

INTRODUCTION TO SOCIOLOGY
SOC& 101 (Section D)
Fall 2012

Bellevue College

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Class Location: C164

COURSE INTRODUCTION

Welcome to our class, "Introduction to Sociology." I look forward to working with you this quarter and sharing with you my fascination with sociology! Hopefully, you enter this class with some degree of curiosity about why human beings behave the way we do. If so, you should find sociology intellectually rewarding as well as illuminating and useful in your own life.

This course is designed as a broad introduction to the field of Sociology. Over the course of the quarter, we will review several topics frequently studied by sociologists, with a particular focus on inequality and the distribution of power in society. We will discover how social institutions (such as education and the economy) depend upon and perpetuate inequalities between people. You will also learn how to use the "sociological imagination" to see how large institutions affect all of our lives for better or worse. As José Ortega y Gasset said, "Tell me the landscape in which you live, and I will tell you who you are." Indeed, our social environments profoundly influence not only who we think we are, but also how we behave, what we think, and how we see others. The overarching goal of this course is to examine and understand this process.

Sociology is a field that relies on scientific research and evidence, not personal opinion or casual observation. In many cases, the ideas sociology has to offer are difficult to grasp and accept because they challenge many of the taken-for-granted attitudes and opinions that we all tend to operate by in our everyday lives. (Science and research often contradict opinion. As an example, just think about how science challenged the previously held belief that the earth was flat and at the center of the universe!) As we all come to the course with strong ideas and beliefs about the world in which we live, the subject matter is personally as well as intellectually challenging. Some of what you will learn in this course may initially seem like "common sense." Sometimes what you will learn might be shocking, surprising, or even make you angry. Hopefully, you will learn from each experience and take these lessons with you on your future endeavors.



"The chief object of education is not to learn things but to unlearn things."
-Gilbert Chesterton

"Education is not the filling of a pail but the lighting of a fire."
-William Butler Yeats

Visit and join the Sociology Program's FACEBOOK page.
<https://www.facebook.com/#!/groups/373440292722303/>

LEARNING ATMOSPHERE

Research about learning tells us that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. In other words, this class is *experiential*. You are expected to personally reflect on yourself and your own life. In fact, reflection and then sharing your reflections with others are critical components of our class. In our class, you will 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 contribute, 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!

You should know that class time will NOT be spent regurgitating the reading material. I’ve created a series of short video lectures that you’ll watch *outside of class time* (you’ll watch about one per week, and they average about 15 minutes in length). I’ve also chosen a textbook and readings that are VERY EASY to understand. For these reasons, we will be spending the bulk of our class time doing interactive things – activities, skits, discussions, films, and so on. We don’t have a lot of time each week to spend with each other, so we have to make the most of our class time by applying what we’ve learned from the readings and video lectures that we’ve watched ‘outside’ of class time. Students typically tell me that they LOVE our class time together, as we get the opportunity to engage in a lot of fun and interesting activities.

A note about confidentiality: It is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.* Further, if one of your classmates says something like you’d like to talk to him/her about, please ask his/her permission first. (“John, I’d love to talk to you more about your background or about _____. Is that okay with you?”)

A note about course content: Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material in class. Please be advised that, when we explore controversial topics, they will always be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

REGARDING SAFE SPACE: This class is a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to me immediately. All are welcome!



COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Describe the “sociological perspective”;
- Identify the ways in which culture and social institutions (such as education, the economy, the media, and the family) shape our everyday experiences;
- Explain “social constructionism”;
- Distinguish between factual statements and value judgments;
- Put aside personal ethnocentric attitudes, becoming culturally relative;
- Better understand yourself and perspectives/experiences different from your own;
- Formulate logical conclusions;
- Apply sociological knowledge to real-life situations;
- Look at your own life sociologically; and
- Describe how life experiences and opportunities differ according to race, class, and gender.

