

INTRODUCTION TO SOCIOLOGY

SOC& 101-B, Winter 2015

8:30-9:20 Daily; C-164

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Course Introduction:

Welcome to Introduction to Sociology! This course is a broad introduction to the field of Sociology where we will begin to make connections between the most private elements of our lives and the cultures, groups, organizations, and social institutions to which we belong. Throughout this class, we will become acquainted with basic sociological concepts/perspectives and examine the importance of identities across racial/ethnic, class, gendered, and sexual differences. Through lecture, discussion, film, readings, and other media, we will explore the many complexities of our social world. The aim of this course is for us to begin analyzing everyday occurrences and the things that we often take for granted to better understand the relationship between individuals and society. We will question the way things work, challenge why things work the way they do, and critically think about who we are within (and how do we connect with others within) the world around us. Ultimately, this course will compel us to see the ways in which the structure of society is greater than the sum of the experiences and psychologies of the individuals within it. Welcome, strap yourself in, and enjoy the ride!



Required Texts:

1. David Newman. "Sociology: Exploring the Architecture of Everyday Life." **10th edition**. Pine Forge Press: 2014.
There are 3 copies of this text available on reserve at the front desk of the library. You can check the text out for two hour increments – so no excuses for not having access to the text
2. Additional articles or handouts are posted on the course website ([Canvas](#) – under "Files")
I have scanned the first five readings and put them on the course website for students who are waiting to receive books from an online seller – so no excuses for not reading

Learning Atmosphere:

I believe that students learn best when they are *actively* involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.



A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class; meaning, this course occasionally contains rated-R material. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used in some materials within this course – if this presents a problem for you, I would

recommend not taking this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

1. A general understanding of basic concepts most widely used in sociology today.
2. A critical idea of society and community, including where in your social landscape you live, and how you observe those around you.
3. A general knowledge and comprehension of how social, political, and cultural forms of power are played out, and how some folks perceive those experiences.
4. A general understanding of the representation and identity construction of various groups in historical and contemporary analyses of culture in the US.
5. Identify the ways in which culture and social institutions (such as education, economy, media, family) shape our everyday experiences
6. Explain social constructionism and how life experiences and opportunities differ according to race, class, gender, and sexuality
7. Become culturally relative and think outside of personal ethnocentrism or other biases.

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.

- **Assignments:** All assignments are due promptly at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones/i-pads, laptops, kindle/nooks, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted

the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 BC's designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College's effort to comply with and carry out its responsibilities under Title IX.

The Writing Lab – D204-d

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently.

<http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.

Friday 8 a.m. – 3:30 p.m.

Saturday and Sunday 11 a.m. – 4 p.m.

Public Safety

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at <http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

1) Take directions from those in charge of the response -We all need to be working together.

2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://www.bellevuecollege.edu/enrollment/deadlines/> . On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/> This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. *Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://www.bellevuecollege.edu/netid/>.*

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the

<http://depts.bellevuecollege.edu/helpdesk/students/http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx>

Grading:

Grades are based on **six factors**. (1) Participation and Discussion, (2) “Doing Sociology” Applications, (3) Daily Notecards on the Readings, (4) Quizzes, (5) In-Class Activities or homework assignments distributed in class, (6) and two Exams. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
“Doing Sociology” Applications (5 at 10 points/each)	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
Quizzes (5 at 20 points/each)	100 points
In-class activities (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points

TOTAL

600 points

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>555-600</i>	<i>93–100%</i>
<i>A–</i>	<i>537-554</i>	<i>90–92%</i>
<i>B+</i>	<i>513-536</i>	<i>88-89%</i>
<i>B</i>	<i>495-512</i>	<i>83-87%</i>
<i>B-</i>	<i>477-494</i>	<i>80-82</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C+</i>	<i>465-476</i>	<i>78-79%</i>
<i>C</i>	<i>435-464</i>	<i>73-77%</i>
<i>C-</i>	<i>417-434</i>	<i>70-72%</i>
<i>D+</i>	<i>405–416</i>	<i>68–69%</i>
<i>D</i>	<i>357–404</i>	<i>60–67%</i>
<i>F</i>	<i>356 & Below</i>	<i>59% & Below</i>

****Please also note that your grades will be available 24/7 on Canvas. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!****

Description of the 6 Grading Components:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. As mentioned under *General Course Rules and Expectations*, more than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. "Doing Sociology" Applications: (50/600; 10 points each)

For these assignments, students will be asked to go out of the classroom, conduct their own sociological observations, and complete a short 1 page **typed** write-up of their findings. The purpose of these assignments is for students to apply a sociological lens to everyday encounters. Students might be asked to go to a fast-food restaurant and observe interactions between customers and workers or violate a social norm and reflect on that violation. These assignments will be discussed and assigned **RANDOMLY** in class and due the following class period, so they **cannot be made up**. Be there to get the scoop!

