

INTRODUCTION TO SOCIOLOGY

SOC& 101 (Section E)

Spring 2011

Bellevue College

Instructor: Denise L. Johnson
Email: denise.johnson@bellevuecollege.edu
(when emailing me, please put "SOC 101 1030am"
in the subject line)
Office Phone: (425) 564-5143

Office Hours: Daily 9:30-10:30am
Office Location: D110K
Class Meets: Daily, 11:30-12:20am
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

LEARNING ATMOSPHERE

I believe 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*. 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 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. A critical understanding and the embracing of alternative genders and sexualities in this classroom is encouraged. 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:

- Question the obvious;
- 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 perspectives 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” (8th Edition)
Additional readings are posted on the course website

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. I will not simply “regurgitate” the material from the textbook, but rather, I will help you synthesize it. This means that class time will not be solely 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.
- *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.
- *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 BCC guideline for homework is two hours outside of class for each hour spent in class.
- *Attendance.* Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that can not be found in the readings. 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 an assignment 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 tolerated.
- *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

Grades are based on six factors: (1) performance on exams and quizzes, (2) performance in seminar, (3) class participation, and (4) performance on homework assignments. Each of these elements is awarded a specific number of points:

Exams (2 @ 300pts each)	600 points (60% of final grade)
Quizzes (9@10pts each)	90 points (9% of final grade)
Seminar (8 @ 15pts each)	120 points (12% of final grade)
Fieldwork Paper	100 points (10% of final grade)
<u>Participation and HW</u>	<u>90 points (9% of final grade)</u>
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) Performance on 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.** 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) Performance on Quizzes: Each week, I will give a short quiz 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. You are permitted to miss one quiz without consequence to your grade (I drop the lowest score). Quizzes will typically be short answer, although I may throw in a multiple choice question once in a while. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. My rationale for this is that I think our time in class will be much more productive, and you'll learn more, if you've done the readings ahead of time.
- (3) Performance in Seminar: We will have nine 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. Early in 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). Each week, 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 just about every week. 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.

Seminar: 8 @ 15pts each = 120 points

- (4) **Participation and Homework:** 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, class discussions, group work and homework, 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. Conversely, if you 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!*
- (5) **Performance on Fieldwork Paper:** You are required to complete **one** fieldwork assignment of your choice. The due date varies depending upon the assignment you choose. Please remember: I will not accept late work, so plan ahead. Specific information about paper format, including citation style, will be distributed very soon in class.

For the fieldwork paper, you should complete one of the following assignments (check the calendar for due dates, as each assignment has a different due date!):

FIELDWORK OPTION A: Analysis of a Large Newsworthy Event

The reality we take for granted is a social construction; this is perhaps most obvious when we take a close, attentive look at the media. Choose an event that is currently making national headlines; it could be a story about a politician or Congress, a major national tragedy or disaster, or a highly publicized criminal trial. Over the course of a week, analyze how this story is being covered by each of the following: (1) your local newspaper, (2) the major newspapers (*USA Today*, *The New York Times*, and *The Washington Post*), (3) mainstream news magazines (*Time*, *Newsweek*), (4) alternative news magazines (e.g. *Utne Reader*, *Mother Jones*, *In These Times*), (5) a local TV station, (6) the major networks (NBC, ABC, CBS, CNN), and (7) the Internet (chat rooms, Web sites, discussion lists, etc.). As you examine the media coverage, pay attention to the following:

- The amount of time or space devoted to the story.
- The “tone” of the coverage (Supportive or critical? Purely factual or reflective of certain opinions? Specific, objective language, or biased, inflammatory language?)

