

# INTRODUCTION TO SOCIOLOGY

## SOC& 101-HYD; Fall 2019

### 9:30-10:20 M-TH; B102

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## Course Introduction:

Welcome to Introduction to Sociology! I look forward to working with you this quarter and sharing with you my passion for this field. My hope is that this class encourages you to think about human behavior in a different way and that you are able to find this class useful to you, no matter what your career or academic objectives.

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, and gendered 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. So, welcome, strap yourself in, and enjoy the ride!

## Required Texts:

1. **David Newman. "Sociology: Exploring the Architecture of Everyday Life." 12<sup>th</sup> edition. Pine Forge Press: 2019.**

**\*\*There are copies 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 ([Canvas](#) – under "Files")

**\*\*I have scanned the first three chapters and put them on Canvas for students who are waiting to receive books from an online seller – so no excuses for not reading\*\***

## Structure and Learning Atmosphere of this Class:

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 will be expected to observe the world, read, reflect on how the course material relates to your own life, write, share with others, 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.

You should know that class time will *NOT* be spent regurgitating the reading material. You will be expected to do readings, watch videos, and complete assignments outside of class time. During class, we will be doing interactive things – having discussions, doing activities, watching short film clips, engaging in small groups, and applying what we have learned from the readings and videos. In order to make the structure of this class successful, you need to come prepared physically and mentally to class. If you don't, not only will you be lost, but this is a disservice to the class because we do not get to benefit from your insights!

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative, heated, political, or controversial material in class. These topics can often make us uncomfortable, angry, or offended. Please be advised that when we explore controversial topics they will always be framed in an academic context. What is essential for our class to be successful is that we approach one another with respect, an open mind, and allow for difference, even if it conflicts with our personal values. No one, including myself, is asking you to endorse or adopt a viewpoint; rather, we need to be open to the free-flow and exchange of information and perspectives, so that we can all learn and grow from one another. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. 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.

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 per day (before and after 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 me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about an inclusive classroom environment and confidentiality: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately. Furthermore, it is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.*

## **Learning and Course Outcomes:**

After participating, discussing, and completing this course, a successful student will demonstrate:

- Critically examine the social landscape in which you live and how life experiences differ according to race, class, gender and sexuality.
- Identify the ways in which cultural and social institutions shape the everyday experiences of individuals, groups and communities.
- Describe fundamental sociological concepts, theories, and theorists, and apply them to real-life situations.

## **Course Expectations:**

In order for us to have a successful, respectful, open, engaging, and cooperative learning environment, we all need to be conscious of our own behavior, recognize the impacts that we can have on others, and have a common understanding of what positively contributes to our overall class dynamics and what hinders and hurts it. The following are some of the basic expectations that serve as the foundation of our class culture.

**Preparation.** In order for this class to be successful, we all need to come prepared to class each day.

Me: My goal is for you to learn and succeed in this class. I will spend time preparing, structuring, organizing, devising activities/assignments, lecturing, and answering questions in the most transparent and engaging way I can.

You: You need to come to class having done the assigned work and you should always bring the proper supplies with you. You should be looking at what is due on a daily basis and planning your workload accordingly. You should be checking Canvas regularly.

**Promptness.** In order for this class to be successful, we all need to be timely and respectful of each other's time.

Me: I will be to class on time and I commit to returning your work to you in a timely, reasonable fashion (my rule is you will get all work returned in 7 business days, although the vast majority of work is returned sooner than that). I will respond to your questions and emails promptly as well (usually within 24 hours).

You: You need to come to class on time as well. When you arrive late, it hurts not only yourself (you are missing information) but also your classmates (it is disruptive). I certainly understand that sometimes "life happens" but repetitive, habitual lateness or leaving class early is a sign of disrespect to our class and it will affect the participation portion of your course grade (3 late arrivals or leaving early = one absence).

You also need to turn your work in on time. Due dates for all assignments are noted on the Course Calendar (beginning on page 8) in this syllabus as well as on Canvas. Any assignments that I ask you to submit in class are due at the **beginning of the class period**. In terms of late work, you will receive 2 laminated "passes" that grant you an additional 24-hours to get work in (if the assignment is due on Thursday at 9:30 am, this means it needs to be submitted by Friday at 9:30 am). You still have to do the work – the pass gives you a time extension, not free points. **Please note that you cannot use a late pass on exams or quizzes.** If you want to use your late pass, hand in your pass at the beginning of class and I will record it. I will need to have received your late pass in order to grade your assignment.

