

Bellevue College
SOC& 201, Social Problems, 5 Credits
Winter 2016: January 4th – March 23rd
Fully Online Course



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Important Information:

- Please always email me through the Canvas site first. If you don't hear from me within 48 hours Monday-Thursday, email at the above address
- Students needing help with Canvas can go [here](#).
- This course has been designed using **Bellevue College's recommendation** that students plan to spend 2 hours each day for this 5-credit course (14 hours a week). About about half this time you'll be reading and the other half you'll be writing and doing creative assignments.
- We may experience technical challenges as we begin our work together. If difficulties arise, be patient and we will work through them together. Your grade will never be lowered for something that is my mistake!

This syllabus-booklet is your guide for most everything you'll need to know for our work this quarter. It is assigned reading for Week 1. Please read it well! By remaining enrolled in the course after reading this document, you are agreeing to comply with the requirements and expectations outlined below.

COURSE DESCRIPTION:

This course acquaints you with basic sociological concepts and perspectives as you become aware of and explore the importance of social problems in the United States. We will look at social problems with a social justice framework that are controversial and timely to U.S. culture today and discuss these issues from a thoughtful, sociological perspective. You will also learn about the field of Sociology and become familiar with various subfields of the area.

To help narrow our focus, we'll be exploring social problems in two specific ways. First, our focus this quarter will be on a set of social problems that academic and grassroots sociologists call *oppression* (closely related to *social stratification* and *inequality*). Each week, we'll focus one or two specific forms of oppression (for ex., sexism, racism, ageism, etc.) and in the process we will build analytical "toolkits" to help us understand the world around us in more complex ways. Second, every week we will also be asking how our "sociological imagination" can help us develop *visions* of a more humane and just world and identify *action steps* for social change. So although this course is officially called "Social Problems," you could also think of it as "*Understanding Oppression: Social Problems and Social Solutions.*"

Through assigned readings and discussion this course will take you on an exploration of many dimensions of contemporary social problems in the U.S. We'll make broad use of popular culture to understand complexities in our world and each week you will bring our course materials to bear on issues you are curious or concerned about. By the end of this course, I hope to have all of you thinking critically about the way things work, why things work the way they do, and who we are within the social fabric of the global entity in which we live. You will be asked, over the course of the term, to confront the things you take for granted. Everyday occurrences will be challenged and critically re-imagined. What will *you* find at the end of *this* adventure?

LEARNING AND COURSE OUTCOMES:

After completing this course, you should be able to:

- Explain how social problems are defined and how they differ from personal issues;
- Critically analyze social problems within historical and social contexts;
- Describe the ways in which social problems are created and perpetuated by social institutions (such as the economy, government, the media, and the family);
- Illustrate how social problems are represented within popular culture;
- Discuss how social problems affect all of us, regardless of our social positions; and
- Offer and analyze solutions to contemporary social problems.

A NOTE ABOUT COURSE CONTENT:

Since sociologists examine just about every aspect of the social world, we talk about provocative material. Please be advised that when we explore controversial topics, they will always be framed within an academic context. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to (for ex., sexual assault, violent hate crimes, frank discussions of sexuality and gender). Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to contact me about it right away. Keeping all of this in mind, when we find ourselves in a space outside of our comfort zone, we can often see this space as an opportunity for learning.

No matter what political perspective or values you currently hold, how you identify socially and culturally, how old you are, where you grew up or where you live now, you are welcomed as a valuable participant in this course and a unique and irreplaceable part of our learning community. Each participant should also *expect* that your perspective will differ from – and sometimes be challenged by – those of our course authors, your colleagues, and your instructor. Our diversity will make our work together stronger and more interesting as we dive into a broad range of ideas together!

