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SOCI 101S.01: Introduction to Sociology

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SOC 101: Introduction to Sociology, Section 1

Instructor: Jake Hammond Ph.D., M.A.T. *Please refer to me as Dr. Hammond or Professor Hammond*

When: Mon, Wed, Fri from 9:00-9:50 am

Where: McGill 210

Course Structure: In-Person Instruction

Office Hours: Mondays and Wednesdays 2:00-4:00 pm (or by appointment). If you would like to meet, please email me at least 24 hours in advance to arrange a meeting time. Meetings can be conducted in person in my office or over the phone (406.243.5863).

Email: jacobs.hammond@mso.umt.edu (please put "SOC 101" in subject line)

TA: Madison McKenzie

Office Hours via Zoom: Tuesdays 9:30-11:30am (or by appointment). Please email at least 24 hours in advance to arrange a meeting time.

<https://umontana.zoom.us/j/93065336160?pwd=V05HamZJMjdyYU1SdS9mcGNnVUN4Zz09>

Email: mary.mckenzie@umconnect.umt.edu (please put "SOC 101" in subject line)

TA: Tatianna Pugmire

Office Hours via Zoom: Mondays, 11:00 am -1:00 pm (or by appointment). Please email at least 24 hours in advance to arrange a meeting time.

<https://umontana.zoom.us/j/93174280318?pwd=RW1Sd1VBRGlVRYvWlJSZk0wRWJCQT09>

Email: tatianna.pugmire@umconnect.umt.edu (please put "SOC 101" in subject line)

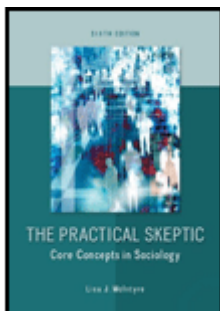
Welcome all! I am so excited that you have decided to explore the field of sociology! I love sociology, and I hope by the end of the semester you will understand why.

Course Description

This course focuses on how society functions and is organized, and how society impacts and influences individual and group motivation, understanding, action, and well-being. Basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Sociology is a social *science*, and thus ideas, discussions, and determinations within this field are based upon empirical research. Therefore, we will also discuss methods used within the discipline of sociology to produce knowledge about society. The knowledge gained in this course will aid you in future studies within a variety of fields and careers, and it will encourage the development of critical thinking about important and timely issues.

Required Textbook

There is one required text for this course: *The Practical Skeptic: Core Concepts in Sociology, 6th edition*, by Lisa J. McIntyre. ISBN-13: 9780078026874



There is currently one copy of the course text on reserve at the library. Supplementary readings will be available through either internet links provided in the course calendar or documents posted on Moodle.

Class instruction assumes completion of reading assignments.

Learning Objectives

- Apply the sociological perspective to current events in society.
- Evaluate ideas and debates using the sociological perspective.
- Discuss specific areas of study and methods used within sociology.
- Critically examine theoretical perspectives and be able to apply them to current issues.

A Note on Free Thinking

Social issues are inherently contentious. I carefully select materials that are supported by empirical evidence and are in step with accepted understandings in the social science community. Still, throughout the course, you may find yourself disagreeing with the conclusions of assigned readings, videos, or lectures. That is perfectly acceptable. To the variability of human experience, a certain amount of disagreement is to be expected. I do not expect unthinking compliance or adherence to the perspectives raised by social scientists or even myself. Rather what I do expect, and will evaluate as the basis of your grade, is the degree to which you are able to demonstrate a thorough comprehension of material that is presented. That means being able to articulate the foundational components of readings, videos and lectures. In other words, I encourage you to feel comfortable to offer opposing perspectives. However, it is critical that any remarks offered are delivered in a courteous and productive fashion. It is also important that you do not let any disagreement you have interfere with your ability to grapple with the course material, as your understanding of this material will ultimately determine your grade in the course.

Expectations for Conduct

I expect that all students attending this course follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Because we will be dealing with controversial contemporary social issues, an open mind and a mature attitude are important

requirements for this course. Students are expected to be polite and courteous at all times. Disruptive behavior of any kind will not be tolerated. All persons who enter this classroom will be treated with dignity and respect regardless of age, race, sex, social class, religion, politics, sexual orientation, and/or lifestyle. There will be zero tolerance in this classroom for any form of ageism, racism, sexism, sexual harassment, or any other form of discrimination or bigotry.