**Attendance and Class Engagement.** In order for this class to be successful, we all need to consistently come to class and be mentally prepared to engage.

Me: I will be in class every day unless there is an illness or emergency, in which case I will email you prior to class via Canvas to let you know that class will be cancelled and inform you of any adjustments to the schedule or assignments due. In class, when you are speaking, you'll have my full attention. I will also 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, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits both of our schedules. Just email me and we can set something up.

You: You need to be in class every day (physically present) and actively engaged (mentally present). You need to be participating and involved as much as you possibly can in class as this positively contributes to our overall classroom culture. Because your presence is so important to our class, your attendance and class engagement is part of your final grade in this course. Please see the "Description of Grading Components" (on page 6) to understand what goes into calculation of your attendance and participation grade. You need to get the contact information of a couple of classmates so that if you are absent you can get the information you missed.

**If you know you are going to be absent:** You are still responsible for getting your work in on time. You can work ahead and turn work in early. You should connect with a classmate to get notes we went over in class and ask them to get any handouts for you. You should also see if this classmate can message you to let you know if there was any additional assignments, videos, or other things not noted on the syllabus that you should complete. If you are absent because of a doctor's appointment, surgery, a scheduled, college-approved event (ex: if you are a student athlete and traveling for a game), or work-related issues, provide me with documentation prior to the absence and I can excuse this absence. Religious observances will be excused – just let me know.

**If something comes up/family emergency/illness and you are going to be absent:** You should email me before the start of class to let me know that you will not be in class and then contact a classmate to let them know that they need to get notes for you. You can use your late pass to get any work that you did not get done on time in. If you are ill and miss more than three days, provide me with a doctor's note so that I can excuse your absences.

Please note that **in-class activities can only be made up for excused absences**. Vacations, going to a wedding or visiting a friend, transportation issues (car won't start or missed the bus), alarm malfunctions or not hearing your alarm, etc. are not excused!

Furthermore, while you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class.

**Quality Work.** In order for this class to be successful, we need to have high expectations of each other.

Me: I want you to succeed in this class (as well as in school in general!) I will have high expectations for you and know that will the right support and help (if it is needed) that you can and will succeed. I will do my best to provide you with that support. I also will work very hard to make this class as successful as possible by choosing course materials and assignments that are interesting and engaging and striving to bring my best to class every day.

You: I expect you to bring your best self as well. When reading, completing assignments, or making comments, I want you to do your personal best by showing that you have read, displaying thoughtfulness, asking pertinent questions, and making a strong effort to understand the material. When you throw an assignment together at the last possible minute, simply skim (or write down definitions in the back of the chapter to "show" that you have read), and generally do not put in your best effort, it hurts not only yourself (often through lower grades) but also hurts the overall class by lowering the standards for each other.

**Honesty and Integrity.** In order for this class to be successful, we need to be credible, honest, and integrous.

Me: I will present information that is grounded in social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is *my* perspective and what I think about the matter.

You: Your work should be your own, except when asked to work with other students. You are required to acknowledge 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 websites - this is a severe form of cheating that will receive a zero grade. ***In this class, your assignments should be grounded in the lectures, activities, and readings (rather than web resources, which are often not sociological!)***. If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

**Respect and Inclusion.** In order for this class to be successful, we need to be open to listening to difference and learning about and respecting diverse experiences and perspectives.

Me: I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments.

You: You need to be constructive in your comments as well. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. Please think of other people's feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of Color, queer people, poor people, Christians, Jews, Muslims, people with disabilities, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

## Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [asn@bellevuecollege.edu](mailto:asn@bellevuecollege.edu) or 425.564.2764. ASN is located in the Library Media Center in D125. [www.bellevuecollege.edu/autismspectrumnavigators/](http://www.bellevuecollege.edu/autismspectrumnavigators/) The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

## Reasonable Accommodations for Reasons of Faith and Conscience:

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950 (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy 1440P (<https://www.bellevuecollege.edu/policies/id-1440p/>).

## Other Resources:

### **SOCIOLOGY DROP-IN TUTORING**

Do you need help with an assignment? Understanding a concept in class? Brainstorming paper ideas? Would you like someone to review your work before you submit it? Drop-in tutoring is available to help you!