READING REQUIREMENTS: Please see the *Handout in week 2* for more information about these course texts:

- Adams, Blumenfeld, Castañeda, Hackman, Peters, Zúñiga, *Readings for Diversity and Social Justice (Third Edition is required)*
- Matt Hern and the Purple Thistle Collective, *Stay Solid! A Radical Handbook for Youth*
- Other articles, films, and resources - **ALL** available on Canvas

RECOMMENDED READINGS:

- Oxford Dictionary of the English Language
- Any current Sociology Dictionary
- *A Writer's Reference, 6th Ed.*, D. Hacker. Companion website [here](#).



STUDENTS WITH DISABILITIES: If you have medical information to share with me in case of an emergency, please email me. Emergency prep is important! If you need course modifications, adaptations, or accommodations because of a disability, please let me know. I do not require that students go through the DRC for accommodations but I recommend you do this for your other classes. I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#). Please note that ***I do not require proof of need***. If you have learning struggles you're aware of, please communicate that with me. I make any and all necessary accommodations for students with or without paperwork.

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week if you can, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email](#).

- [Main Library Media Center](#)
- [Article databases](#)

COMMUNICATIONS:

Contacting Tamara: Email via our Canvas site is the very best way to reach me – please always try this first. If you don't hear from me within 48 hours Monday-Thursday, you may email at the above address. I will generally do most of my work for this course on Mondays and Wednesdays, but will also check in and so some work during most weeks on Tuesdays and Thursdays. I won't begin the quarter with regularly scheduled office hours (if the need arises, we'll change this!), but if you prefer live chat or a phone call to email, contact me to make arrangements and we'll set up an appointment.

Weekly Announcements: Just as I won't be available to communicate all the time, I do not expect you to be available all the time. This class relies on you to develop a reading and homework schedule that works for you given the rest of your commitments. If changes are made to the syllabus (shifts in readings or assignments), I'll post them via Announcements section no later than Sunday of the relevant week, earlier if I can. Please check in for any new Announcements at the start of each week early on Monday.

GENERAL RULES & EXPECTATIONS:

As a student in the course, you are expected to be an accountable participant in the learning process and community:

1. Check in to our online classroom no less than *three times per week*. (I do keep track!). This means you log on and surf around the site. No need to check in with me. Make this work for you on your own time.
2. Complete all of the assigned course readings on time.
3. Complete all Discussion Boards and other assignments on time. (I'm very sorry I cannot accept late assignments, except in the case of a delay related to a disability you have spoken with me about, a medical emergency that results in a trip to the doctor/hospital, or a social/environmental emergency, like a major storm that disrupts power or internet access.)
4. Stretch yourself to stay on your learning edge.
5. Collaborate to build an effective learning environment for yourself and others.
6. Share relevant insights, information, and experiences.
7. Engage generously, reflectively, and actively with opinions, ideas, and contributions of others.
8. Refrain from communication that is likely to be received as rude, hateful, or bullying.

You can expect Tamara to be accountable for the following:

1. To be genuinely interested in learning about your background, passions, goals, and you as a whole person.
2. To treat you as an intelligent, thoughtful member of a participatory learning community.
3. To offer support for the individual and social process of learning.
4. To encourage risk taking and "mistake" making.
5. To take risks and make mistakes.
6. To challenge racism, sexism, classism, homo/transphobia, ablism, ageism, and other forms of oppression.
7. To continually be seeking ways to minimize the harms stemming from oppression.
8. To offer timely responses on your work (usually within a week).
9. To be open to feedback about how to better support your learning.

OVERVIEW OF ASSIGNMENTS: Assignments are mirrored in our weekly Modules and calendar.

