming late or leaving early is both rude and disruptive and will not be tolerated.
- \* Please be sure to shut off all telephones before the class begins.

## *Grading*

- \* There will be three exams during the semester. Each exam will count for 15% of your final grade. The dates for the exams are not negotiable. There are no makeup exams. I will tell you the exact date of the exam one week before the exam will be given. Each exam will include multiple choice, true/false questions and a short essay.
- \* The final exam will be cumulative and will consist of 100 multiple choice and true/false questions. It will count for 30% of your final grade.
- \* The topic of the final paper will be developed during the semester and will relate to your readings in sociology and English. The paper will count for 10% of your final grade.
- \* Fifteen percent of your final grade will be based on participation in this linked learning experience. It is essential that you become active participants. These points are earned through regular and timely attendance and participation in class discussions and your regular input into the discussion boards which will be posted on the Blackboard web site.

My office is located in D301. You can see me during my office hours: Monday 9:10 to 10:10 Tuesday 11:30 to 12:30 and Wednesday 9:10 to 10:10, or by appointment. I can be reached by phone 718- 368-4526 or by email at [slachman@kbcc.cuny.edu](mailto:slachman@kbcc.cuny.edu).

## **READING ASSIGNMENTS**

There are two required texts for this course The Practical Skeptic: Core Concepts in Sociology (3<sup>rd</sup> edition) by Lisa J. McIntyre and Extraordinary Groups: An Examination of Unconventional Lifestyles (7<sup>th</sup> edition) by William W. Zellner. All reading assignments are due prior to the first class meeting of the week.

# U t o p i a

English 12: Freshman English I (Sociology 31 Link)

Kingsborough Community College

CUNY

Spring 2006

**professor:** Ann Del Principe

**office:** M390

**phone #:** 718.368.6602

**e-mail:** adelprincipe@kingsborough.edu

**class times & location:**

tu10:20-12:40 in T7214, th in T7112

## course description

An introductory course in College-level reading and writing emphasizing the development of ideas in essay form and an understanding of how language communicates facts, ideas, and attitudes. After passing ENG 12, students must take ENG 24.

Our special focus in this linked English 12 course will be Utopian thinkers and writers from different sociohistorical contexts. We will examine, in discussions and in writing, how and why thinkers from different contexts envisioned the ideal society, and how and why others argued the impossibility of the ideal society. Our analysis of these ideas and texts will be informed continuously by the concerns, both practical and theoretical, raised in your Sociology 31 course with Professor Lachman.

**required texts** – (available in the KCC bookstore) If you opt to have a book voucher, use the voucher to buy as many of these books as you can. You **MUST** present this syllabus in the bookstore in order to use the voucher for these books. You must also purchase all the books at one time.

Perkins Gilman, Charlotte. *Herland*

Thoreau, Henry David. *Walden and Civil Disobedience*

*The Utopia Reader*, ed. By Gregory Claeys and Lyman Tower Sargent

McIntyre, Lisa J. *The Practical Skeptic: Core Concepts in Sociology, 3<sup>rd</sup> edition*

Zellner, William W. *Extraordinary Groups: An Examination of Unconventional Lifestyles* (7th edition)

*MLA Handbook for Writers of Research Papers, 6<sup>th</sup> Edition*

## work requirements

### *essays*

We will write 3 substantial, formal essays over the course of the semester. For each essay, I will provide you with an assignment sheet, detailing the particular requirements of that essay (often, we will have negotiated the requirements of the assignment together). We will workshop your first drafts in class, and I will

respond, in writing, to the second required draft of each essay. You will then have time to revise your essay before the final (third) draft is due (see section on *assessment*, below, and the course calendar). I will grade each draft you give me, but only the most recent draft's grade will count toward your final grade in the course. Each essay will count 20% of your final grade.

### *Blackboard*

You will write regularly in an online discussion board (Blackboard) this semester. This discussion board will be a place for you to express your thoughts and feelings about the texts we're reading and the issues raised in your Sociology text and class discussions. It will also serve, in some sense, as a pressure-cooker for your final essay of the semester. Prof. Lachman and I will participate regularly in this online discussion, so it will be very important that you keep up-to-date with your entries. You will be required to write a minimum of one entry per week. Your participation in Blackboard will count 20% of your final grade.

### *in-class work*

We'll often be writing, or beginning writing, in class. You are responsible for participating in these in-class writings. They are part of the required work for the course. Often, this in-class work will turn into a Blackboard assignment.