Moodle Help

You will need to use Moodle to track course activities, access course materials, take online assessments, keep tabs on your grade, and submit papers. If you have difficulty accessing the Moodle page for this course or with any of these processes, please contact the IT professionals at UM via email: umonline-help@umontana.edu, or call: 406. 243.4999.

Electronic Devices Policy

If you attend in person, your cell phone must be silenced and stowed out of sight during class time. Laptops or other electronic devices may not be used during in-person attendance. The only exception to this policy is if I give express permission for the class to use electronic devices for an activity.

COVID Policy

Mask use is required within the classroom. If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330. If you are required to isolate or quarantine, send me an email and I will make sure you receive support in the class to ensure continued academic progress. All assignments and assessments are contained in the syllabus course schedule, supplementary resources are available through our Moodle course page, and there are appeal processes in place if you miss deadlines or assessments. Drinking liquids and eating food is discouraged within the classroom.

Grading

Your final grade will be calculated based on the following components:

Exams 1	20%
Exam 2	20%
Exam 3	20%
Topic Paper	15 %
Video Analysis Paper	15 %
In-Class Work	5%
Pop Quizzes	5%
Extra Credit	TBD

3 Exams (60% total)

You will complete three exams during the course. Exam 1 covers the first third of the course, Exam 2 the second third, and Exam 3 is cumulative. Study guides will be provided prior to exams. In general, you should plan on completing all assigned readings and videos and taking detailed notes. You should also take notes during class. If you practice dutiful note taking, you will be well prepared, and the study guide will help guide your final preparation and review. During exams, you will be allowed to bring and reference one 3 by 5-inch index card. Notes are allowed to be on both sides. Write your name on the note card and submit it along with your exam at the end of the class period.



Students must attend all three exams. I will not offer make-up exams in the case of vacation travel, scheduling preferences, inadequate preparation, or routine illnesses such as colds or migraines. I will offer make-up exams to students who a) have experienced a death in their immediate family, a legitimate family emergency such as a seriously ill child, an illness requiring hospitalization or quarantine, or a university excused absence, and b) can provide legitimate documentation of their situation. To request a makeup exam, students must complete an Appeal for a Makeup Assessment (details later in this syllabus) and submit the appeal to me via email. If you gain my permission to take a make-up exam, it must take place within a week of the original exam and be scheduled at my convenience.

Topic Paper (15%)

You will write a paper on a societal topic of your choice. For your paper, you will search articles published in the journal *Sociology Compass*. This journal provides articles which summarize current research on societal issues. You will pick one article on a topic that interests you. You will then carefully read that article and use the information you learned to complete your paper. This assignment will be submitted via a drop box on Moodle. Instructions for this assignment will be attached to the drop box on Moodle. To find the drop box, identify the week the assignment is due (see course schedule). Then click the tab for that week and you will see the drop box. Click the drop box and you will see the instructions for the assignment attached.

Video Analysis Paper (15%)

We will watch a number of videos and video clips throughout the course of the semester to help us apply material from the course. You will be one of the eligible videos (listed below) to write a paper on. Unless otherwise specified, the videos and video clips we watch will be linked

on Moodle for you to review in preparation for completing this assignment. Video analysis papers will be submitted via a drop box posted on Moodle. Instructions for this assignment will be posted on Moodle under the Introduction tab and also attached to the drop box. Note: We may watch the whole video or a selection from a video. When writing your paper, if we watched a selection, your paper only needs to cover the selection that was watched in class or assigned in the syllabus.

Pick 1 of...

White Like Me

Frank Zimring on Policing

Race: The Power of an Illusion

The Mask You Live In

Steven Leavitt on Gangs

Unnatural Causes: In Sickness and in Wealth (IC)

Secrets of the Wild Child (IC)

Slavery by Another Name (IC)

People Like Us: Social Class in the US (IC)

First Generation

True Colors (Note: This video is assigned after the paper deadline, but you have the option of watching it in advance and writing your paper on it.)