Discussion Boards	40 points
Analysis Boards (3 points each weeks 2-9, 24 pts. total)	
Solution Boards (2 points each weeks 2-9, 16 pts. total)	
Participation Assignments	25 points
Personal introduction (5 pts.)	
Hopes, challenges, and fears (5 pts.)	
Mid-quarter check in (5 pts.)	
Peer review of a colleague's final paper (5 pts.)	
End of quarter evaluation (5 pts.)	
Social Problems/Social Solutions Paper	35 points
Social problem identification (5 pts.)	
Social problem description and identification of sources (5 pts.)	
Social problem/social solution draft (5 pts.)	
Social problem/social solution final (20 pts.)	
TOTAL:	100 points

*What does the table above mean? On the next page, find your guide to assignments.
Read it carefully during week 1. It will serve you well all quarter!*

DETAILS OF ASSIGNMENTS:

Discussion Boards

Discussion boards for weeks 2-9 serve several purposes in this course. First, this is a class without quizzes or exams, so one way I will assess your comprehension of our course materials by evaluating your weekly discussion board postings. Please take note of the “criteria for a successful post” information below to make sure you are meeting the required criteria. Second, my teaching philosophy is based on the idea that every student is capable of producing insightful, useful knowledge about the world around us. In online or hybrid courses, discussion boards can be one place for us to share understandings, insights, questions, and to apply the knowledge we are building. Exchanging the knowledge and offering feedback means we all get the chance to be teachers and learners in our work together. We can also share inspiration and hopes for healthy and just communities. In a course focused on oppression and related social problems that can seem too big to fix, this is especially important!

Find links to the weekly Discussion Board areas in the “Modules” area of our Canvas site, which are organized by week. *Always read the week’s Analysis Board and Solution Board prompts before starting your reading for the week.* This will help guide your note taking. During weeks 2-9, you will make at 3 Discussion Board assignment posts each week. In the first post you’ll demonstrate your understanding of key concepts of your choosing, in the second you’ll apply your understandings to the world around us, and the third is aimed at sparking creative thinking about solutions to the problems of oppression we’ll be investigating. If this sounds intimidating, don’t worry! You don’t need to be comfortable with each of these modes of learning. The point of a class like this is to practice building knowledge together and to learn in the process.

Some tips and expectations for our work on the Boards:

- Please always **acknowledge people you are responding to by name**. Discussion Boards can feel impersonal and as we discuss significant and complex topics, we need to remind ourselves that there are individual humans at the other end of our responses.
- Please strive for a tone that invites continued engagement – **curiosity, questioning, compassion, and kindness** are all encouraged. (I do not expect this of anyone, but must say it: continued rudeness, bullying, or hate speech is not welcomed in this academic environment and may result in a loss of credit or disciplinary action.)
- Please take **extended back and forth correspondence** off board to email. We will be generating MANY posts over our quarter and the quantity of posts can become overwhelming quickly.
- Please consider **mixing up** who you respond to each week. These posts let you explore the thinking processes of your colleagues and help them deepen their comprehension of the topics we’re studying. You, and others, may get more benefit by exploring a wide range of perspectives.

1. Analysis Boards

(Two posts weekly–INITIAL post Wednesday by 11:59 pm, RESPONSE Sunday by 11:59 pm)

Each week, you need to make at least two postings to our Analysis Boards. You must make both posts to be considered for full credit. *A Response post without an Initial post will not receive any points.*

In the first **INITIAL** posting (due weeks 2-9 by Wednesday by 11:59 pm), you’ll demonstrate your comprehension of readings in the Conceptual Frameworks (week 2) and the *Introduction* and *Context* sections (weeks 3-9) from our *Readings for Diversity and Social Justice (RDSJ)* book.

To receive full credit for an **INITIAL** post, these specific criteria must be met:

- Your post should be **3 paragraphs long**. **Number** each paragraph.
- Each paragraph should describe (at least) **one key idea** from our articles that expands your “**sociological imagination**” related to the topic we are studying that week. (Review Mills essay and your writing about “sociological imagination” if you ever feel stuck.)

- Each paragraph’s key idea should be marked in **bold type** or CAPITALIZED.
- In each paragraph, you should describe the key idea in **1-2 sentences using your own words**.
- For each key idea, you should note specifically what **you find useful, interesting, curious, or helpful** about the idea for exploring the topic for the week. In other words, tell readers why you picked a particular concept to focus on. How does it help you see the world in a new way?
- For each idea, you need to cite ideas, quotes, or examples, from **at least one RDSJ essays** from reading due Wednesdays – for a total of at least 3 different citations (always include author name to refer to specific articles).