3. Daily Notecards on the Readings: (100/600 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your **3x5 or 4x6 notecard**. Notecards must be turned in at the start of class at 8:30 – late notecards will not be accepted and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Eleven times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. Your lowest notecard grade will be dropped. The guidelines for submitting your notecards are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
THESIS or Main Ideas presented in the reading-	
a minimum of 5-6 sentences or bullet points describing the main arguments of the article	
List/Define any Key terms discussed in reading	

4. Quizzes: (100/600 points; 20 points each)

Over the course of the quarter, you will be given 5 short quizzes on the reading materials. Quizzes will be held at the beginning of class, so if you come in late, you will miss the quiz and receive a zero grade. Unless you have discussed being absent on a quiz day with me in advance, quizzes cannot be made up. Quizzes will typically be a mix of short answer and multiple choice questions. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams and give you a “feel” for how I ask test questions.

5. In-Class Activities and Homework Assignments: (100/600 points; 10 points each)

Over the course of the quarter, you will be asked a total of 11 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and *cannot be made up*.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings. Your lowest activity grade will be dropped.

6. Exams: (200/600 points)

Over the course of the quarter, you will take two exams that integrate the course’s in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class period. The first section will include multiple-choice on Wednesday, February 11th and the second day will be comprised of short answer on Thursday, February 12th. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be during our scheduled exam time which is Wednesday, March 25th from 7:30-9:20. Please note that I do not give make-up exams or allow students to take exams early or late.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME. I AM MORE THAN HAPPY TO TALK WITH YOU ABOUT YOUR GRADE BUT I ASK YOU TO ALSO DO ME THE COURTESY OF READING THE FEEDBACK GIVEN.

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!



Syllabus

You should be looking at your syllabus **on a daily basis** so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.

****Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. ****

Week 1

Monday, January 5th: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, January 6th: Course Introductions: Getting to Know Your Peers

Continue going over syllabus and introductions

Wednesday, January 7th: What is Sociology?

Readings: "Taking a New Look at a Familiar World," pp. 3-12

Thursday, January 8th: Understanding the Sociological Imagination

Readings: "Emile Durkheim: A Sociological View of Suicide," pp. 12-17

Friday, January 9th: Employing the Sociological Imagination

Readings: "Becoming a Certain Body," by Hesse-Biber on course website



Week 2

Monday, January 12th: The Social Construction of Reality

Readings: "Building Reality: The Social Construction of Knowledge," pp. 49-57

Quiz #1 (over material covered from Jan. 5th– Jan. 9th)

Tuesday, January 13th: Self-Fulfilling Prophecies & Understanding Conflict and Power

Readings: "Building Reality," pp. 57-65

Wednesday, January 14th: How Individuals Structure Society

Readings: "Seeing and Thinking Sociologically," pp. 19-26

Thursday, January 15th: Societal Influences and How Social Structures Impact Our Everyday Lives

Readings: "Seeing and Thinking Sociologically," pp. 26-33

Friday, January 16th: Cultural and Subcultural Influences

Readings: "Seeing and Thinking Sociologically," pp. 34-39



Week 3

Monday, January 19th: No School

Tuesday, January 20th: Understanding Social Order

Readings: "Seeing and Thinking Sociologically," pp. 39-43



Wednesday, January 21st: Individuals Shaping Society; Social Structures Shaping Individuals

Readings: "The My Lai Massacre: A Military Crime of Obedience," by Kelman and Hamilton on course website

Thursday, January 22nd: Catch-Up Day

Friday, January 23rd: Culture and History

Readings: "Building Order," pp. 93-107

Quiz #2 (over material covered from Jan. 12th – Jan. 22nd)



Week 4

Monday, January 26th: Cultural Norms and Social Institutions

Readings: "Building Order," pp. 101-128

Tuesday, January 27th: Ethnocentrism and Cultural Relativism

Readings: "Body Ritual among the Nacirema," by Horace Miner on course website

Wednesday, January 28th: Assimilation versus Acculturation

Readings: "The Melting Pot," by Anne Fadiman on course website

Thursday, January 29th: Identity, Socialization, and Social Structures

Readings: "Building Identity," pp. 131-142

Friday, January 30th: Stratification and Inequality

Readings: "Building Identity," pp. 142-157



Week 5

Monday, February 2nd: Race, Class, and Socialization

Readings: "Life as a Maid's Daughter," by Mary Romero on course website

Tuesday, February 3rd: Institutions and Socialization

Readings: "Building Identity," pp. 161-168

Wednesday, February 4th: Self-Presentation and Impression Management

Readings: "Supporting Identity," pp. 168-182

Quiz #3 (over material covered from Jan. 23rd– Feb. 3rd)



