

SOC 150: THE SOCIAL LIVES OF CHILDREN AND YOUTH

Fall 2019

11:30-12:20 M-TH; C164

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COURSE INTRODUCTION

We have all been children at one time, but our experiences and how we make meaning of that childhood are vastly different. This course will examine how children shape and are shaped by the social worlds in which they live. By moving children to the center of focus, we will analyze the experiences of children in the different contexts and institutions that make up their everyday lives. We will pay particular attention to how race, class, and gender shape experiences of childhood, how children's lives are shaped by broader systems of inequality, as well as how young people are active in the construction of difference. Throughout this course, we will think critically about childhood and children's influence on society. We will look at children's media, schools, families, and friendships and ask questions like: How does consumer culture shape childhood? How is children's free time shaped by class? How do kids learn about race and racism? How do peers, cliques, and conceptions of popularity shape kids' lives? How is technology impacting children and conceptions of childhood? Lastly, in this course, we will examine topics that may be considered social problems for children and youth and how public policies shape children and adolescents' lives.

REQUIRED TEXTS

1. There is no textbook for this course. Articles will be scanned and are available on the Canvas course site under "files."

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 completing the course, the successful student will be able to:

- Discuss the ideas of "childhood," "adolescence" and "youth" from a sociological perspective.
- Describe the process and major agents of socialization in contemporary American society.
- Identify the crucial role gender, class, sexuality, and race play in identity development.
- Critically analyze the political, economic, and social forces that affect children and youth

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 9) 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 11:30 am, this means it needs to be submitted by Friday at 11:30 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.** 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 us 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 or 425.564.2764. ASN is located in the Library Media Center in D125. 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

REASONABLE ACCOMMODATIONS – 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 conscious, 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:

Grades are based on **six factors**. (1) Attendance and Participation, (2) In-Class Activities, (3) Notes on the Readings, (4) Exams, (5) Autoethnographies, and (6) a Syllabus quiz. Each of these elements is awarded a specific number of points:

Attendance and Participation	50 points
In-class activities (10 at 10 points/each)	100 points
Notes on Readings (21 at 10 points/each)	210 points
Exams (2 at 100 points/each)	200 points
Autoethnographies (4 at 30 points/each)	120 points
Syllabus quiz	20 points
TOTAL	700 points

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

Course Grade	Point Total	Course Grade	Point Total
A (92.5-100%) =	648 - 700 points	C+ (77.5-79.4%) =	543 - 556 points
A- (89.5-92.4%) =	627 - 647 points	C (72.5-77.4%) =	508 - 542 points
B+ (87.5-89.4%) =	613 - 626 points	C- (69.5-72.4%) =	487 - 507 points
B (82.5-87.4%) =	578 - 612 points	D+ (67.5-69.4%) =	473 - 486 points
B- (79.5-82.4%) =	557 - 577 points	D (59.5-67.4%) =	417 - 472 points
		F (0-59.4%) =	0 - 416 points

DESCRIPTION OF THE 6 GRADING COMPONENTS:

1. Attendance and Participation: (50/700 points – 7% 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: (100/700 points; 10 pts each – 14% 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: (210/700 points; 10 points each – 30% of final grade)

For many 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 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.

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	DATE
<ul style="list-style-type: none">• A minimum of 4 main ideas or important points that are discussed in the reading. These must be IN YOUR OWN WORDS (copying and pasting is not acceptable). Show me that you have read the article in its entirety!• List and define any key terms IN YOUR OWN WORDS.		

4. Exams: (200/700 points; 100 points each – 29% 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. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions and will be taken on Canvas. Please note that you cannot make up missed exams. Your second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. Please note that I do not give make-up exams or allow students to take exams early or late.

5. Autoethnography Assignments: (120/700 points; 30 points each – 17% of final grade)

Autoethnography is where a person uses self-reflection and writing to explore their personal experience and connect this autobiographical story to wider cultural, political, and social meanings and understandings. Over the course of the quarter, you will complete 4 autoethnography assignments where you will begin reflecting on your childhood and connecting it to course material. Prompts are provided on Canvas and due dates noted on the course calendar. In these assignments, you will need to go beyond your story or describing your experience to an analysis. You must try to make meaning of your reflections. Draw upon the assigned readings, lectures, discussions, concepts, videos, etc. to support your analysis. You should try to occasionally quote from these sources to show an active conversation you are having with the material. I encourage you to be creative and make this useful (not just an assignment that has to get done for class!) I think you will learn a lot about yourself and how you can better connect with yourself (and your child self... for those of you who have been to therapy 😊)

6. Syllabus quiz: (20/700 points – 3% of final grade)

There will be a group quiz over the contents of this syllabus during the first week of classes (see the Calendar). Come prepared!

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!

Course Calendar

You should be looking at your syllabus **on a daily basis** so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class, meaning that what is listed on a given day should be done **prior to you coming to class** because that is what we will be talking about that day.

**Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

Week 1

Monday, September 16th: Introduction to the Course

Go over syllabus; class introductions

Tuesday, September 17th: Course Introductions: Getting to Know Your Peers

Continue going over syllabus and introductions

Wednesday, September 18th: “Normal” Childhood?