Our tutor is a student who has taken many classes in Sociology so they have a lot of knowledge and expertise. The days and times that the tutor is available will be announced in class.

### **SOCIOLOGY WEBSITE**

Visit our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major. <http://www.bellevuecollege.edu/sociology/>

## Grading:

Final grades are based on **seven factors**. (1) Attendance and Participation, (2) In-class activities, group work, or homework assignments distributed in class, (3) Notes on the Readings, (4) Quizzes, (5) "Doing Sociology" Assignments, (6) Videos, and (7) Exams. Each of these elements is awarded a specific number of points:

Attendance/Participation	50 points
In-class activities (10 at 10 points/each)	100 points
Notes on Readings (12 at 15 points/each)	180 points
Quizzes (6 at 20 points/each)	120 points
Doing Sociology Assignments (10 at 10 points/each)	100 points
Videos (8 at variable points/each)	50 points
Exams (2 at 100 points/each)	200 points
<b>TOTAL</b>	<b>800 points</b>

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

Course Grade	Point Total	Course Grade	Point Total
A (92.5-100%) =	740 - 800 points	C+ (77.5-79.4%) =	620 - 635 points
A- (89.5-92.4%) =	716 - 739 points	C (72.5-77.4%) =	580 - 619 points
B+ (87.5-89.4%) =	700 - 715 points	C- (69.5-72.4%) =	556 - 579 points
B (82.5-87.4%) =	660 - 699 points	D+ (67.5-69.4%) =	540 - 555 points
B- (79.5-82.4%) =	636 - 659 points	D (59.5-67.4%) =	476 - 539 points
		F (0-59.4%) =	0 - 475 points

## Description of the 7 Grading Components:

### 1. Attendance and Participation: (50/800 points – 6% of final grade)

Attendance and participation are essential to the format of this class and will therefore contribute toward your final grade. Your success in this class depends on your active attendance, engagement and participation. Please see the “Attendance and Class Engagement” and “Promptness” sections of syllabus to better understand the rationale for these policies. Do not take this portion of your grade lightly! Here is what goes into this portion of your grade:

- You are expected to be in class every day. At the beginning of each class period, I will put up a unique QR code for you to scan to record your attendance (so you will need to bring your phone and have a QR Code Reader downloaded). It is your responsibility to get to class on time to have your attendance recorded.
- Because we only meet Monday – Thursday, three unexcused absences will be permitted without impact to your overall grade. If you miss more than three classes, your attendance and participation grade will drop by 3 points for each day missed. In order for your absences to be excused, you need to discuss it with me or email me prior to your absence (unless, of course, it is an emergency). For example, if you are sick, you need to email me before class to let me know that you are ill and contact a classmate to make sure you get any information that you missed.
- You are also expected to be get to class on time. If you are repeatedly late or leave class early, your attendance and participation grade will be lowered. If you arrive late or leave early 3 times, this = 1 absence.
- You are also expected to be actively engaged in the class, which includes larger class discussions, small group work, taking notes, asking questions, and any individual tasks that may be asked of you. Excessive talking, texting, or other disrespectful and disruptive behavior will lower your attendance and participation grade.

### 2. In-Class Activities: (100/800 points; 10 pts each – 12.5% of final grade)

Over the course of the quarter, you will be asked a total of 10 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 without approval of an excused absence*.** 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.

### 3. Notes on the Readings: (180/800 points; 10-15 points each – 23% of final grade)

For most assigned readings, you will need to submit notes about that reading. Doing notes on the readings are crucial for success in this class (and in college in general). The purpose of these notes is to:

- help you keep up with the readings (reinforcing good study habits/skills)
- help you to learn how to identify key points and themes from readings and put them in your own words
- help you to synthesize and process the information you are taking in to better learn the material
- help us to have a more informed discussion in class

You will submit your notes on Canvas either in a Word document or if you prefer to hand write them, you can take a photo and upload (make sure your images are viewable). Due dates for all notes are stated on the Calendar as well as in

Canvas. **You can use your notes on your quizzes and exams**, so it is in your best interest to do an outstanding job defining key terms, identifying major themes, and providing examples for yourself.