Thursday, February 5th: Dramaturgy and the Social Stage

Readings: "Supporting Identity," pp. 182-188

Friday, February 6th: No Class – College Issues Day

Week 6

Monday, February 9th: Collective Management

Readings: "The Girl Hunt," by David Grazian on course website

Tuesday, February 10th: Review for Exam #1 (Optional Day)



Wednesday, February 11th: Exam #1 – Part 1

Thursday, February 12th: Exam #1 – Part 2

Friday, February 13th: Exercise in Stratification



Week 7

Monday, February 16th: No School – College Issues Day

Tuesday, February 17th: Stratification and Social Class

Readings: "The Architecture of Stratification," pp. 315-325

Wednesday, February 18th: Class Inequality in the U.S.

Readings: "The Architecture of Stratification," pp. 326-338

Thursday, February 19th: In Class Activity on the Poverty Line

Friday, February 20th: The Uses of Poverty

Readings: "The Architecture of Stratification," pp. 338-355



Week 8

Monday, February 23rd: Class as Culture and Discussion of Welfare "Reform"

Readings: "Avenue to Adulthood: Teenage Pregnancy and the Meaning of Motherhood in Poor Communities," by Gabrielle Raley on course website

Tuesday, February 24th: White Privilege and Racial Oppression

Readings: "White Privilege," by Peggy MacIntosh on course website

Quiz #4 (over material covered from Feb. 13th – Feb. 23rd)

Wednesday, February 25th: Racial Prejudice, Discrimination, and Racism

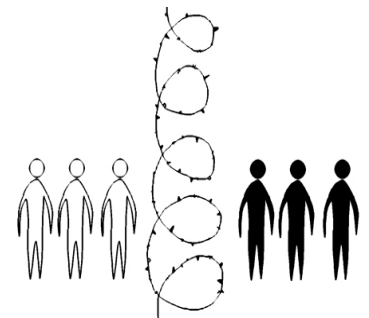
Readings: "The Architecture of Inequality," pp. 372-387

Thursday, February 26th: Racial and Ethnic Inequality: Historical Considerations

Readings: "Willie Lynch's Letters," on course website

Friday, February 27th: Historical Considerations Continued

Readings: "The Architecture of Inequality," pp. 365-372



Week 9

Monday, March 2nd: Tracing White Supremacy: Historical Considerations

No Readings

Tuesday, March 3rd: Institutionalized Racism

Readings: "The Architecture of Inequality," pp. 387-407

Wednesday, March 4th: Race as a Social Construction

Readings: "The Architecture of Inequality," pp. 359-365

"Optional Ethnicities: For Whites Only," by Mary Waters on course website

Thursday, March 5th: Inequality in Sex and Gender

Readings: "The Architecture of Inequality," pp. 409-415

Quiz # 5 (over material covered from Feb. 24th – March 4th)

Friday, March 6th: Connecting Gendered Oppression to Homophobia

Readings: "The Architecture of Inequality," pp. 415-422



Week 10

Monday, March 9th: Institutions of Gender Inequality

Readings: "The Architecture of Inequality," pp. 422-433

Tuesday, March 10th: No Class – Professional Development Day

Wednesday, March 11th: Gendered Jobs and Economics

Readings: "The Architecture of Inequality," pp. 433-441

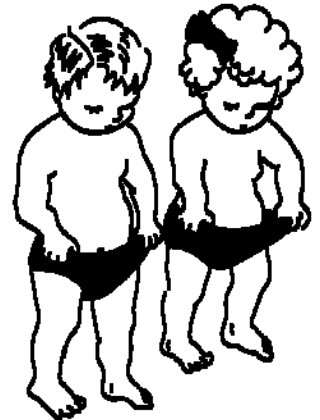
"Still a Man's World," by Christine Williams on course website

Thursday, March 12th: Creating Social Change

Readings: "Architects of Change," pp. 481-494

Friday, March 13th: Social Movements

Readings: "Architects of Change," pp. 494-504



**"OH! THAT EXPLAINS THE
DIFFERENCE IN OUR PAY"**

Week 11

Monday, March 16th: Collective Action – Examples

Readings: "Muslim American Immigrants after 9/11," by Pierrette Hondagneu-Sotelo on course website

Tuesday, March 17th: Collective Action – Examples

Readings: "The Seattle Solidarity Network," by Walter Winslow on course website

Wednesday, March 18th: Collective Action- Examples

Readings: "Aquí estamos y no nos vamos!: Global Capital and Immigrant Rights," by William Robinson on course website

Thursday, March 19th: Revisiting the Sociological Imagination

Readings: "Architects of Change," pp. 504-507

Friday, March 20th: Review for Exam 2 – Optional Day

Week 12

Wednesday, March 25th: Final Exam 7:30-9:20