Note: Videos marked IC will be viewed in class. Videos are posted on Moodle so that you can review the content at your convenience.

In-Class Work (5%)

We will periodically engage in in-class activities that help us to explore the course material. These activities often come in the form of short, informal writing assignments. Activities are not announced in advance or listed on the course calendar. Therefore, it is necessary to be in attendance to obtain these points. In general, these assignments are graded based on effort, thoughtfulness, specificity and the degree to which they demonstrate an earnest engagement with course material. These assignments are graded on a 5 point scale. Half points may be awarded. Assignments will not be returned. If you would like to review your assignment you can schedule an appointment with me during office hours to do so.

In-class work cannot be made up. However, under limited circumstances students may be exempted from in-class work missed. I will offer exemptions to students who missed an in-class work activity because they a) have experienced a death in their immediate family, a legitimate family emergency such as a seriously ill child, an illness requiring hospitalization or quarantine,

or a university excused absence, and b) can provide legitimate documentation of their situation. To request an exemption from an in-class activity, students must submit **documentation** of their situation to me via email.

Pop Quizzes (5%)

We will have occasional pop quizzes at the beginning of class on the assigned readings and/or videos. These quizzes are not announced in advance or listed on the course calendar. Quizzes can only be made up under limited circumstances. I will offer make-up quizzes to students who missed class due to a) university-excused absence, death in their immediate family, legitimate family emergency such as a seriously ill child, or an illness requiring hospitalization or quarantine and b) can provide legitimate documentation of their situation. To request a makeup quiz, students must complete an Appeal for a Makeup Assessment (details later in this syllabus) and submit the appeal to me via email. If you gain my permission to take a make-up quiz, it must take place within a week of the original exam and be scheduled at my convenience.

Extra Credit

Extra credit opportunities may be offered occasionally throughout the course. These opportunities are generally not listed on the course calendar, but instead will be announced in class.

Academic Honesty

All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code (see http://life.umt.edu/vpsa/student_conduct.php).

Email Policy

Despite the many advantages that email offers, it also presents certain pitfalls, particularly when used in professional contexts. Learning to use email in a professional manner is an important skill which will help prepare you for future endeavors. When you use email, please remember to write formally and clearly. Imagine that you are speaking directly to your recipient when you write an email, and monitor the content and tone of your message accordingly. Messages with misspellings and incorrect grammar reflect poorly on the sender. If it is difficult for you to send formal messages from your phone, I suggest waiting to send the message from a computer.

I am happy to answer questions and to schedule meetings over email. However, before sending an email, please check to make sure your email meets the following conditions:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at MSU and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or any other materials that have been distributed in class or via a course

email. Also, check with a classmate to see if they have an answer for your question before emailing me.

3) Evaluate whether the question you are asking is better saved for office hours. Typically, email is best suited for simple yes or no questions. Feedback for major assignments, clarification of prompts, and explanations for grading needs to happen over the phone.

4) Double check that your email does not contain misspellings or incorrect grammar.

I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). In general, I check and respond to emails between 8 am and 3 pm Monday through Friday. I tend not to check email over the weekend.

Late and Missed Assignments and Assessments

Late assignments will receive a grade deduction. **0-24 hours late = 75% credit, 24.01-48 hours late = 50% credit, and more than 48 hours late = no credit.** If you missed an assignment, submitted an assignment late or missed an assessment, and this was due to external factors beyond your control, you can submit an appeal to me. Details are listed below.

Appeal for Makeup Assessment or Assignment Extension

If you missed an assessment (e.g., exam, quiz, or in-class work) or need an extension on an assignment, you may submit a written appeal for a makeup or extension. In order to be considered, the appeal must be typed, and must be written in formal language. If you are not sure what constitutes formal writing, please see: http://www.wordmart.com/html/formal_and_informal_writing.html. Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation.