These notes are for you, to help you. Writing down the information you are reading helps you retain it. Notes can be as thorough as *you want*. You know how you learn best (better than I do), so if you are a student who needs to write more details, please take the time on these and do so. On quizzes and exams, I am going to be assessing big picture ideas. I am never going to ask you statistics, the name of sociologists, dates, what happened to Andre in Chapter 1, etc. This textbook uses A LOT of examples. Instead of writing down the examples, think about what is behind the examples, what is the point of the examples, what are the examples trying to tell you... that will get to the main point!

There is a minimum requirement but there is no maximum. The **minimum guidelines** are as follows and notes might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER	DATE
<ul style="list-style-type: none"><li>A minimum of <b>5 main ideas</b> or important points that are discussed <u>throughout</u> the chapter (not just the beginning!) Think of these 5 main ideas as the “big picture” themes of the chapter – if you were going to tell someone what the chapter was about, what would you say? These must be <b>IN YOUR OWN WORDS</b> (copying and pasting is not acceptable). <b>Do not just write down the Chapter Highlights for your main ideas...</b> Show me that you have read the whole chapter!</li><li>Then, list and define any <b>key terms</b>. I highly recommend putting these in your own words so you can understand what is being said and also coming up with an example!</li></ul>		

#### 4. Quizzes: (120/800 points; 20 points each – 15% of final grade)

Over the course of the quarter, you will be given a syllabus quiz and 5 short quizzes on the readings and material covered in class. Quizzes will typically be a mix of short answer and multiple-choice questions and will be given on Canvas. The due dates are noted on the Calendar below as well as on Canvas. 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. “Doing Sociology” Applications: (100/800 points; 10 points each – 12.5% of final grade)

For these assignments, students will be asked to go out of the classroom, conduct their own sociological observations, and complete a short 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. Due dates are noted on the Calendar below as well as on Canvas.

#### 6. Videos: (50/800 points; variable points each – 6% of final grade)

On specific days that are noted on the calendar, students will be asked to watch a video or videos that coincide with the course content we will be discussing. Students will be asked to submit a short reflection or answer questions associated with the videos.

#### 7. Exams: (200/800 points; 100 points each – 25% of final grade)

Over the course of the quarter, you will take two exams that integrate the course’s in-class activities (lectures, films, etc.) and readings. Both exams will consist of multiple choice and short answer questions and will be given on Canvas. Please note that you cannot make up missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. I will provide you with a review sheet/study guide for both exams a minimum of one week in advance.

## Course Calendar

You should be looking at this **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: Introduction to the Class and the Sociological Imagination

**Monday, September 16<sup>th</sup>: Introduction to the Course**

**Tuesday, September 17<sup>th</sup>: Syllabus Quiz!**

Go over syllabus; class introductions;

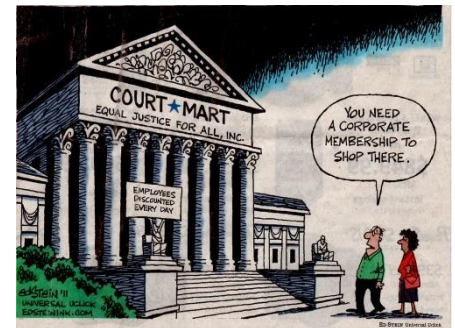
**Wednesday, September 18<sup>th</sup>: Sociological Imagination Video Response due on Canvas by 9:30 am**

Watch "The Sociological Imagination" (6 min) -

<https://www.youtube.com/watch?v=BINK6r1Wy78>

**Thursday, September 19<sup>th</sup>: Notes on Chapter 1 (pp. 3-18) due on Canvas by 9:30 am**

Make sure you have reviewed what is expected in your notes and how notes are graded in order to get full credit!



### Week 2: What is Sociology and the Building Blocks of a Society

**Monday, September 23<sup>rd</sup>: Quiz #1 (over Chapter 1) due on Canvas by 11:59 pm**

We will begin going over Chapter 2 – start reading!

