

# INTRODUCTION TO SOCIOLOGY

## SOC& 101-C, Winter 2013

### 9:30-10:20 Daily; A206

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Office Hours: M,W,& F 8:30–9:20; T&TH 11:30-12:20 and by appointment



## 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." 9<sup>th</sup> edition. Pine Forge Press: 2012.  
\*\*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 ([My BC](#) – under "shared documents")  
\*\*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.

## 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 Education Outcomes:

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.

## 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, 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:

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 at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

## Grading:

Grades are based on **seven 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) one “Your Turn” research paper, and (7) 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
“Your Turn” Research Paper	100 points
Exams (2 at 100 points/each)	200 points

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**TOTAL** **700 points**

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>648-700</i>	<i>93-100%</i>
<i>A-</i>	<i>627-647</i>	<i>90-92%</i>
<i>B+</i>	<i>613-626</i>	<i>88-89%</i>
<i>B</i>	<i>578-612</i>	<i>83-87%</i>
<i>B-</i>	<i>557-577</i>	<i>80-82</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C+</i>	<i>543-556</i>	<i>78-79%</i>
<i>C</i>	<i>508-542</i>	<i>73-77%</i>
<i>C-</i>	<i>487-507</i>	<i>70-72%</i>
<i>D+</i>	<i>473-486</i>	<i>68-69%</i>
<i>D</i>	<i>417-472</i>	<i>60-67%</i>
<i>F</i>	<i>416 &amp; Below</i>	<i>59% &amp; Below</i>

**\*\*Please also note that your grades will be available 24/7 on Jupitergrades.com. A generic ID # and password will be made available to you within the first week of the quarter under MYBC shared documents entitled "SOC 101 Jupitergrades info." 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 7 Grading Components:**

### **1. Participation/Discussion: (50/700 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: (50/700; 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: (100/700 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 9:30 – 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	
	<p><b>THESIS or Main Ideas</b> presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article</p> <p>List/Define any Key terms discussed in reading</p>	

**4. Quizzes: (100/700 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: (100/700 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. “Your Turn” Research Paper: (100/700 points)**

You will notice at the end of each chapter a section entitled “Your Turn.” The goal of this assignment is to personalize and apply the material discussed in each chapter. I encourage you to look at the assignment directions **in advance** at the beginning of each new chapter/section, so that you familiarize yourself with the expectations of each assignment. **You will have 10 “opportunities” to submit 1 paper.** The directions and guidelines are listed in the text and due dates are noted on the syllabus. Each assignment should be approximately 4 pages (typed) in length. These papers should integrate the textbook information as well include some outside research that you have completed. The nature of the assignment listed will determine what kind of research you need to complete (interview vs. data collection vs. observation). Please see the writing guidelines in the syllabus for specific formatting details. You can visit the Writing Lab on campus if you need assistance with getting started. *Note that you cannot re-do a paper once it is submitted so make sure you take your time on this assignment.* I am always willing to read rough-drafts and provide you feedback. Please give me a minimum of 24 hours to return feedback to you.

**7. Exams: (200/700 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 6<sup>th</sup> and the second day will be comprised of short answer on Thursday, February 7<sup>th</sup>. 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 split between two days during our class period. The first section will be on Thursday, March 14<sup>th</sup> and the second section will be on Friday, March 15<sup>th</sup>. 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.**

**\*\* General Guidelines for All Written Work \*\***

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class before the door closes– promptly at 9:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!



**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

#### **Wednesday, January 2<sup>nd</sup>: Introduction to the Course**

Go over syllabus; class introductions; beginning definitions

#### **Thursday, January 3<sup>rd</sup>: Course Introductions: Getting to Know Your Peers**

Continue going over syllabus and introductions

#### **Friday, January 4<sup>th</sup>: What is Sociology?**

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



### Week 2

#### **Monday, January 7<sup>th</sup>: Understanding the Sociological Imagination**

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

#### **Tuesday, January 8<sup>th</sup>: Employing the Sociological Imagination**

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

**"Your Turn" Opportunity 1 (pg. 17) Due (for those who choose this paper)**

#### **Wednesday, January 9<sup>th</sup>: The Social Construction of Reality**

Readings: "Building Reality: The Social Construction of Knowledge," pp. 55-63

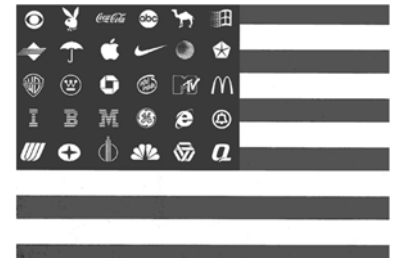
**Quiz #1 (over material covered from January 3<sup>rd</sup> – January 8<sup>th</sup>)**