In the **RESPONSE** post (due weeks 2-9 by Sunday by 11:59 pm), you’ll write a thoughtful reply to one of your colleagues. Your main goal in the response is to make connections: to essays from the second half of the week’s reading and to a real world example of one of the concepts from the Initial post. After reading through **at least 7-10** Initial posts, choose one to respond to. You may respond to **any Initial post that is not your own**, including one that has received other responses.

To receive credit for a **RESPONSE** post, please meet these two criteria:

- First, choose one **key idea** discussed in the Initial post and **make a connection to the week’s readings that are due Sunday** (usually, chapters from Stay Solid! and “Next Steps” sections from RDSJ). Remember, part of your goal is to demonstrate your understanding of the idea as grounded by our shared course essays. This should be about a paragraph. For example:
 - *“I noticed the concept of **allyship** came up again in an essay in the Next Steps section of RDSJ by... The author [name] writes about how adults can be allies to young people and gives some specific ideas. Here they are 1...2...3...”*
- Second, **make a connection the world outside our shared readings**. Put the key idea into action in some way by giving a **specific real-world example** of how you see it at work in your school, neighborhood, relationships, media, pop culture, workplace, or in broader social, economic, or political contexts. You might include a link, picture, or some other artifact or piece of evidence that would help readers put your ideas about application in context. **Then, write a paragraph describing the connection** between the idea and the example you are offering. Possibilities are endless! For ex.:
 - *“When my friend and I were watching Doctor Who last night (season ...episode...), I was really thinking about the ways immigrants and migrants are talked about in the news. Here’s what I notice...That made me think about the way you wrote about the ‘social construction of difference’ in your post.”*
 - Or, *“In the Black Lives Matter Movement, I often hear people talking about ‘implicit racial bias,’ too. Here’s a link to a blog post that I thought was really insightful...Here’s why I found it interesting...”*

2. Solution Boards **(1 post weekly – by Sunday midnight)**

Each week, you’ll also make at least one posting to our Solution Boards. This is a space for envisioning a social world in which oppressions are reduced or eradicated and identifying action steps individuals or groups may take to work for change. Some of you may use this weekly assignment to explore your own desires. Others may choose to take a particular author’s ideas and imagine them applied to an institution, community, neighborhood, city, or region with which you are familiar. While this is a space to creatively explore (your own or others’) hopes for a healthier world, this is also an exercise in critical and analytic thinking – *you do not need to agree with any of the perspectives for the week in order to imagine their application to the world around you.*

This part of weekly posting will be a challenge for many of you because it will feel less “academic” than some of the work you may have done in college, high school, or other academic environments. Another part of my teaching philosophy is that sociological knowledge takes many forms. Like you will see in Mills’ essay in week 2, Sociology is not only done by sociologists! Much of the music, art, and creative expression we see in the world around us includes powerful sociological insights. As a way to explore ideas and build knowledge, we’re going to experiment with creating some ourselves.

To receive credit for these posts, the stakes will be low in that you will **not** be evaluated on your skills as a photographer or poet or songwriter or other creative mode, but in fulfilling the content expectations of the prompt. Each week’s prompt is unique, please review before you begin your week’s reading.

Participation Assignments

You are being asked to participate actively in your learning this quarter. Participation assignments are one way to approach and reflect on this aspect of our work together.

1. Personal introduction assignment (due Wed 1/6 by midnight)

Imagine we're meeting in a face-to-face class and you've been invited to bring in 3 physical objects that say something important about your past, your present, and your dreams for the future. What are the objects? What would you tell us about them as you show us each of them? Write 3 short paragraphs telling us about why you chose these objects and what they say about you. The point is to start to get to know each other!