**Tuesday, September 24<sup>th</sup>: In-Class Activity on Stanford Prison Experiment – Questions Due on Canvas by 9:30 am**

Watch: "Stanford Prison Experiment" (2015; 122 minutes) available on Netflix or for rent on Amazon Prime or "A Quiet Rage: A Documentary" (50 minutes) -

<https://www.youtube.com/watch?v=hIUJBvqyyo>

**Wednesday, September 25<sup>th</sup>: Doing Sociology #1 due on Canvas by 9:30 am**

**Thursday, September 26<sup>th</sup>: Notes on Chapter 2 (pp. 20-44) due on Canvas by 9:30 am**



### Week 3: Social Construction of Reality

**Monday, September 30<sup>th</sup>: We will begin going over Chapter 3 – start reading!**

**Tuesday, October 1<sup>st</sup>: Doing Sociology #2 due on Canvas by 9:30 am**

**Wednesday, October 2<sup>nd</sup>: No School – PD Day**

**Thursday, October 3<sup>rd</sup>: Notes on Chapter 3 (pp. 49-67) due on Canvas by 9:30 am**

**\*\*We are skipping pp. 67-81\*\***





## Week 4: Culture and Norms

Monday, October 7<sup>th</sup>: Quiz #2 (over Chapters 2 & 3) due on Canvas by 11:59 pm

We will begin going over Chapter 4 – start reading!

**In-Class Activity:** Bring to class a *material culture* artifact that you believe reflects who you are as a person in some way. It can be anything, but you should be prepared to tell the class about the item and its connection to your identity.



Tuesday, October 8<sup>th</sup>: Doing Sociology #3 due on Canvas by 9:30 am

Wednesday, October 9<sup>th</sup>: Doing Sociology #4 due on Canvas by 9:30 am

Read “Body Ritual among the Nacirema,” on Canvas under Files and answer the questions provided

Thursday, October 10<sup>th</sup>: Notes on Chapter 4 (pp. 84-111) due on Canvas by 9:30 am

## Week 5: Socialization and Impression Management

Monday, October 14<sup>th</sup>: Watch Genie Wiley clip (12 minutes) and Video Questions Due on Canvas by 9:30 am

<https://www.youtube.com/watch?v=VjZolHCrC8E>

We will begin going over Chapter 5 – start reading!

Tuesday, October 15<sup>th</sup>: Notes on Chapter 5 (pp. 114-140) due on Canvas by 9:30 am

Wednesday, October 16<sup>th</sup>: Doing Sociology #5 due on Canvas by 9:30 am

Quiz #3 (over Chapters 4 & 5) due on Canvas by 11:59 pm

Thursday, October 17<sup>th</sup>: Notes on Chapter 6 (pp. 145-173) due on Canvas by 9:30 am



## Week 6: Class Stratification

Monday, October 21<sup>st</sup>: Optional Review Day for Exam #1

Tuesday, October 22<sup>nd</sup>: No School – College Issues Day

Exam #1 due by 11:59 pm on Canvas

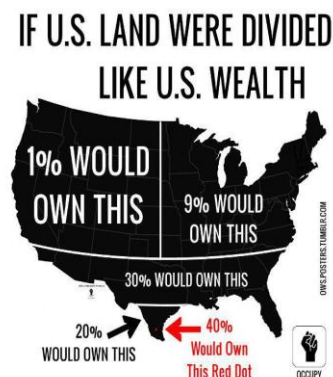
Wednesday, October 23<sup>rd</sup>: Video Questions for People Like Us Due on Canvas by 9:30 am

Intro to People Like Us: [https://www.youtube.com/watch?v=nU5MtVM\\_zFs](https://www.youtube.com/watch?v=nU5MtVM_zFs)

Williams Sonoma vs. Walmart:

[https://www.youtube.com/watch?v=j\\_RtI3Y4Eul&t=11s](https://www.youtube.com/watch?v=j_RtI3Y4Eul&t=11s)

Thursday, October 24<sup>th</sup>: Doing Sociology #6 due on Canvas by 9:30 am



## Week 7: Class Stratification

Monday, October 28<sup>th</sup>: Notes on Chapter 10 (pp. 285-326) due on Canvas by 9:30 am

Tuesday, October 29<sup>th</sup>: Video Responses for Tammy's Story Due on Canvas by 9:30 am

Doing Sociology #7 due on Canvas by 9:30 am



Watch the following clips:

Tammy's Story: <https://www.youtube.com/watch?v=37ZpauS5Doo&list=PLC6D871A2A8C3C8EF&index=4>

Tammy update: [https://www.youtube.com/watch?v=cqs4\\_Zs2GvI&index=11&list=PLC6D871A2A8C3C8EF](https://www.youtube.com/watch?v=cqs4_Zs2GvI&index=11&list=PLC6D871A2A8C3C8EF)

**Wednesday, October 30<sup>th</sup>: Quiz #4 (over material in Chapter 10) due on Canvas by 11:59 pm**

We will begin going over Chapter 11 – start reading!