NOTE: This course’s General Education ratings are: 3 in Critical Thinking, 2 in Reading, 2 in Ethics, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts: “Sociology: Exploring the Architecture of Everyday Life” (9th Edition)
 Additional readings are posted on the course website
 You should also buy a stack of 4x6 index cards, which will be used for taking notes on the readings

COURSE REQUIREMENTS AND EXPECTATIONS

The following outlines what you may expect of me as your instructor:

- ***A sincere effort to help you learn the course material.*** Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can. As stated earlier, I will not simply “regurgitate” the material from the textbook, but rather, I will help us apply and synthesize it. This means that class time will rarely be lecture – we will have interesting discussions, watch films, and engage in a wide variety of activities. I am a big believer that a variety of teaching styles/approaches helps you learn more. I am also a big believer that ‘learning by doing’ leads to deeper levels of understading.
- ***Accessibility.*** I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon, and I always check my email a few times a day. I do my coursework during the week, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration. (NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter. Maybe we can talk about how you’re doing in class, a challenging topic, or even your group project.)
- ***Attention.*** When you are speaking, you will have my undivided attention.
- ***Fairness.*** Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me that you understand the material. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- ***A sincere effort to learn the course material.*** When participating in discussions and when writing assignments/papers, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply “wing it” in this class and still receive a high grade.
- ***Preparation.*** You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. On seminar days, you should bring the readings. Note that the BC guideline for homework is two hours outside of class for each hour spent in class (this means 10 hours of homework per week for a typical 5-credit class). Don’t worry, though – the work load in this class is not that high, although it’s not a class that you can ‘blow off.’
- ***Attendance.*** Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. That means that being absent does not grant you an extension on anything. 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.
- ***Promptness.*** You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. Furthermore, you should comply with all due dates. 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**. Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won’t. If you know you are going to be absent on the day something is due, then turn it in early.

Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned). Major due dates are indicated on the attached Course Calendar, so plan ahead.

NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due.

- **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. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will suffer if you do not participate and contribute to the intellectual life of our class.
- **Respect and tolerance.** Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Disrespectful attitudes will not be permitted.
- **Honesty.** This means no cheating, and no plagiarism. If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this 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!). This means that you should NOT do internet research in this class – all you need can be found in the course textbook and supplementary readings.*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

GRADING

Final course grades are based on the following:

Exams (2 @ 200pts each)	400 points
Group research project and presentation	200 points
Notecards (18 @ 10pts each)	180 points
Reflections (10 @ 5pts each)	50 points
Seminar (6 @ 15 pts each)	90 points
Homework	50 points
Participation	30 points
TOTAL	1000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

- (1) **Exams:** Two exams are given over the course of the quarter. Exams will likely consist of multiple choice, true/false, short answer, and/or essay questions. You are encouraged to study with your classmates for each exam. **Please note that I do not give make-up exams, and I don't give early exams.** If you are absent on the day of an exam, or if you arrive to class after other students have already finished taking the exam, you will receive a zero grade. Please review the attached Course Calendar and make note of the exam dates. Plan ahead!

- (2) **Group Research Project and Presentation:** You will form groups (of 4 to 5 students each) and conduct *original* social research as a team. This is not traditional library research; rather, your team will “go out” into the world and collect data about a course-related topic of your choice. You might decide, for example, to survey BC students about their opinions about suicide or the government. You might go to a tattoo parlor and interview the artists about the subculture of tattooing. You might analyze commercials on primetime television for the ‘messages’ they seem to convey about gender. It is up to your group to decide on a topic (it will be approved by me, of course). Your group will present your research to the class at the end of the quarter. *More details about this project will be distributed in the first part of the quarter.*
- (3) **Notecards:** For most of the assigned readings (with the exception of the Seminar readings), you will need to submit notecards. At the beginning of class on the day the notecards are due, I will collect your 4x6 notecards. **Late notecards will not be accepted.** This means that **I will not accept notecards submitted at the end of the class period.** HOWEVER, you are permitted to miss TWO notecards without any effect on your grade (I simply drop the two lowest scores), so if you miss one, then that would be one of your dropped scores. The purpose of these notecards is to: (a) help you keep up with the readings, (b) help you learn the material better, and (c) reinforce good study/learning habits. **You will be able to refer to these notecards during our exams**, so it is in your best interest to do a superb job on them! Notecards must follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER & AUTHOR	DATE
<p>The rest of the notecard can be used to list/define any key terms or important points that are discussed in the reading, but you must do this IN YOUR OWN WORDS (copying and pasting is not acceptable). Remember, if you do a great job on this, it will help you on the exam! You are permitted to use more than one notecard per reading.</p>		

When grading your notecards, I will simply skim them and assign 10 points for cards that seem to be very well done (and thorough!) and reduced points for cards that seem to be lacking. If you don't turn in a notecard, you'll receive a score of zero (and have fewer notes to refer to during the exam, unfortunately!).