2. Hopes, challenges, and fears assignment (due Sun 1/10 by midnight)

After reading our Syllabus, Sensoy and DiAngelo’s essay “How to participate in courses that take a critical social justice approach,” and Freire’s “Do not let the fear of what is difficult paralyze you,” write a short letter (no length requirement) to Tamara responding to these questions: What are your hopes for the quarter? What parts of our work do you think will be especially challenging for you? What fears about our quarter together are on your mind as we begin this learning journey? Is there anything else you would like Tamara to know about you as we begin our quarter together? ALSO please list 3 “auxiliary tools” (see Freire, p. 29) you can use this quarter, then post these to the “Tools” Board in the Week 1 Module. Please sign the letter using the name you would like me to call you.

3. Mid-quarter evaluation (due Sun 2/7 by midnight)

Before week 5 begins, a survey will be posted asking you reflect on your participation in your learning process this quarter. Fill it out and submit to Tamara before the submission deadline.

4. Peer review of a colleague’s final paper draft (due **SATURDAY 3/12 by midnight)

More details will be posted to Canvas at least a week before this process begins.

5. End-of-quarter learning evaluation (due Sun 3/18 by midnight)

Before week 11 begins, a survey will be posted asking you reflect on your participation in your learning this quarter. Fill it out and submit to Tamara before the submission deadline.

Social Problems/Social Solutions Paper

1. Social problem identification assignment

(due Weds 1/17 by midnight)

After reading Mills essay “The Promise” about the sociological imagination and the week 2 essays in *Readings for Diversity and Social Justice* (From Section 1: Introduction and Selections 3-7), do three things:

- In a few sentences of your own words, describe what Mills means by “sociological imagination.”
- Choose 3 quotes from Mills (with page #s) that illustrate why the “sociological imagination” might help us understand the problem of oppression as introduced in the *Readings for Diversity and Social Justice* essays for this week.
- Drawing on the above, in bullet point format, list 3 social problems you feel passionate about and think might be useful to explore through the lens of our course as you currently understand it.

2. Social problem description and identification of sources assignment

(due Weds 3/2 by midnight)

- Write one paragraph describing the social problem you would like your final paper to focus on.
- Make a list of at least 6 sources from the “CONTEXT” sections of our RDSJ reader that you will draw on to describe and analyze the problem your paper will focus on. Write a **summary sentence** for each source and note at least **one key concept** you will draw on from each of these readings. (More information about this assignment a week before it is due.)

3. Social problem/social Solution final paper DRAFT

(due Weds 3/9 by midnight)

The Social Problem/Social Solutions paper will be your final assignment. Its aim is to create a space for you to apply your learning during our winter 2016 quarter. This week you will make a start on your paper. Strive to make substantial progress on at least one part of the paper for this DRAFT and include at least a few notes for other sections.

4. Social problem/social solution final paper/project FINAL

(due Weds 3/16 by midnight)

There will be 3 key parts to this assignment described roughly below. (This assignment may be slightly modified and more details and guidance for this assignment will be available before 2/22.)

- Describe the social problem you have chosen to focus on using quotes and ideas from at least 6 course essays to help ground your claims. (3 pages)
- Describe a vision (this can be your own or someone else’s vision) in which this problem has been lessened or eradicated. Write in academic essay-style prose OR a creative format inspired by one of our Vision Board prompts. (1 page or equivalent in a creative format)
- Identify and describe 3 distinct social change strategies one could use to address the problem and pursue the vision. (1 page)



ASSIGNMENT EXPECTATIONS

For all of your work: Submit proofread work **only**. If you need help with your writing, please make use of the following student support services:

- [Academic Success Center](#)
- [TRiO Student Support Services](#)
- [Writing Lab @ BC](#)

General Writing Guidelines

- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books you cite are *italicized*. Movie titles, article titles, song titles, etc. are “in quotation marks.” Quotes inside a quotation use ‘single quotation marks.’
- Avoid the universal “we”, “our”, “us” – ask yourself: Can I speak for everyone? If you cannot, do not write it. Also avoid phrasing such as “nowadays...” and “since the beginning of time.” Be accurate. Know what you’re writing and why.
- Do not ever use Wikipedia, CliffNotes, or other such encyclopedic references. Wikipedia is not peer-reviewed and therefore unreliable. Do your own research. If you’re going to research online (which is absolutely encouraged and totally legit), make sure you understand what you’re looking for. Do a deep dive into the internet to find your stuff.
- For all assignments, you must be providing your own analysis while you draw from material presented to you in class.