Your written appeal must respond to the following questions: 1) What assessment or assignment is your appeal in regard to? Be specific. 2) Why did you miss the assessment/ why do you need an extension on the assignment? 3) At what point did you first become aware that you would likely miss the assessment or need an extension. Again, be specific. Identify a day, date and time. 4) Why do you feel you should be allowed to make up the missed assessment or assignment? 5) If you are appealing for an extension, how long of an extension are you asking for, and why do you feel like this extension should be granted? Explain in detail and support your argument with evidence. Evidence might be constituted by facts about circumstances beyond your control, a doctor's note, a university-excused absence form, etc.

Type your appeal, review it to make sure it meets the guidelines above, and then submit it via email to me at jacobs.hammond@mso.umt.edu.

Appeal for a Grade Review

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Appeal for a Grade Review process, which is detailed below. First, you must allow 24 hours to pass after you receive the grade before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written appeal for a Grade Review. In order to

be considered, the appeal must be typed, and must be written in formal language (see link in the section above). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. Submit your letter to me via email.

Your written appeal must respond to the following questions: 1) What assignment would you like to have re-evaluated? 2) Where do you feel an error was made in grading (i.e. if the assignment received multiple scores, which component of the assignment do you feel was not graded accurately). 3) Provide a summary of your original work. 3) What grade did you receive? 4) Explain why your work deserves a higher score and support your assertion with evidence. Evidence, in this case, is constituted by citing information from appropriate course materials which support your argument. When citing course materials, you should either provide direct quotes or paraphrase. In either case, you must use appropriate in-text citation (see ASA citation guide at: <https://libguides.sjsu.edu/c.php?g=230332&p=1528264>). Materials not assigned as part of the course will not be considered as evidence. 5) Finally, please explain what grade you believe your work deserves. Please be advised that reconsideration of an assignment grade may result in the original grade being lowered if additional flaws are found in the assignment during re-evaluation.

Disability Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact ODE in Lommasson Center 154 or 406.243.2243. I will work with you and ODE to provide an appropriate modification. In order to receive accommodations, you need to send me a letter from ODE.

Discrimination and Harassment

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. All employees at The University of Montana are considered mandatory reporters, which requires them to report incidents of gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator Alicia Arant (Alicia.arant@mso.umt.edu, 243-5617, University Hall - Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination. Confidential Resource: The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not

disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

Basic Needs

Any student who faces challenges securing food or housing is urged to contact any or all of the following campuses resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website \(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here: http://www.umt.edu/triosss/apply.php#Eligibility](http://www.umt.edu/triosss/apply.php#Eligibility). If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Grade Scale

Students' final grades will be a percentage (0 to 100%). I will use the following grading scale to convert the percentage of points earned to a final letter grade. Grades with decimal remainders will be adjusted in accordance with mathematical rules of rounding. For example 89.4% is converted to 89%, B+, while 89.5% is rounded up to 90%, A-.

Letter Grade Percent

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82

C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 or below

Course Schedule

Reading and videos assigned *should be completed prior to class on the date specified*. *Instruction assumes that students have completed these assignments*. Non-text readings will either have a link to an online article or be posted on Moodle. I reserve the right to alter this schedule if necessary to meet learning objectives, in the event of class cancellations or for other reasons. All changes will be announced in advance.

Week #1: Jan 17-21

Mon: No Class. MLK Day.

Wed: Introduction

Read: Syllabus

Read: Best, "What Good News Looks Like," read online at:

<https://journals.sagepub.com/doi/full/10.1177/1536504216648163>

Fri: Introduction to Sociological Thinking

Read: Gladwell, "The Mathew Effect," pp. 15-34 (posted on Moodle)

Week #2: Jan 24-28

Mon: An Introduction to Sociological Thinking

Read: Kimmel, "Bros Before Hos: The Guy Code" (posted on Moodle)

***Trigger Warning: Reading may contain sensitive content

Wed: An Introduction to Sociological Thinking

Read: Kimmel, "Hooking Up: Sex in Guyland" (posted on Moodle)

***Trigger Warning: Reading may contain sensitive content

***Due: Syllabus quiz due by midnight

***Extra Credit Opportunity: What: Guest Speaker. Who: Brendan McQuade, Ph.D., Assistant Professor of Criminology, University of Southern Maine, author of *Pacifying the Homeland: Intelligence Fusion and Mass Surveillance*. When: Thursday, January 27 at 4 p.m. Where: Social Science 352.