- (4) **Reflections:** Since reflecting on the course material is an important component of this class, each week you will be required to write a brief reflection (usually, no longer than a couple of paragraphs). Reflection questions will be distributed in class, and due dates are on the attached Course Calendar. **I will not accept late Reflections**, so if you don't turn them in on time, you'll receive a score of zero.
- (5) **Seminar:** We will have seven seminars over the course of the quarter; you are permitted to miss one seminar without consequence to your grade (I drop the lowest score). Seminar involves discussing a specific reading and completing a brief assignment independently AND another one in small groups in order to reach deeper levels of learning. In the first part of the quarter, I will assign students randomly to groups. This will be your quarter-long Seminar Group (although I reserve the right to re-assign groups at any time, particularly if a group has become dysfunctional). Most weeks, you will work in this group, having discussions with your group members and completing a brief group assignment with them.

If you look at the Course Calendar, you will see that there is a Seminar due most weeks. On Seminar day, it is crucial that you come to class prepared. You will need to complete the reading ahead of time and bring a brief assignment to each seminar. (NOTE: **I will not accept assignments that are not typed.**) Each INDEPENDENT seminar assignment (that you bring with you to class on Seminar day) should include the following:

- a statement of what you think the article's main claim/conclusion is (in your own words); in other words, what is the thesis of the article, and what is the author CONCLUDING about the topic? (Oftentimes, the title of the article is a big hint about the conclusion/thesis!) Please note that a thesis is NOT the same as the topic of the article, but rather, a thesis is an ARGUABLE CLAIM that the author is making. *(continued on next page)*
- 3-4 central questions that you have about the article that you would like to talk about with your classmates (the questions should be thought-provoking, not "What did you think about the article?" and "What is the author saying?").
- Seminar assignments should NOT include your opinion about the article (you will have plenty of time to talk about that during seminar!).

In class on seminar days, you will break into your assigned groups and come to an agreement about what the thesis of the article is. Your group will write your agreed-upon thesis on a piece of paper, and then begin talking about your discussion questions. After your discussion ends, your group will staple your individual seminar assignments to the sheet of paper that contains your agreed-upon thesis, and you'll CIRCLE the best three discussion-questions (that is, the three questions that were the most thought- and discussion-provoking for you all). I grade seminar in the following manner:

I review your group's agreed-upon thesis and assign it a grade (for example, 15 out of 15). I then look at my notes from class and check to see who contributed to discussion in a meaningful way. Those students will receive the highest grade in the group (in this example, they'd receive 15s). Students who participate a little might receive 10s, and those who don't participate at all would receive zeros. Students who do not submit individual assignments (stapled in the packet) also receive a **zero** grade. This means that not all seminar group members automatically receive the same grade – students who participate less receive lowered grades.

- (6) **Homework:** You will complete several homework assignments throughout the quarter that require you to reflect on the course material and/or observe the social world. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length, but they are typically pretty short. Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Some homework assignments are described in the attached Course Calendar, and others will be announced during class.
- (7) **Participation and attendance:** 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 attendance and your *active* participation. "Participation" includes attendance, class discussions, group work, and independent in-class assignments. As a result, if you skip class or disrupt class by coming in late regularly or whispering, then your participation grade will suffer. For each five (5) class periods that you miss (or arrive late), your final grade will drop one full letter grade. This means that you are permitted to miss or arrive late to five (5) classes – that's roughly 10% of our class! – without consequence to your course grade. If you maintain strong attendance and contribute to class discussions in a meaningful way by adding important insights, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade! The hallmark of a successful college student is great attendance.*

Students with Disabilities. All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center (564-2498). You will need to obtain the appropriate documentation from DRC in room B233. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements.

COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes. You should make every effort to complete the readings in the order listed. "Newman," when listed, refers to the course textbook.



WEEK ONE - Introduction to the Course

The first couple of weeks of the quarter will be devoted primarily to community building and learning about ourselves, all within the context of Sociology.

Readings and Assignments:

- Read syllabus and make sure you understand it
- Read McIntyre, L. "Who's Afraid of Sociology" (on WEBSITE)
- **Due Friday:** HW: Personal Qualities checklist (bring your completed checklist to class, as I will collect it)
- **Due Friday:** McIntyre notecards (see section in syllabus that describes notecards)

WEEK TWO - The Sociological Imagination

PARADOX of the week:

Thinking sociologically often means making the familiar seem strange.