#### **Thursday, January 10<sup>th</sup>: Self-Fulfilling Prophecies & Understanding Conflict and Power**

Readings: "Building Reality," pp. 63-80

#### **Friday, January 11<sup>th</sup>: How Individuals Structure Society**

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



### Week 3

#### **Monday, January 14<sup>th</sup>: Societal Influences and How Social Structures Impact Our Everyday Lives**

Readings: "Seeing and Thinking Sociologically," pp. 26-34

**"Your Turn" Opportunity 2 (pg. 95) Due (for those who choose this paper)**

#### **Tuesday, January 15<sup>th</sup>: Cultural and Subcultural Influences**

Readings: "Seeing and Thinking Sociologically," pp. 34-37

#### **Wednesday, January 16<sup>th</sup>: Understanding Social Order**

Readings: "Seeing and Thinking Sociologically," pp. 46-49





**Thursday, January 17<sup>th</sup>: Individuals Shaping Society; Social Structures Shaping Individuals**

Readings: "The My Lai Massacre: A Military Crime of Obedience," by Kelman and Hamilton on course website  
**"Your Turn" Opportunity 3 (pg. 50) Due (for those who choose this paper)**

**Friday, January 18<sup>th</sup>: Culture and History**

Readings: "Building Order," pp. 98-110

**Quiz #2 (over material covered from January 9<sup>th</sup> – January 17<sup>th</sup>)**



**Week 4**

**Monday, January 21<sup>st</sup>: No Class - Holiday**

**Tuesday, January 22<sup>nd</sup>: Cultural Norms and Social Institutions**

Readings: "Building Order," pp. 110-131

**Wednesday, January 23<sup>rd</sup>: Ethnocentrism and Cultural Relativism**

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

**Thursday, January 24<sup>th</sup>: Assimilation versus Acculturation**

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

**Friday, January 25<sup>th</sup>: Identity, Socialization, and Social Structures**

Readings: "Building Identity," pp. 134-145

**"Your Turn" Opportunity 4 (pgs. 131-132) Due (for those who choose this paper)**



**Week 5**

**Monday, January 28<sup>th</sup>: Stratification and Inequality**

Readings: "Building Identity," pp. 145-152

**Tuesday, January 29<sup>th</sup>: Race, Class, and Socialization**

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

**Wednesday, January 30<sup>th</sup>: Institutions and Socialization**

Readings: "Building Identity," pp. 152-154; 161-166

**"Your Turn" Opportunity 5 (pg. 166) Due (for those who choose this paper)**

**Thursday, January 31<sup>st</sup>: Self-Presentation and Impression Management**

Readings: "Supporting Identity," pp. 168-176

**Quiz #3 (over material covered from January 22<sup>nd</sup> – January 30<sup>th</sup>)**



**Friday, February 1<sup>st</sup>: Dramaturgy and the Social Stage**

Readings: "Supporting Identity," pp. 176-194

**Week 6**

**Monday, February 4<sup>th</sup>: Collective Management**

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

**"Your Turn" Opportunity 6 (pg. 194-195) Due (for those who choose this paper)**



Tuesday, February 5<sup>th</sup>: Catch-Up Day and Review for Exam #1

Wednesday, February 6<sup>th</sup>: Exam #1 – Part 1

Thursday, February 7<sup>th</sup>: Exam #1 – Part 2

Friday, February 8<sup>th</sup>: Exercise in Stratification



## Week 7

Monday, February 11<sup>th</sup>: Stratification and Social Class

Readings: "The Architecture of Stratification," pp. 317-327

Tuesday, February 12<sup>th</sup>: Class Inequality in the U.S.

