

SOC 101: Introduction to Sociology, Section 1

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

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

Course Structure: Hybrid (one day of in-person instruction per week, two days remote instruction online)

Classroom: Phyllis J Washington Education Center 152/ALI Auditorium

Remote Access via Zoom:

<https://umontana.zoom.us/j/98071074838?pwd=REozekFZUG1rbWZyOWRmei90dDJqZz09>

Meeting ID: 980 7107 4838

Passcode: 509163

Office Hours: Wednesdays and Fridays 2:00-4:00 pm MT (or by appointment)

Note: I will be conducting office hours via Zoom. Please email me at least 24 hours in advance to arrange a meeting time.

Email: jacobs.hammond@mso.umt.edu (please put “Soc 101, Section 1” in subject line)

Office phone: 406.243.5863

TA: Sara Wozniak

Office Hours: Mondays and Wednesdays 10:30 am – 12:30 pm MT.

Note: Sara will also be conducting her office hours via Zoom. Please email her at least 24 hours in advance to arrange a meeting time.

Email: sara.wozniak@umconnect.umt.edu

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.

Explanation of our Hybrid Course Structure

Our course will be taught using a hybrid model with both in-person and online components. The class meets on Mondays, Wednesdays and Fridays. We have a large class, so in order to limit the number of people in the classroom in compliance with UM health and safety protocols, you will be limited to attending in-person one day per week.

Based on your responses to the survey I sent you, I will grant you in-person access on one of: Mondays, Wednesdays OR Fridays. For example, if you are granted access on Mondays, you will need to attend virtually on Wednesdays and Fridays or watch the recording of these classes. To clarify, attending the in-person session you are assigned to is not mandatory, and you will not be penalized if you choose not to attend. I will take attendance each day, but this is purely for administrative reasons related to the pandemic. Whether you choose to attend or not will not influence your grade. In other words, if you would like to take the class purely as a remote class, you can do that. All assignments and assessments will be turned in online.

Each class meeting will also be streamed live online via Zoom and recorded and posted on our Moodle course site. Therefore, on days you do not attend in-person you can either attend the class live via Zoom or watch the recording after the class concludes.

For those attending via Zoom, you can ask questions or contribute comments by either typing them in the chat or raising your hand. Sara, our teaching assistant, will monitor the Zoom feed and alert me to your question or comment at an appropriate juncture.

Attending In-Person: COVID-19 Protocols***

Due to the ongoing Covid-19 pandemic, it is critical that all of us follow UM protocols to protect each other and our family and friends. It is also my duty to enforce protocols. Anyone who is intentionally disregards these guidelines will be asked to leave class and may receive further discipline.

Attendance of in-person classes is voluntary. Attendance will be taken for administrative reasons but will not impact your course grade, and in-class work will not be graded. In addition, exams will be administered online through Moodle.

I will establish seating charts for Mondays, Wednesdays and Fridays. Please sit in your designated seat. This is necessary to facilitate contact tracing in the event of a positive test.

UM will clean classrooms. However, UM will ask that students and faculty to clean their classroom seating spaces before they begin every class.

I am available to answer questions after class. Please maintain at least a 6-foot distance during our interactions. In situations where a line forms to talk to me, please space yourself at least 6 feet apart.

Our voluntary attendance policy is intended to encourage mindful action regarding class attendance in the context of COVID-19. It is very important that you self-monitor for signs of COVID-19 each day before attending class. If you have any symptoms, do NOT attend class. Common signs and symptoms can include:

- Fever
- Cough
- Tiredness

Other symptoms can include:

- Shortness of breath or difficulty breathing
- Muscle aches
- Chills
- Sore throat
- Loss of taste or smell
- Chest pain

To help with self-monitoring, Mayo Clinic has a brief [COVID-19 Self-Assessment tool](#) available online.

Face masks or face coverings are required for all students when attending in-person classes. This is a University policy. Also be advised that the mask or cloth face covering is not a substitute for social distancing. The University will provide two reusable cloth masks to students. Please follow this link for information on where you can pick up your masks: <https://www.umt.edu/news/2020/08/081220kits.php>.

Our classroom has signage that designates one point of entry and one exit. Upon entry, make sure that everyone from the previous class has left prior to entering the classroom. Please avoid congregating outside of classrooms prior to and after classes.