**Thursday, October 31<sup>st</sup>: Notes on “White Privilege” due on Canvas by 9:30 am**

## **Week 8: Racial Stratification**

**Monday, November 4<sup>th</sup>: Doing Sociology #8 due on Canvas by 9:30 am**

**Tuesday, November 5<sup>th</sup>: Video Responses to Racial Stereotypes Due on Canvas by 9:30 am**

Watch the following clips:

The Lunch Date: <https://www.youtube.com/watch?v=epuTZigxUY8>

Kung Fooled: <https://www.youtube.com/watch?v=pN8E8L5c9WI>

**Wednesday, November 6<sup>th</sup>: Notes on “Willie Lynch’s Letters” due on Canvas by 9:30 am**

**Thursday, November 7<sup>th</sup>: Notes on “History 101” lecture due on Canvas by 9:30 am**



## **Week 9: Racial Stratification**

**Monday, November 11<sup>th</sup>: No School**

**Tuesday, November 12<sup>th</sup>: Notes on Chapter 11 (pp. 329-373) due on Canvas by 9:30 am**

**Wednesday, November 13<sup>th</sup>: Video Response to Unequal Race Due on Canvas by 9:30 am**

Watch the following clips:

\$100 Race - [https://www.youtube.com/watch?v=1z1D2\\_KWCbU](https://www.youtube.com/watch?v=1z1D2_KWCbU)

Unequal Opportunity Race - [https://www.youtube.com/watch?v=vX\\_VzI-r8NY](https://www.youtube.com/watch?v=vX_VzI-r8NY)

**Thursday, November 14<sup>th</sup>: Quiz # 5 (over material in Chapter 11) due on Canvas by 11:59 pm**

We will begin going over Chapter 12 – start reading!



## **Week 10: Gender Stratification**

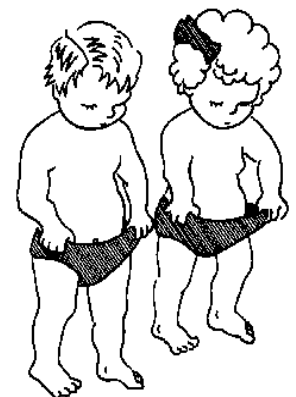
**Monday, November 18<sup>th</sup>: Video Response to The Man Box Due on Canvas by 9:30 am**

Watch the following clips:

A Call to Men: [https://www.ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men?language=en](https://www.ted.com/talks/tony_porter_a_call_to_men?language=en)

Like a Girl: <https://www.youtube.com/watch?v=XjJQBjWYDTs>

**Tuesday, November 19<sup>th</sup>: Doing Sociology #9 due on Canvas by 9:30 am**



"OH! THAT EXPLAINS THE  
DIFFERENCE IN OUR PAY"

**Wednesday, November 20<sup>th</sup>: Video Response to Street Harassment Due on Canvas by 9:30 am**

Watch the following clips:

10 Hours NYC: <https://www.youtube.com/watch?v=b1XGPvWn0A>

Jessica's Feminized Atmosphere: <http://www.cc.com/video-clips/5ndnit/the-daily-show-with-jon-stewart-jessica-s-feminized-atmosphere>



**Thursday, November 21<sup>st</sup>: Notes on Chapter 12 (pp. 376-412) due on Canvas by 9:30 am**

## **Week 11: Activism and Social Change**

**Monday, November 25<sup>th</sup>: Doing Sociology #10 due on Canvas by 9:30 am**

**Tuesday, November 26<sup>th</sup>: Notes on Chapter 14 (pp. 441-468) due on Canvas by 9:30 am**

**Wednesday, November 27<sup>th</sup>: No Class**

**Thursday, November 28<sup>th</sup>: No School**



## **Week 12**

**Monday, December 2<sup>nd</sup>: Optional Review for Final Exam**

\*\*Your final exam will be taken on Canvas. It will open after class on November 26<sup>th</sup> and must be completed by 11:59 pm on Tuesday, December 3<sup>rd</sup>\*\*

**Tuesday, December 3<sup>rd</sup>: Final Exam Due on Canvas by 11:59 pm**