Additional Guidelines for Final Paper

- Twelve-point sized Times font, double-spaced
- 1” margins all around
- APA Citations (you do not need to format your paper in APA Style) where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies are not counted as pages due
- Student information is at the top left of the page, *single spaced*
- There are no extra spaces between paragraphs.
- Please only draw on sources we are exploring together in class. The assigned articles in our two textbooks combined with the resources we will collectively generate via Discussion Boards will provide ample material for your work.

Your written work is evaluated on:

- 1) Content
 - Fulfilling the assignment.
 - Developing your argument and making use of examples and evidence to support your argument.
 - Flow of thought throughout the paper or post, with strong analyses and conclusions.
- 2) Writing Style
 - Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL/ELL student, please let me know! I’m happy to work with you and point you in the right direction.**
 - Clarity of thought.
 - Good organization and attention to detail.
 - Persuasiveness of your argument/s.
 - Creativity. Make it an interesting read!
 - PROOFREAD your work. Please do a spell/grammar check before you hand it in.
 - Dude, like totally don’t write **colloquially**. Communication in person, on social media, or by text are particular kinds of conversations. A paper is an entirely different set of discussions. ☺

Preventing Plagiarism: Plagiarism is a form of academic dishonesty that occurs when a student uses information or material from outside sources without proper citation and is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- You do not cite quotations and/or attribute borrowed ideas.
- You fail to enclose borrowed language in quotation marks.
- You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- You turn in work created by another person (e.g., another student, download from internet, etc.).
- You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

EVALUATION AND GRADING: I will eagerly read everything you write, but time constraints mean I can't comment individually in depth of often. From time to time, I'll offer feedback based on patterns I'm seeing in responses. All assignments you submit will receive either full, partial, or no points based on how well you fulfill the criteria included in the syllabus. Please do not hesitate to come to me with any questions. My email door is *always* open and I'm always happy to go over grades with you. Please use the following rubric to help explain the grade you're given for work this quarter.

A: 94-100	B-: 80-83	D+: 67-69	F: 59 and
A-: 90-93	C+: 77-79	D: 64-66	below
B+: 87-89	C: 74-76	D-: 60-63	
B: 84-86	C-: 70-73		

90-100% = A. The A shows me you're engaged with the readings, the media, and your colleagues' posts by utilizing quotes and ideas. Your work is *completely free* from grammar and spelling errors, and demonstrates your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be "fleshed out" and not just a series of statements, in other words.

80-89% = B. The B tells me you're doing very good work. You may have a couple of grammar issues, but your work is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or other material as you could be. I should see that you're being challenged and that you're struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

70-79% = C. The C means that you're not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I would like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in our materials.

60-69% = D. Ah, the D. D is for "Don't be Discouraged." D work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material and you're not responding to the questions raised on our Discussion Boards or elsewhere in class. Demonstrated understanding of the course materials is not presented clearly, or at all.

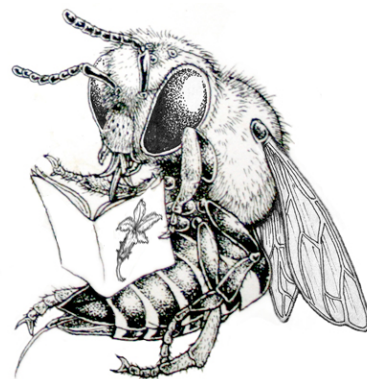
COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

Online courses are great for people who thrive in independent learning processes and have developed skills for reading deeply and critically and writing academic-style essays. They are not for everyone. While I strive as an instructor to create a learning environment welcoming and supportive to all, because I am in a part-time teaching position, I may not be able to provide you with the full range of support you may need to succeed in this class. This experience will call on you to use a lot of initiative to stay on top of our many readings and assignments and I strongly encourage you to access BC's support services as you need.