Readings: "The Architecture of Stratification," pp. 327-342

Wednesday, February 13<sup>th</sup>: In Class Activity on the Poverty Line

Thursday, February 14<sup>th</sup>: The Uses of Poverty

Readings: "The Architecture of Stratification," pp. 342-355

Friday, February 15<sup>th</sup>: 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

"Your Turn" Opportunity 7 (pp. 355) Due (for those who choose this paper)



## Week 8

Monday, February 18<sup>th</sup>: No Class – Professional Development Day

Tuesday, February 19<sup>th</sup>: White Privilege and Racial Oppression

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

Quiz #4 (over material covered from February 11<sup>th</sup> – February 15<sup>th</sup>)

Wednesday, February 20<sup>th</sup>: Racial Prejudice, Discrimination, and Racism

Readings: "The Architecture of Inequality," pp. 376-389

Thursday, February 21<sup>st</sup>: Racial and Ethnic Inequality: Historical Considerations

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

Friday, February 22<sup>nd</sup>: Historical Considerations Continued

Readings: "The Architecture of Inequality," pp. 364-376

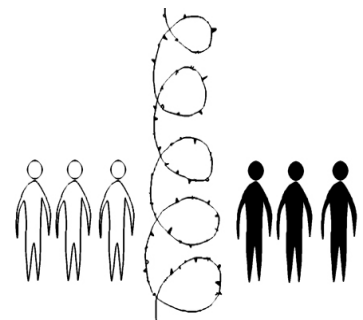


## Week 9

Monday, February 25<sup>th</sup>: Tracing White Supremacy: Historical Considerations

Tuesday, February 26<sup>th</sup>: Institutionalized Racism

Readings: "The Architecture of Inequality," pp. 389-404



**Wednesday, February 27<sup>th</sup>: Race as a Social Construction**

Readings: "The Architecture of Inequality," pp. 358-364

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

**"Your Turn" Opportunity 8 (pg. 404) Due (for those who choose this paper)**

**Thursday, February 28<sup>th</sup>: Inequality in Sex and Gender**

Readings: "The Architecture of Inequality," pp. 406-412

**Quiz # 5 (over material covered from February 20<sup>th</sup> – February 27<sup>th</sup>)**

**Friday, March 1<sup>st</sup>: Connecting Gendered Oppression to Homophobia**

Readings: "The Architecture of Inequality," pp. 412-419



**Week 10**

**Monday, March 4<sup>th</sup>: Institutions of Gender Inequality**

Readings: "The Architecture of Inequality," pp. 419-429

**Tuesday, March 5<sup>th</sup>: Gendered Jobs and Economics**

Readings: "The Architecture of Inequality," pp. 429-434

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

**Wednesday, March 6<sup>th</sup>: Women Worldwide**

Readings: "The Architecture of Inequality," pp. 434-436

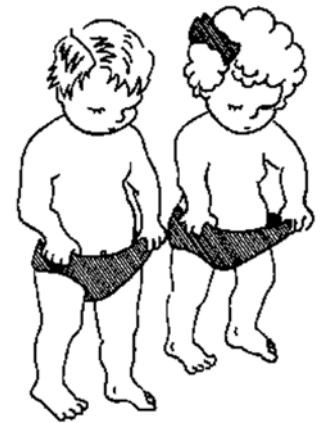
**Thursday, March 7<sup>th</sup>: Creating Social Change**

Readings: "Architects of Change," pp. 473-485

**"Your Turn" Opportunity 9 (pg. 436-437) Due (for those who choose this paper)**

**Friday, March 8<sup>th</sup>: Social Movements**

Readings: "Architects of Change," pp. 485-503



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

**Week 11**

**Monday, March 11<sup>th</sup>: Collective Action – Examples**

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

**Tuesday, March 12<sup>th</sup>: Collective Action- Examples**

Readings: "Challenging Power," by Celene Krauss on course website

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

**Wednesday, March 13<sup>th</sup>: Revisiting the Sociological Imagination and Review for Final Exam**

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

**Your Turn Opportunity #10 (pg. 507) Due (for those who choose this paper)**

**Thursday, March 14<sup>th</sup>: Exam 2 – Part 1**

**Friday, March 15<sup>th</sup>: Exam 2 – Part 2**