### *final exam*

We will have a final exam in this course. It will be a 2-hour essay test, based on two readings that speak to one another on an issue of interest. This exam will count 10% of your final grade.

### *class expectations*

To facilitate our class work, there are a few basic expectations I have for your class attendance this semester:

always bring the book we are currently reading to class;  
always bring something to write on and write with;  
when writing is due, always bring your writing to class on time to share with me and with your peers.

10% of your final grade will reflect your consistent preparation for and participation in our class meetings.

### **assessment**

You will not receive a grade on the first draft of each essay (which we will workshop in class). Instead, you will receive a grade once you have revised your essay. Essay revisions (second and third drafts) have specific due dates (see calendar). Two drafts of each essay are required, and you always have to option to continue revising any paper you wish.

At midterm, we will not have an exam, but we will have an assessment process of your work thus far in the course. You will write a self-assessment of your written work (essays and Blackboard). I will give you an "unofficial grade" on Blackboard and on your Class Participation to give you a sense of the quality of your work thus far. If your work improves between midterm and the end of the semester, your grades will improve.

At the end of the semester, you will submit any missing essay drafts. Please note that your work will not be considered complete for this course unless you have submitted a revision for all four essays.

### **lateness...**

...is bad. Don't hand in your work late. It does lots of bad things. It makes you fall behind in the course, which is deadly in a writing course; it breaks down the community of the class because you will not be ready to share your work with others; and it's not fair to me because I have a lot to read and want to return papers to everyone on time. In addition, lateness will affect your grade on each essay. For each day that an essay is late, you will lose 1/4 (0.25) grade on that essay.

### **absences**

Abiding with KCC policy, you are allowed a total of 8 hours of absence from the class before you get an automatic fail (WU) for the course. In addition, being more than 20 minutes late to any class period counts as half an absence. I do mark attendance every day, and if you are more than 20 minutes late, I will not mark you completely present.

### **cell phones**

**Any** and **all** use of cell phones is strictly prohibited in this classroom. If it becomes necessary, I will institute a policy of reducing a student's final grade by 1/2 grade every time their cell phone is used in the classroom. If you have a special situation, please speak with me about it.

**Shared Course Calendar**  
Sociology 31/English 12 Link  
Spring 2006

Title abbreviations:

*U.R.* = *The Utopia Reader*

*W* = *Walden*

*H* = *Herland*

McIntyre = *The Practical Skeptic*

Zellner = *Extraordinary Groups*

"Essay 3" in English = Final Project in Sociology

See Blackboard website for weekly discussion forums.

Date	In Sociology	In English
Week 1: February 27-March 2	Introduction – Understanding the Sociological perspective  <b>Read &amp; Annotate McIntyre 5-46</b>	<p><b>Tu:</b> Intro to course, to each other, to concept of "Utopia"; for next class, Read &amp; Annotate excerpts from Genesis (9-11) &amp; Lycurgus (16-27) in <i>U.R.</i>; for next class, Write an analysis of one interesting passage from each of the two texts (2 page minimum).</p> <p><b>Th:</b> Discussion of Genesis &amp; Lycurgus; for next class Read &amp; Annotate Plato (27-56) in <i>U.R.</i>; for next class, Write a letter to Plato, responding to one particular idea about the ideal society.</p>
Week 2: March 6-9  *By week 2, you should be keeping up with the Blackboard discussion board. We have a new discussion forum every week. You must post your initial response by Wednesday of each week, and respond to another student's posting by Friday of each week.	Culture and Socialization  <b>Read &amp; Annotate McIntyre 49-54, 95-113, 144-160</b>	<p><b>Tu:</b> Discussion of Plato; for next class, Read and Annotate More (77-93) in <i>U.R.</i></p> <p><b>Th (M220a):</b> Pre-writing for Essay 1 (begun in class, on Blackboard)</p>