Readings and Assignments:

- Read Newman, Chapter 1
- **Due Monday:** HW: complete "Scoring a Close Friend" worksheet
- **Due Monday:** Week One Reflection (that was distributed in class on Friday)
- **Due Wednesday:** Reflection
- **Due Thursday:** Watch the following Introductory lecture by clicking on this link (13 min) and write up a notecard (bring your notecard to class on Thursday!):

[http://classes.student.bellevuecollege.edu/Flash/djohnson/Sociological_Imagination_-_Flash_\(Large\)_-_20110720_03.47.04PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Sociological_Imagination_-_Flash_(Large)_-_20110720_03.47.04PM.html)

- **Due Thursday:** Chapter 1 notecards

WEEK THREE – Social Structure

PARADOX of the week:

What makes you an "individual" is your affiliation with multiple group identities.

Readings and Assignments:

- Read Newman Chapter 2
- **Due Tuesday:** Watch the following Introductory lecture by clicking on this link (17 min) and write up a notecard (bring your notecard to class on Tuesday!):
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Building_Blocks_-_Flash_\(Large\)_-_20110720_03.03.26PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Building_Blocks_-_Flash_(Large)_-_20110720_03.03.26PM.html)
- **Due Wednesday:** Chapter 2 notecards
- Read Kelman and Hamilton "The My Lai Massacre: A Military Crime of Obedience" (on WEBSITE)
- **Due Friday:** Reflection on Stanford Prison Experiment
- **DUE FRIDAY:** SEMINAR on Kelman/Hamilton article



"The Boondocks"

WEEK FOUR – Social Construction of Reality

PARADOX of the week:

If we successfully answer one question, it only spawns others.

There is no moment when sociology's work is done.

Readings and Assignments: **NOTE: No classes on Tuesday, October 9th**

- Read Newman Chapter 3
- **Due Monday:** list of group members for your project and overall topic
- **Due Friday:** Chapter 3 notecards

WEEK FIVE – The Sociological Perspective: Culture, Symbols, and Images



PARADOX of the week:

Do mass media create culture or merely reflect it?

Culture is like two mirrors facing each other: it simultaneously reflects and creates the world we live in.

Readings and Assignments:

- Read Newman, Chapter 4
- **Due Monday:** Reflection (only if we did not complete one in class on Friday)
- **Due Monday:** Watch the following introductory lecture (15 min) by clicking on the link and write up a notecard (bring your notecard to class on Monday!):
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Culture_-_Flash_\(Large\)_-20110720_02.18.36PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Culture_-_Flash_(Large)_-20110720_02.18.36PM.html)
- **DUE Tuesday:** HW: Bring to class a *material culture* artifact that you believe reflects who you are as a person in some way. It can be anything, but you should be prepared to tell the class about the item and its connection to your identity.
- **Due Wednesday:** Chapter 4 notecards
- **Due Thursday:** Read Miner “Body Ritual Among the Nacirema” (on website) – write a notecard and bring to class on Thursday!
- Read Glassner’s “Culture of Fear” (on website)
- **DUE FRIDAY:** Reflection
- **Due Friday:** Seminar on Glassner

WEEK SIX – The Sociological Perspective: Socialization



PARADOX of the week:

The most important aspects of social life are those ideas and concepts we learn without anyone "teaching" us.

*"One is not born, but rather becomes, a woman."
-Simone de Beauvoir*

Readings and Assignments: **NOTE: No classes on Friday, October 26th**

- **EXAM #1 MONDAY!** (bring notecards!)
- Read Newman, Chapter 5 AND pp366-371 (a visual essay called "Civilizing the Indians")
- **Due Wednesday:** Watch the following introductory lecture (15 min) by clicking on the link and write up a notecard (bring your notecard to class on Wednesday):
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Socialization - Flash \(Large\) - 20110720_01.50.13PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Socialization - Flash (Large) - 20110720_01.50.13PM.html)
- **Due Wednesday:** Detailed group research plan
- **Due Thursday:** Chapter 5 notecards
- **Due Thursday:** Reflection

WEEK SEVEN – The Sociological Perspective: Deviance

PARADOX of the week:

It is the "deviants" among us who hold society together.

- **Due Monday:** POSTER PRESENTATIONS!
- **Due Tuesday:** Watch the following introductory lecture (10 min) by clicking on the link and write up a notecard (bring your notecard to class on Tuesday):
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Deviance - Flash \(Large\) - 20110720_01.13.36PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Deviance - Flash (Large) - 20110720_01.13.36PM.html)
- Read Newman, Chapter 8
- **Due Wednesday:** Chapter 8 notecards
- Read Chambliss' "The Saints and the Roughnecks" (on WEBSITE)
- **DUE FRIDAY:** Seminar on Chambliss article
- **DUE FRIDAY:** Reflection

WEEK EIGHT – Stratification: Social ClassPARADOX of the week:

Inequality is the result of abundance.