Dr. McQuade will be giving a remote presentation on his book (listed above). For extra credit, you will attend the talk and write and submit a one-page paper to the drop-box on Moodle. Arrive on time for the presentation and stay for the full duration of the talk and Q and A session. Then submit your paper to Moodle by Sunday, Jan 30 at 11:59 pm.

One-half of the paper should provide a summary of the talk, and the other half should include your personal reflections on what you learned. Papers earn up to five points of extra credit applied to a course exam.

Fri: The Sociological Imagination

Read: Ch 2 in McIntyre's *The Practical Skeptic: Core Concepts in Sociology*

***Due: Moodle Profile due by 11:59 pm (instructions on Moodle under the Introduction tab)

Week #3: Jan 31-Feb 4

Mon: Sociology in the News: Policing

Read: Braddock et al., "How Many Bad Apples? Investigating Implicit and Explicit Bias among Police Officers and the General Public," read online at:

<https://contexts.org/articles/how-many-bad-apples-investigating-implicit-and-explicit-bias-among-police-officers-and-the-general-public/>

Watch: Frank Zimring on Policing (Posted on Moodle. Watch this on your own in advance of class.)

***Trigger Warning: Video and reading may contain sensitive content

Wed: Sociology in the News: COVID-19 Racial Disparities

Read: Sanchez, Dominguez and Vargas, "Structural Inequalities and Not Behavior Explain Covid-19 Racial Disparities," read online at: <https://contexts.org/blog/inequality-during-the-coronavirus-pandemic/#vargas>

Fri: Perspectives in Sociology

Read: Ch 3 in McIntyre

Week #4: Feb 7-11

Mon: Perspectives in Sociology: Conflict Theory

Watch: White Like Me (link posted on Moodle...watch this on your own in advance of class)

***Trigger Warning: Reading may contain sensitive content

Wed: Perspectives in Sociology: Symbolic Interactionism

Watch: Race: The Power of an Illusion (link posted on Moodle...watch this on your own in advance of class!)

***Trigger Warning: Reading may contain sensitive content

Fri: Perspectives in Sociology: Functionalism

Read: Gerteis, "The Social Function of Religion in American Political Culture," read online at: <https://thesocietypages.org/papers/religion-and-politics/>

***Due: Topic Paper due by Sunday, Feb 13 at 11:59 pm. Submit via dropbox on Moodle. Assignment instructions are attached to the drop box on Moodle.

Week #5: Feb 14-18

Mon: Skepticism, Inconvenient Facts, and Ethnocentrism

Read: Ch 4 in McIntyre

Read: Miner, “The Body Ritual of the Nacirema” (posted on Moodle)

Prepare: Prepare a brief, 3-5 minute overview your Topic Paper #1 to share with your peers. This presentation is informal. You do not need to dress up, make a PowerPoint, etc. However, be prepared to share what you learned from the article you reviewed.

Wed: Science

Read: Ch 5 in McIntyre

Fri: Research Methods

Read: Ch 6 in McIntyre

Watch: Steven Leavitt on Chicago Street Gangs (posted on Moodle, please watch this on your own in advance of class! Watch first 18 minutes of the video. Note: The segment after the 18 min mark contains language that may make some people uncomfortable. If you choose to watch that segment, which is not required, be aware of this fact.)

***Trigger Warning: Video contains some sensitive content

Week #6: Feb 21-25

Mon: *No Class, Presidents Day.*

Wed: **EXAM 1*****

Fri: Culture:

Read: Ch 7 in McIntyre

Watch: The Mask You Live In (Link posted on Moodle. Watch the first 30 minutes on your own in advance of class.)