Week 3: March 13-16	The Old Order Amish – a traditional, persistent sub-culture  <b>Read &amp; Annotate Zellner 5 – 51</b>  <b>TEST ONE</b>	<b>Tu:</b> Essay 1 due in class; Workshopping of Essay 1, draft 1. For next class, revise your essay.  <b>Th (M220a):</b> Essay 1, draft 2 due in class (I will collect this draft); For next class, Read & Annotate Godwin (170-175)
Week 4: March 20-23	Social Structure and Deviance  <b>Read &amp; Annotate McIntyre 114-128, 161-182</b>	<b>Tu:</b> Discussion of readings  <b>Th (M220a):</b> For next class, Read & Annotate The Oneida (190-192) & in <i>U.R.</i>
Week 5: March 27-30	The Oneida Community – building a Utopia  <b>Read &amp; Annotate Zellner 56-93</b>	<b>Tu:</b> Final revision of essay 1 due.  <b>Th (M220a):</b> For next class, Read & Annotate pages 7-80 in <i>W.</i>
Week 6: April 3-6	Inequality: Social class in America  <b>Read &amp; Annotate McIntyre 183-221</b>	<b>Tu:</b> Discussion of <i>Walden</i>  <b>Th:</b> Ecofest!
Week 7: April 10-11 (no class Th. 4/13)	Inequality: Race & Ethnicity  <b>Read &amp; Annotate McIntyre 222-239</b>  <b>TEST TWO</b>	<b>Tu:</b> Essay 2 due in class; in class workshopping For next class, revise your essay, and Read & Annotate Bellamy (240-273) in <i>U.R.</i>
Week 8: April 17-20	<i>Spring Break</i>	<i>Spring Break</i>
Week 9: April 24-27	The Mormons – from a persecuted minority to the richest church in America  <b>Read &amp; Annotate Zellner 285-332</b>	<b>Tu:</b> Essay 2, draft 2 due in class (I will collect this draft).  <b>Th (M220a):</b>
Week 10: May 1-4	Inequality: gender  <b>Read &amp; Annotate McIntyre 240-243</b>	<b>Tu:</b> (Herland)  <b>Th (M220a):</b> Draft one of part I of the final project due (in both classes)

Week 11: May 8-11	Variables, hypotheses, statistics  <b>Read &amp; Annotate McIntyre 55-69</b>  <b>TEST THREE</b>	<b>Tu:</b> (Herland)  <b>Th (M220a):</b> Draft one of part II of the final project due (in both classes)
Week 12: May 15-18	The Hasidim – refusing to assimilate  <b>Read &amp; Annotate Zellner 206-238</b>  Final Project (draft 1) due in class on Thursday (same as Essay 3, draft 2 in English 12)	<b>Tu:</b> Essay 3 due in class; in class workshopping. For next class, revise your essay.  <b>Th (M220a):</b> Draft one of part III due of the final project (in both classes)
Week 13: May 22-25	Social institutions – fulfilling basic human needs: religion, family, education, economy, governance  <b>Read &amp; Annotate McIntyre 129-143</b>	<b>Tu:</b> Revising week  <b>Th (M220a):</b> Revising week
Week 14: May 29-30	Last day of class – review  Final Project due (same as Essay 3 in English 12)	<b>Tu:</b> Final draft of final project (all 3 parts) due.
Date of final examinations	TBA	TBA

# Final Project

English 12 & Sociology 31  
Spring 2006

The final project for the link invites you to look at problems connected to racial and ethnic diversity in the U.S. This project is in three parts:

## Part I: Defining and describing problems related to racial and ethnic diversity in New York City.

In this essay, your task is to inform your readers about social problems that you feel exist in our society that are connected to “diversity.” Your evidence that these problems really exist will come from two places: your own personal experiences and observations living in New York, and data on diversity (accessible via the libraries electronic databases and your textbook for Sociology). You should work with a minimum of two outside sources (i.e. data from research) in this essay.

First draft due: Thursday, May 4<sup>th</sup>  
Final draft due: Tuesday, May 30<sup>th</sup>

## Part II: Solving a diversity problem in New York City

In this essay, your task is to select one specific problem related to racial and ethnic diversity (that you discovered through part I) and to propose practical solutions to that problem. As part of your analysis in this essay, you will want to be sure to clearly define the problem you’ve chosen to solve, to think realistically but creatively about what we could do in the real world to help remedy the situation, and to clearly describe the obstacles we would face in solving this problem.

First draft due: Thursday, May 11<sup>th</sup>  
Final draft due: Tuesday, May 30<sup>th</sup>

## Part III: Governor’s Island Utopia

The last step of the final project invites you to think and write like a Utopian writer. Now that you’re familiar with the problems connected to racial and ethnic diversity in our community, we would like you to create an alternate community on Governor’s Island that is designed to eliminate all problems connected with diversity. We encourage you to think and write creatively in this section of the paper. How will your society make racial and ethnic problems impossible? What structural changes will you need to make to society so that these problems cannot emerge?

First draft due: Thursday, May 18<sup>th</sup>  
Final draft due: Tuesday, May 30<sup>th</sup>