“The most dangerous illusion of them all is the illusion that all is well.”

-William Nicholson

Readings and Assignments:

- **Due Monday:** Watch the following lecture (25 minutes) and write up a notecard(s) and (bring your notecard to class on Monday!):
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Social_Class_-_Flash_\(Large\)_-_20110720_12.30.40PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Social_Class_-_Flash_(Large)_-_20110720_12.30.40PM.html)
- Read Newman, Chapter 10
- **Due Wednesday:** Chapter 10 notecards
- **Due Friday:** Reflection
- **Due Friday:** Watch the following two video clips (about 18 minutes in total length) and write up a notecard in which you answer the questions below (bring your notecard to class on Friday!):
<http://www.youtube.com/watch?v=lyw4i7G1nBU&feature=related>
<http://www.youtube.com/watch?v=OnRpO5wqk20&feature=related>
 - Answer the following on your notecard:
 - What are the five qualities/stereotypes on television about working class people that are usually blamed for their personal failures? Briefly describe each.
 - Can you think of additional examples from television or the movies (besides the shows shown in the video clip) that illustrate these same stereotypes?
- Read Mantsios’ “Making Class Invisible” (on WEBSITE)
- **DUE FRIDAY:** Seminar on Mantsios article

*“Nobody makes a greater mistake than
 when he [or she]
 does nothing because he [or she] could only do a little.”*

-Edmund Burke

WEEK NINE - Stratification: RacePARADOX of the week:

Race as we know it has no deterministic, biological basis. All the same, race is so powerful that it affects nearly every aspect of our lives, even sometimes having life-or-death consequences.

“First they came for the Jews,
but I did not speak out because I was not a Jew.
Then they came for the Communists,
and I did not speak out because I was not a Communist.
Then they came for the trade unionists,
and I did not speak out because I was not a trade unionist.
Then they came for me,
and no one was left to speak for me.”
-Pastor Martin Niemoeller, victim of the Nazis

Readings and Assignments: **NOTE: No classes on Monday, November 12th**

- **Due Tuesday:** Watch the following lecture (27 minutes), and make a notecard(s) about it (bring your notecard to class on Tuesday):
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Race and Ethnicity Intro - Flash \(Large\) - 20110720 12.54.23PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Race%20and%20Ethnicity%20Intro%20-%20Flash%20(Large)%20-20110720%2012.54.23PM.html)
- Read Newman, Chapter 11
- **Due Wednesday:** Chapter 11 notecards
- Read Tatum’s “Why Are All the Black Kids Sitting Together in the Cafeteria?” (on WEBSITE)
- **Due Friday:** Seminar on Tatum article
- **Due Friday:** Reflection



WEEK TEN – Stratification: Race (continued) and Gender

Readings and Assignments: **NOTE: No classes on Thursday and Friday, November 22nd and 23rd**

- **Due Tuesday:** Watch the following lecture and make notecards about it (bring your notecards to class on Tuesday!)
[http://classes.student.bellevuecollege.edu/Flash/djohnson/Sex_and_Gender_-_Flash_\(Large\)_-20110719_03.56.35PM.html](http://classes.student.bellevuecollege.edu/Flash/djohnson/Sex_and_Gender_-_Flash_(Large)_-20110719_03.56.35PM.html)
- Read Newman, Chapter 12
- **Due Wednesday:** Chapter 12 notecards
- Read Lorber “Believing is Seeing” (on WEBSITE)
- **Due Wednesday:** Seminar on Lorber article

WEEK ELEVEN– Stratification: Gender (continued) and Course Wrap-up

PARADOX of the week:

Despite ample scientific evidence that males and females are more alike than different, our social institutions create and then reinforce significant differences between women and men.

Readings and Assignments:

- Read Kimmel, “Masculinity as Homophobia” (on WEBSITE)
- **DUE MONDAY:** Seminar on Kimmel article
- **Due Wednesday:** Reflection
- **DUE THURSDAY: EXAM #2**



WEEK TWELVE:

We will hear each other's presentations at the following times:

Monday, 12/3, 1030am-1120am

Tuesday, 12/4, 1030am-1120am

Wednesday, 12/5, 930am-1120am

You are required to be present at all of the above times. If you're absent on the above days, your grade will be affected.