Summarize your findings. What were the differences and similarities in how the story was covered? Whose political or economic interests do you think are being served or undermined by the manner in which the story is being presented to the public? Why? Explain how your findings relate to the topics discussed in the readings and in class (cite the course material often!). Your paper should be about 2-3 typed pages. In addition to handing in your paper, you will also need to turn in any news articles that you reviewed as well as

your observation notes (your notes are graded!). Please staple it all together neatly. No folders or report covers. **PLEASE SEE THE 'FIELDWORK REQUIREMENTS' HANDOUT ON THE COURSE WEBSITE FOR MORE DETAILED INSTRUCTIONS ABOUT HOW TO GO ABOUT YOUR PROJECT.**

FIELDWORK OPTION B: Culture at a Public Event

Attend a public special event of any kind (e.g. a sporting event, a concert, a festival, a political rally). Bring a notepad with you, and take notes about the culture you observe. You should make note of the following:

- The appearance of people at the event (concertgoers, fans, employees, and/or players, etc.). For a start, you should observe their clothing (do they wear a cultural "uniform" of sorts?). You should also note racial and gender patterns. Are the people of certain races (if so, which ones?), and is a particular sex/gender more common at the event? What age do the people appear to be, in general? Do the people carry any particular objects with them? In short, you should observe people's appearances *as closely as possible*. Be descriptive!
- The behavior of people at the event. What do they do? Do they exhibit any behaviors that seem almost ritualistic? How do the people carry themselves? Are there any patterns to their actions? If so, what are they?

In your paper, be sure to explain what event you attended, as well as the patterns you observed. Provide specific examples to help illustrate your descriptions, and be detailed! Equally important, you need to address the following question in your paper:

- What values are reflected in the behaviors and appearances of people at the event? In other words, what can we learn about the things this particular cultural group finds important?

This question will likely be a challenge for you, but if you think hard enough, you should be able to come up with quite a few important values. And finally, explain how your findings relate to the topics discussed in the readings and in class. In other words, you need to frame your paper using the important concepts and ideas from the readings. Although you have likely attended a public event in the past, you should not rely on your memory for this assignment. You will certainly lose important details if you do. If you want to receive a good grade for this assignment, you will need to attend an event specifically for this project. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper. (Your notes are graded!) **PLEASE SEE THE 'FIELDWORK REQUIREMENTS' HANDOUT ON THE COURSE WEBSITE FOR MORE DETAILED INSTRUCTIONS ABOUT HOW TO GO ABOUT YOUR PROJECT.**

FIELDWORK OPTION C: Children's Toys

Go to a local toy store to gather data. Walk through the aisles, observing boys' and girls' toys and games. Take detailed notes about the following (your notes will be graded!):

- How do the toys in the boys' and girls' sections differ? How are they similar? (Pay attention to the number of toys, types of toys, content of the games, etc.)
- What sorts of interactions with other children do the boys' and girls' toys encourage? (For example, competition or cooperation? Independence or dependence? Emotional intimacy or distance?)
- Which toys (boys', girls', or both) are designed for active play? Which seem to encourage passive play?
- What sorts of values do the boys' and girls' toys encourage?
- For what sorts of adult roles do the boys' and girls' toys prepare children?
- What is the "hidden curriculum" of these games and toys?

In your paper, be sure to explain what store(s) you visited, as well as the general patterns of the questions above. Also, provide specific examples of toys or games to help illustrate your descriptions. Equally important, you need to explain how your findings relate to the topics discussed in the readings. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper (your

fieldnotes are graded!). **PLEASE SEE THE 'FIELDWORK REQUIREMENTS' HANDOUT ON THE COURSE WEBSITE FOR MORE DETAILED INSTRUCTIONS ABOUT HOW TO GO ABOUT YOUR PROJECT.**

FIELDWORK OPTION D: Race and Gender in the Workplace

Choose two places of business where you can observe people working in a variety of settings (for example, a bank, a supermarket, a clothing store, or a restaurant). You are NOT permitted to choose where you work. (You will certainly be more "biased" if you observe your own workplace!) Bring with you a notepad in order to jot down your observations. Take note of the following:

- o What type of workplace is it? How many employees are working at the time?
- o Are employees segregated by sex and race? Explain. (Remember, segregation does NOT have to be intentional or purposeful.)
- o Do men and women tend to do the same or different kinds of work? What kinds of jobs are men's jobs, women's jobs, gender-neutral jobs? Are men or women the supervisors, from what you can tell? (You can ask an employee this last question, if you want.)
- o What racial-ethnic categories are the men workers, the men supervisors, the women workers, and the women supervisors?
- o Are men and women supervised by members of their own sex or do men supervise both men and women? Are there any women supervising women and men?
- o Are members of different racial ethnic groups supervised by members of their own or different racial ethnic groups?