Readings: “Introduction: Everyone Has a Childhood, Right?”
“Meanings of Childhood”



Thursday, September 19th: Historical Overview of Childhood

Notes on “Childhood in America Past and Present” due on Canvas by 11:30 am



Week 2

Monday, September 23rd: Meanings of Childhood

Notes on “In Search of the Child” due on Canvas by 11:30 am

Tuesday, September 24th: Socialization and Cultural Impacts

Watch: Babies (2010; 79 minutes) – you can stream this for \$2.99 on Amazon, YouTube, GooglePlay, etc. Discussion questions due by 11:30 am

Wednesday, September 25th: Socialization and Stratification

Notes on “Building Identity” due on Canvas by 11:30 am

Thursday, September 26th: Autoethnography #1 Due by 11:59 pm



Week 3

Monday, September 30th: Play and Popular Culture

Notes on “Flight Toward Maturity” due on Canvas by 11:30 am

Tuesday, October 1st: Forming of Peer Cultures

Readings: “Sharing and Control in Initial Peer Cultures”

Wednesday, October 2nd: No School – PD Day



Thursday, October 3rd: Socialization and Roles
Notes on "Peer Power" due on Canvas by 11:30 am

Week 4

Monday, October 7th: Constructing Popularity
Readings: "Popularity"

Tuesday, October 8th: Hidden Curriculum
Notes on "Learning the Student Role" due on Canvas by 11:30 am

Wednesday, October 9th: Competitive Activities and Friendships
Readings: "Trophies, Triumphs, and Tears"

Thursday, October 10th: Socialization and Popular Culture
Notes on "Socialization and the Power of Advertising" due on Canvas by 11:30 am

Week 5

Monday, October 14th: Creating a Consumer Culture
Readings: "Consumption and Materialism: A New Generation of Greed?"

Tuesday, October 15th: Gendered Bodies
Notes on "Becoming a Gendered Body" due on Canvas by 11:30 am

Wednesday, October 16th: Autoethnography #2 Due by 11:59 pm

Thursday, October 17th: Sexual Teasing
Notes on "Crude Comments and Sexual Scripts" due on Canvas by 11:30 am

Week 6

Monday, October 21st: Homophobia and Gender Identity
Notes on "Dude, You're a Fag" due on Canvas by 11:30 am

Tuesday, October 22nd: No School – College Issues Day

Wednesday, October 23rd: Impacts on Queer Identities
Notes on "In the Trenches: LGBT Students..." due on Canvas by 11:30 am

Thursday, October 24th: Optional Review Day - Exam #1 Due by 11:59 pm

Middle School Cliques



Week 7

Monday, October 28th: Socialization and Sexuality

Readings: "The Death of the Stork"

Tuesday, October 29th: Sexual Knowledge and Media

Notes on "Talking Dirty" due on Canvas by 11:30 am

Wednesday, October 30th: Slut Shaming

Readings: "Fast Girls: Teenage Tribes and the Myth of the Slut"

Thursday, October 31st: Socialization and Social Class

Notes on "Concerted Cultivation..." due on Canvas by 11:30 am



Week 8

Monday, November 4th: Class Divisions and Inequality

Notes on "Inequity Outside the Classroom" due on Canvas by 11:30 am

Tuesday, November 5th: Children's Understandings of Poverty

Readings: "No Flowers Grow There and Stuff"

Wednesday, November 6th: Youth Homelessness

Notes on "You Can't Count on Nobody in Life" due on Canvas by 11:30 am

Thursday, November 7th: Autoethnography #3 Due by 11:59 pm



Week 9

Monday, November 11th: No School

Tuesday, November 12th: Becoming Who We Are: Racial Identities

Notes on "Constructing and Negotiating Racial Identity" due on Canvas by 11:30 am

Wednesday, November 13th: Post Racial?

Notes on "Speaking the Unspeakable" due on Canvas by 11:30 am

Thursday, November 14th: Racial Difference and Belonging

Readings: "Why Are All the Black Kids Sitting Together in the Cafeteria?"



Week 10

Monday, November 18th: Constructing "Otherness"

Notes on "Racialization, Schooling...." due on Canvas by 11:30 am

Tuesday, November 19th: The Purpose of Education

Readings: <https://www.theatlantic.com/education/archive/2017/10/the-purpose-of-education-according-to-students/541602/>



Wednesday, November 20th: What Do Kids *Want* to Learn in School
Notes on “From “He’s Too Nice’ to ‘Someday’” due on Canvas by 11:30 am

Thursday, November 21st: Autoethnography #4 Due by 11:59 pm

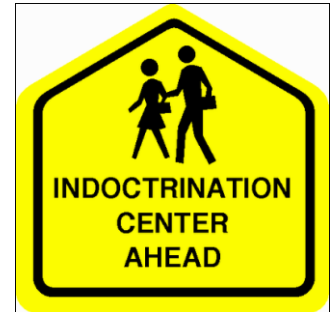
Week 11

Monday, November 25th: Policing Black and Latino Boys
Notes on “The Labeling Hype” due on Canvas by 11:30 am

Tuesday, November 26th: Criminal Just-Us System
Notes on “The Coupling of Criminal Justice...” due on Canvas by 11:30 am

Wednesday, November 27th: No Class

Thursday, November 28th: No School



Week 12

Monday, December 2nd: Optional Review Day

Tuesday, December 3rd: Final Exam Due on Canvas by 11:59 pm