For the bulk of the course, you will see a clear pattern in the ways we are drawing on course textbooks and producing new knowledge through discussion boards and other assignments. While you need to submit work on time to receive credit, there's lots of flexibility about pacing throughout the week. You will each develop your own routines based on work and class schedules, family responsibilities, activism or volunteering, or other things you do with your time. This course has been designed using [Bellevue College's recommendation](#) that students plan on spending 2 hours each day for a 5-credit course. **You should plan on spending around 14 hours a week on your work for this class. You will spend roughly half of this time reading assigned texts and the other half on writing and doing our creative assignments.**

Here's one recommendation about how to approach the weekly rundown for weeks 2-9*:

1. Monday-Tuesday: Complete "Context" selections from *Readings for Diversity and Social Justice (RDSJ)* (~4 hours)
2. Wednesday: Make INITIAL Analysis Board post (~2 hours)
3. Thursday-Friday: Complete *Stay Solid! (SS)* readings and Next Steps selections from *RDSJ* (~3 hours)
4. Fri-Sun: Complete Analysis Board RESPONSE and Solution Board post (~1-2 hours)



**Take note: some weeks have additional assignments which may take 1-2 hours each.*

***In the schedule below, RDSJ refers to Readings for Diversity and Social Justice. Take note that the number after RDSJ refers to the "selections" assigned, not page numbers. See RDSJ Table of Contents. SS is Stay Solid!*

Week One: 1/4 – Welcome and Introductions

Due by Wednesday 1/6:

Readings:

- Syllabus (Canvas)

Assignments:

- Participation 1: Personal introduction assignment due Weds 1/6

Due by Sunday 1/10

Readings:

- Freire: "Don't Let the Fear..." (Canvas)
- Senoy and DiAngelo "How to Participate..." (Canvas)

Assignments:

- Participation 2: Hopes, challenges, and fears assignment due Sun 1/10
- Post "auxiliary tools" list to "Tools" board on Week 1 Module due Sun 1/10

Week Two: 1/11–Sociological Imagination & the Problem of Oppression

Due by Wednesday 1/13:

Readings:

- Mills: “The Promise” (Canvas)
- RDSJ: Section 1 (Introduction and Selections 3-7)

Assignments:

- Analysis Board: Initial post due Weds 1/13

Due by Sunday 1/17:

Assignments:

- Analysis Board: Response post due Sun 1/17
- Solution Board: Post due Sun 1/17
- Social Problem/Social Solution Paper 1: Social problem identification assignment due Sun 1/17

Week Three: 1/18 – Ageism and Adulthood

Due by Wednesday 1/20:

Readings:

- RDSJ: Section 9 (Introduction and Context Selections 114-119)

Assignments:

- Analysis Board: Initial post due Weds 1/20

Due by Sunday 1/24:

Readings:

- SS: Section 2 (School, Education, and Learning)
- RDSJ: Section 9 (Next Steps Selections 123-126)

Assignments:

- Analysis Board: Response post due Sun 1/24
- Solution Board: Post due Sun 1/24

Week Four: 1/25 – Ableism

Due by Wednesday 1/27:

Readings:

- RDSJ: Section 8 (Introduction and Context Selections 95-102)

Video:

- [Sunaura Taylor and Judith Butler Stroll San Francisco](#)

Assignments:

- Analysis Board: Initial post due Weds 1/27

Due by Sunday 1/31:

Readings:

- SS: Section 14 (Disability)
- RDSJ: Section 8 (Next Steps Selections 109-113)