In your paper, be sure to explain what workplaces you observed (remember, you must observe two businesses), as well as the general patterns to the questions above. Also, provide specific examples and numbers to help illustrate your descriptions when appropriate. Equally important, you need to explain how your findings relate to the topics discussed in the readings. In other words, you need to frame your paper in the course themes. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes (they will be graded!) along with your paper. **PLEASE SEE THE 'FIELDWORK REQUIREMENTS' HANDOUT ON THE COURSE WEBSITE FOR MORE DETAILED INSTRUCTIONS ABOUT HOW TO GO ABOUT YOUR PROJECT.**

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

"We only see what we look at. To look is an act of choice."

-John Berger

Topics: What is sociology?
How do sociologists study the social world?
Inconvenient facts; debunking myths and common perceptions

Readings and Assignments:

- Read syllabus and make sure you understand it
- Read McIntyre, L. "Who's Afraid of Sociology" (on WEBSITE)
- ❑ Read Miner's "Body Ritual Among the Nacirema" (on WEBSITE)
- ❑ Read question #7 on page 8 (at the end of the "Body Ritual" article). Does Miner's piece make any more sense to you now that you know this? Skim back over the Miner article, looking at it in a different light now that you know the "secret."
- ❑ Quiz (on week one readings) **FRIDAY**
- ❑ Homework Assignment: **DUE FRIDAY**
You have a two-part homework assignment. First, answer the following question (in a sentence or two): What points do you think Miner was trying to make by writing this article? In other words, why did he write it? Next, write a description of "Technology of the Nacirema" following a similar model to Horace Miner's "Body Ritual Among the Nacirema." (Hint: limit yourself to one technology.) You'll need to imitate Miner in describing the technology as if you were a complete outsider who knows nothing about the technology or culture. You also need to use your descriptions to illustrate some underlying theme or value of Nacirema life (what does this technology tell us about what's important to the Nacirema people?). Write about two pages, typed and double-spaced.

WEEK TWO - Introduction to the Field; Social Construction of Reality

"We don't see things as they are, we see them as we are."

-Anais Nin

Topics: Social Construction of Reality
Language; self-fulfilling prophecies; incorrigible propositions; faith
Racial formations and the social construction of race
Role of the media in creating and shaping reality

Readings and Assignments:

- Read Newman pp. 52-89, "Building Reality: The Social Construction of Knowledge"
- **QUIZ TUESDAY (on Newman Chapter 3)**
- Read Reinerman, C. and H. Levine "The Crack Attack: Politics and Media in the Crack Scare" (on WEBSITE)
- **DUE FRIDAY: SEMINAR on Reinerman/Levine article**



"The Boondocks"

WEEK THREE – The Sociological Imagination

*"I am somehow less interested
in the weight and convolutions of Einstein's brain
than in the near certainty that people of equal talent
have lived and died in cotton fields and sweatshops."
-Stephen Jay Gould*

Topics: Sociological imagination
Sociological perspective applied to social problems like suicide, mass murder, and eating disorders
Power of the situation

Readings and Assignments:

- **QUIZ MONDAY (on Newman Chapter 1)**
- **DUE WEDNESDAY: Fieldwork Option "A"**
- Read Newman, Chapter 1 (pp. 1-15)
- Read Hesse-Biber, "Becoming a Certain Body" (on WEBSITE)
- **DUE THURSDAY: SEMINAR on Hesse-Biber article**