***Trigger Warning: Video may contain sensitive content

Week #7: Feb 28-Mar 4

Mon: Culture

Read: Hickee Lundquist and Vaughan Curington, “Love Me Tinder, Love Me Sweet,” read online at: <https://contexts.org/articles/love-me-tinder-love-me-sweet/>

***Trigger Warning: Reading may contain sensitive content

Wed: Social Structure

Read: Ch 8 in McIntyre

Fri: Social Institutions

Read: Ch 9 in McIntyre

Week #8: Mar 7-11

Mon: Social Institutions: Criminal Justice System

Read: Shannon and Uggen, “Visualizing Punishment,” read online at: <https://thesocietypages.org/papers/visualizing-punishment/>

Wed: Social Institutions: Education

Read: Semuels, “Good School, Rich School; Bad School, Poor School: The Inequality at the Heart of America’s Education System,” read online at:

<https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/>

Fri: Social Institutions: Medicine

Watch: Unnatural Causes: In Sickness and in Wealth (Link posted on Moodle. Watch on your own in advance of class.)

Week #9: Mar 14-18

Mon: Socialization

Read: Ch 10 in McIntyre

Watch (in class): Secrets of the Wild Child

Wed: Socialization Varies

Read: Gladwell on Lareau study, p. 102-108 (posted on Moodle)

Fri: Resocialization

Read: Dyer, "Anybody's Son Will Do" (Posted on Moodle)

Spring Break – Mar 21-25

Week #10: Mar 28-Apr 1

Mon: Deviance

Read: Ch 11 in McIntyre

Watch (in class): Slavery by Another Name

***Trigger Warning: Video may contain sensitive content

Wed: Deviance

Read: Schlosser, "The Prison-Industrial Complex," read online at:

https://www.brown.edu/Departments/Economics/Faculty/Glenn_Loury/louryhomepage/teaching/Ec%20222/Schlosser_PrisonComp.pdf

Fri: Deviance

Read: Lykke, "Contexts Quicklit: 11 Recent Sociological Findings on Race and the Criminal Justice System," read online at: <https://contexts.org/blog/contexts-quicklit-11-recent-sociological-findings-on-race-and-the-criminal-justice-system/>

Recommended: Work on Exam 2 Study Guide

Week #11: Apr 4-8

Mon: **EXAM 2*****

Wed: Stratification and Inequality

Read: Ch 12 in McIntyre

Watch (in class): People Like Us

Fri: Stratification and Inequality

Read: Wray, "White Trash: The Cultural Origins of a Stigmatype," read online at:

<https://thesocietypages.org/specials/white-trash/>

Week #12: Apr 11-15

Mon: Inequality and Achievement: Social Class

Read: McIntyre Ch 13

Watch: First Gen (Part 1)(Link posted on Moodle. Watch the first 30 minutes of this on your own in advance of class.)

Wed: Inequality and Achievement: Social Class

Watch: First Gen (part 2) (posted on Moodle, please finish the film on your own in advance of class!)

Fri: Inequality and Achievement: Social Class

Read: Gladwell, “The Trouble with Genuises,” (posted on Moodle)

***Due: Video Analysis Paper due by Sunday, Apr 17 at 11:59 pm. Submit via drop box on Moodle. Assignment instructions are attached to the drop box.

Week #13: Apr 18-22

Mon: Inequality and Ascription: Race, Ethnicity and Gender

Read: Ch 14

Wed: Inequality and Ascription: Race, Ethnicity and Gender

Watch: “True Colors,” watch online at: <https://www.youtube.com/watch?v=8XprcqeZ5-E>
(Watch on your own in advance of class.)

Watch: Pager, “Race, Employment and Criminal Record,” watch online at:

https://www.youtube.com/watch?v=nUZqvsF_Wt0 (Watch on your own in advance of class.)

***Trigger Warning: Videos contains some sensitive content

Fri: Inequality and Ascription: Race, Ethnicity and Gender

Read: Spears Brown, “Media Messages to Young Girls: Does “Sexy Girl” Trump “Girl Power,”” read online at: <https://contemporaryfamilies.org/girls-media-messaging-brief-report/>

Week #14: Apr 25-29

Mon: Inequality and Ascription: Race, Ethnicity and Gender

Read: Brehm and Pellow, “Environmental Inequalities,” read online at:

<https://thesocietypages.org/papers/environmental-inequalities/>

Wed: Review for Exam 3

Recommended: Work on Study Guide

Fri: **EXAM 3*****

Week #15: May 2-6

Mon: TBD

Read: None

Wed: TBD

Read: None

Fri: Last class meeting

Read: None