Assignments:

- Analysis Board: Response post due Sun 1/31
- Solution Board: Post due Sun 1/31

Week Five: 2/1 – Classism

Due by Wednesday 2/3:

Readings:

- RDSJ: Section 3 (Introduction and Context Selections 25-33)

Assignments:

- Analysis Board: Initial post due Weds 2/3

Due by Sunday 2/7:

Readings:

- SS: Section 11 (Class & Class Struggle)
- RDSJ: Section 3 (Next Steps Selections 39-42)

Assignments:

- Analysis Board: Response post due Sun 2/7
- Solution Board: Post due Sun 2/7
- Participation 3: Mid-quarter check-in assignment due Sun 2/7

Week Six: 2/8 – Racism

Due by Wednesday 2/10:

Readings:

- RDSJ Section 2 (Introduction and Context Selections 8-15)

Assignments:

- Analysis Board: Initial post due Weds 2/10

Due by Sunday 2/14:

Readings:

- SS Section 12 (Race) Section 15 (Indigenous Struggles)
- RDSJ Section 2 (Next Steps Selections 22-24)

Assignments:

- Analysis Board: Response post due Sun 2/14
- Solution Board: Post due Sun 2/14

Week Seven: 2/15 – Sexism

Due by Wednesday 2/17:

Readings:

- RDSJ Section 5 (Introduction and Context Selections 60-66)

Video:

- [Sexism Video](#)

Assignments:

- Analysis Board: Initial post due Weds 2/17

Due by Sunday 2/21:

Readings:

- SS Section 13 (Gender)
- RDSJ Section 5 (Next Steps Selections 70-76)

Assignments:

- Analysis Board: Response post due Sun 2/21
- Solution Board: Post due Sun 2/21

Week Eight: 2/22 – Heterosexism and Transgender Oppression

Due by Wednesday 2/24:

Readings:

- RDSJ Section 6 (Introduction and Selections 77-80), RDSJ Section 7 (Introduction and Selections 86-90)

Assignments:

- Analysis Board: Initial post due Weds 2/24

Due by Sunday 2/28

Readings:

- RDSJ Section 6 (Next Steps Selections 84-85), RDSJ Section 6 (Next Steps Selections 93-94)

Assignments:

- Analysis Board: Response post due Sun 2/28
- Solution Board: Post due Sun 2/28

Week Nine: 2/29 – Speciesism and Ecocide

Due by Wednesday 3/2:

Readings:

- Watch Professor Corey Wrenn's 3 short talks (15 minutes each) on Speciesism on youtube. Find them here: [Part 1](#), [Part 2](#), [Part 3](#).
- SS Section 16 (Ecocide: pp. 233-244)

Assignments:

- Analysis Board: Initial post due Weds 3/2

Due by Sunday 3/6:

Readings:

- SS Section 21 (Outro: Getting Older: pp. 303-315)

Assignments:

- Analysis Board: Response post due Sun 3/6
- Solution Board: Post due Sun 3/6
- Social Problem and Identification of Resources assignment due Sun 3/6

Week Ten: 3/7- More Visions and Strategies for Change

Due by Wednesday 3/9:

Readings:

- RDJS: Section 10 (Context Selections 127-131)
- RDSJ (Next Steps Selections 134-137)

Assignments:

- Social Problem/Social Solution Paper DRAFT due 3/9

Due by SATURDAY 3/12:

Readings:

- Close read of a colleague's Bookend Paper/Project draft

Assignments:

- Participation 4: Peer review of colleagues' Paper draft due 3/12 (Note: SATURDAY)

Week Eleven: 3/14 – Final Project “Potluck” and Course Wrap Up

Due by Wednesday 3/16:

Assignments:

- Final Bookend Paper/Project due 3/16

Due by Friday 3/18:

Assignments:

- Participation 5: End-of-quarter Evaluation of Learning Assignment due 3/18 (Note: FRIDAY)



Thank you for an awesome quarter!