WEEK FOUR – Social Structure and Stratification

Topics: Power of the situation (continued)
Social structure
Architecture of society: status, roles, groups, organizations, and institutions
Social stratification

Readings and Assignments:

- Read Newman Chapter 2 (pp. 17-47)
- Read Kelman and Hamilton "The My Lai Massacre: A Military Crime of Obedience" (on WEBSITE)
- **QUIZ MONDAY (on Newman Chapter 2)**
- **DUE WEDNESDAY: SEMINAR on Kelman/Hamilton article**



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

*“Natives who beat drums
to drive off evil spirits
are objects of scorn to smart Americans
who blow horns to break up traffic jams.”
–Mary Ellen Kelly*

Topics: Culture (defined) and subculture
Norms, Values, Sanctions

Readings and Assignments:

- Read Newman, Chapter 4, pp92-123
- **QUIZ MONDAY (on Newman Chapter 4)**
- Read Levine’s “Geography of Time” (on WEBSITE)
- **DUE THURSDAY: Seminar on LEVINE article**

WEEK SIX – The Sociological Perspective: Socialization



*“One is not born, but rather becomes, a woman.”
–Simone de Beauvoir*

Topics: Socialization
Gender and socialization
Re-socialization and total institutions

Readings and Assignments:

- Read Newman, Chapter 5, pp126-156
- **QUIZ MONDAY (on Newman Chapter 5)**
- Read Gracey’s “Learning the Student Role: Kindergarten as Academic Bootcamp” (on WEBSITE)
- **DUE THURSDAY: Seminar on GRACEY article**
- **DUE FRIDAY: Fieldwork Option “B”**

WEEK SEVEN – The Sociological Perspective: Impression Management

Topics: Identity management
Dramaturgy
Spoiled identities; stigma

Readings and Assignments:

- **EXAM #1: MONDAY**
- Read Newman, Chapter 6, pp159-183
- **QUIZ WEDNESDAY on Newman Chapter 6**
- Read Albas' "Aces and Bombers" (on WEBSITE)
- **DUE FRIDAY: Seminar on Albas article**
- **DUE FRIDAY: Fieldwork Option "C"**



WEEK EIGHT – Stratification: Social Class



*"The most dangerous illusion of them all
is the illusion that all is well."
-William Nicholson*

Topics: Social class
Income and wealth
Poverty

Readings and Assignments:

- Read Newman, Chapter 10, pp297-333
- **QUIZ MONDAY on Newman Chapter 10**
- Read Kozol's "Savage Inequalities" (on WEBSITE)
- **DUE FRIDAY: Seminar on Kozol article**

WEEK NINE - Stratification: Race

*"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 Niemöller, victim of the Nazis

Topics: Race and identity
Racism and the individual
Racism and its forms (individual and institutional)

Readings and Assignments: **NOTE: No classes on Monday, May 30th**

- Read Newman, Chapter 11, pp336-380
- **QUIZ TUESDAY on Newman Chapter 11**
- Read Tatum's "Why Are All the Black Kids Sitting Together in the Cafeteria?" (on WEBSITE)
- **DUE FRIDAY, Seminar on Tatum article**



WEEK TEN – Stratification: Race and Gender

Topic:

Racism and its forms (individual and institutional) – *continued*
Gender and the individual
Intersection of race and gender
Media representations of gender

Readings and Assignments:

- Read Newman, Chapter 12, pp383-411
- **QUIZ WEDNESDAY on Newman Chapter 12**
- Read Lorber “Believing is Seeing” (on WEBSITE)
- **DUE THURSDAY: Seminar on Lorber article**

WEEK ELEVEN– Stratification: Gender



Topics: Media representations of gender

Readings and Assignments:

- **DUE MONDAY, Fieldwork Option “D”**
- No additional readings or quiz this week. You should prepare for the final!

Final exam

This course’s final exam will be held on **Friday, June 17th, from 11:30-1:20**. Plan ahead accordingly. I do not give early or late final exams, so you will need to be here.

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