

INTRODUCTION TO SOCIOLOGY

SOC& 101 (Section D)

Winter 2011

Bellevue College

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Office Location: D110K
Class Meets: Daily, 10:30-11:20am
Class Location: L124

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.

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

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.
- *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) |
| Participation and HW | 90 points (9% of final grade) |
| 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 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). (NOTE: If you do not miss any seminars, your lowest score will count as extra credit!) 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.
- 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.

FIELDWORK OPTION B: Analysis of Children's Clothing

Go to a local department store to gather data. Walk through the toddler clothing departments and take careful note of the differences in clothing available for boys and girls. The most obvious dissimilarity is that girls wear skirts and dresses and boys don't. But what about contrasts in style, color, prints, and texture of the fabrics – are there any differences in the way the clothes are decorated? In accessories? Do any major themes emerge in the comparisons of the clothing? You should address the following questions:

- What sorts of messages about masculinity and femininity come across subtly (or not so subtly) through the clothing?
- How might these clothes reflect and affect our cultural beliefs about boys and girls?

You should write a paper about your observations. 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 your observation notes (your notes are graded!). Please staple it all together neatly. No folders or report covers.

FIELDWORK OPTION C: Social Class in the Supermarket

Go to a supermarket in one of the more affluent areas of town, and then visit a supermarket in one of the poorest sections of town. (Note: you must actually visit the stores for this assignment, even if you have been there before. You will miss a great deal if you simply rely upon your memory.) On your notepad, make detailed observations about the condition of the stores. Although you are free to observe whatever details you think are important, at a minimum you should address the following questions:

- How is the cleanliness of the stores?
- How is the politeness of the employees?
- Are there security guards or visible security systems? If so, what are they like, and how do you think their presence (or lack of!) affects the customers' mental states?
- What range of items is available in the store? For example, do they sell only canned goods, or do they also have produce, dairy, toiletries, hardware, videotape rentals, etc.?
- What are the prices like? Compare the prices on several identical items.
- How fresh are the produce, fruits, vegetables, milk, and meat?
- What other things do you observe that differentiate the social class statuses of the neighborhoods in which the stores are located?

For this project, you should be creative and observant. Draw from the readings. 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 your observation notes (your notes are graded!). Please staple it all together neatly. No folders or report covers.

FIELDWORK OPTION D: In recent years, some critics have claimed that racial minorities are not very visible on primetime (8-10pm), network television (i.e. ABC, NBC, CBS, and FOX). Watch a sample of primetime shows for one week (you should watch at least 5 hours of primetime television on the major networks listed above) and systematically keep track of the race of the characters, as well as the ways they are portrayed. (Note: you will actually have to watch television and take notes for this assignment – do not rely upon your memory of these T.V. shows. If you rely on your memory, you will miss a great deal.) In your paper, you should address the following:

- Was it difficult to determine the race of the actors? Why/why not?
- How many characters of the different races were portrayed?
- How important were the different characters to the plot/storyline?
- How were the characters portrayed – positively or negatively; stereotypical or unsterotypical?

Be descriptive. 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 your observation notes (your notes are graded!). Please staple it all together neatly. No folders or report covers.

FIELDWORK OPTION E: Purchase two women's and two men's magazines. Cut out 30 advertisements from each of the four magazines (120 ads in total). Analyze the ads in terms of gender differences – how are the two genders portrayed? What kinds of products are advertised for women and for men? What might these patterns tell us about gender in America? To give you an example of a fine analysis, the sociologist Erving Goffman found that clear patterns emerged in the way women and men are portrayed in ads. For example, he found that 1) women are taller than men only when the man is their social inferior, 2) women's hands are rarely portrayed as holding anything firmly, only touching it lightly, 3) women never instruct men, 4) men are rarely shown lying down, 5) the eyes of men focus only on important people, the eyes of women focus on men, 6) women are often shown as "dreamlike" and physically close to a man, and 7) women are more likely to be shown in a state of shock or surprise than a man. What patterns in the representations of women and men do you see? Did you discover any other important patterns, such as the types of products or images? 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.

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 "Food of the Nacirema" following a similar model to Horace Miner's "Body Ritual Among the Nacirema." (Hint: limit yourself to one food.) You'll need to imitate Miner in describing the food as if you were a complete outsider who knows nothing about the food or the culture. You also need to use your descriptions to illustrate some underlying theme or value of Nacirema life (what does this food 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: **NOTE: No classes on Monday, January 17th. Happy MLK, Jr. Day!**

- **DUE TUESDAY: Fieldwork Option "A"**
- Read Newman, Chapter 1 (pp. 1-15)
- Read Hesse-Biber, "Becoming a Certain Body" (on WEBSITE)
- **QUIZ TUESDAY (on Newman Chapter 1)**
- **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: **NOTE: No classes on Friday, January 28th**

- 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**



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: **NOTE: No classes on Monday, February 21st**

- Read Newman, Chapter 10, pp297-333
- **QUIZ TUESDAY 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 Niemoeller, victim of the Nazis

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

Readings and Assignments:

- **DUE MONDAY: Fieldwork Option "C"**
- Read Newman, Chapter 11, pp336-380
- **QUIZ MONDAY 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



Topic:

Racism and its forms (individual and institutional) - *continued*

Readings and Assignments: **NOTE: No classes on Tuesday, March 8th**

NO readings or seminar this week! No quiz either!
DUE MONDAY: Fieldwork Option "D"

WEEK ELEVEN– Stratification: Gender



Topics:

- Gender and the individual
- Gender as structure
- Intersection of race and gender
- Gender and communication

Readings and Assignments:

- Read Newman, Chapter 12, pp383-411
- **QUIZ MONDAY on Newman Chapter 12**
- Read Lorber “Believing is Seeing” (on WEBSITE)
- **DUE TUESDAY: Seminar on Lorber article**
- **DUE FRIDAY: Fieldwork Option “E”**

WEEK TWELVE– Exams

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

WEEK TWELVE – Final exams

This course’s third exam will be held on **Wednesday, March 23rd, from 9:30-11:20am**. Plan ahead accordingly. I do not give early or late final exams, so you will need to be here.