Attending Remotely via Zoom

Each class meeting will be streamed online live via the Zoom online video-conferencing system. Here is a link to a brief tutorial which covers the basics of how to use Zoom: <https://www.youtube.com/watch?v=5iap0Ff15Lg>. You can find additional tutorials on the Zoom website at: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>.

I will post a link on Moodle that you will use to attend class via Zoom. Upon entering the meeting, please turn off your video and mute your microphone unless you are speaking. For everyone's benefit, please join the class from a quiet space. You can ask questions or make comments by typing them into the chat.

Course Description

This course will introduce you to the discipline of sociology. Sociology, and in turn this class, examines questions such as: What is the nature of society? What is the relationship between society and the individual? This course focuses on how society functions and is organized, and how society impacts and influences individual 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. 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.

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

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. It is your prerogative to attend class. However, when you attend you are making the commitment to be attentive and courteous. 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.

A Note on Lecture: Outlines versus Slides

Our class contains a balance of lecture and other activities such as discussions and videos. When I lecture, I will provide an outline of the content to be covered on the projector screen. I do not use lecture slides. I have made this decision based on years of experience teaching both with and without slides. I have come to the conclusion that slides, unless they are extremely artfully constructed, are often sub-optimal in terms of how they impact student cognition and interaction patterns in the classroom. I am aware that the use of lecture slides has become normalized and that some students find it to be an adjustment to follow a lecture without them. This is why I provide the lecture outline. The outline provides a cue that a lecture will be taking place and signposts the content that will be covered. However, your notetaking process is

inherently different with a lecture outline versus slides. You will need to develop your own methods for taking notes and to exercise personal discretion regarding what you jot down. That said, this is a highly transferrable skill that will serve you well in many future endeavors.

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 email: umonline-help@umontana.edu, or call: 406. 243.4999.

Electronic Devices Policy

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.

Grading

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

Exams (3)	60%
Topic Papers (2)	20 %
Reflection Papers	20%
Extra Credit	TBD

3 Exams (60% total)

You will complete three exams during the course worth a combined 60% of your final grade (Exam 1 = 15%, Exam 2 = 20%, Exam 3 = 25%). One week in advance of the exam, I will post a study guide on Moodle which will include topics to be covered, exam structure and preparation tips. Exams will be based on material from assigned readings.

Topic Papers (20%)

You will write two papers on societal topics of your choice. For each 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.

Your paper will have two parts: 1) a summary of the research reviewed in your article, 2) the application of a course concept/term that relates to existing research on your topic , and 3) reflection on what you learned.

Further details will be posted on Moodle. I will also post a short video tutorial on Moodle which talks about this assignment and guides you through accessing *Sociology Compass* and how to review and select an article. Due dates for these papers are at midterm and at the end of the course (see the Course Calendar for exact dates).

Reflection Papers (20%)

We will watch a number of videos and selections from films throughout the course. For a number of these videos, you will be asked to write a reflection paper summarizing and reacting. Deadlines for these papers are listed in the course calendar. Papers will be submitted via dropboxes on Moodle. These dropboxes will contain assignment details, such as questions to respond to, formatting details, etc.

The purpose of these papers is to help you to think and engage more deeply with course content. It is not necessary for you to demonstrate full mastery of course material to get credit for these assignments, though submissions which demonstrate that course assignments have not been completed will not receive credit. 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 1-5 scale (5= well done, 4 = good, 3 = needs improvement, 2 = does not meet assignment criteria, 1= very limited submission, 0 = no submission). Assignments will generally not receive written feedback. If you would like to receive oral feedback, you can schedule an appointment with me, Dr. Hammond, during office hours. The Moodle profile assignment, though not a reflection paper, will also be placed in this assignment category.

Extra Credit

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

Academic Honesty

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Cheating on an exam, helping someone else cheat on a quiz or exam or plagiarizing material on a written assignment **will result in an F for the course!** 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.

Before sending an email, please make sure that your message meets the following criteria:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at UM and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or on any other materials that have been distributed in class or via a course email.
- 3) Check with a classmate to see if they have an answer for your question before emailing me.
- 4) 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 in person.
- 5) Double check that your email does not contain misspellings or incorrect grammar.

If your email does not meet the above criteria, I will note this and decline to answer. If your email meets the above criteria, I will answer. I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I only access email when I am in my office at work. In general, I check and respond to emails between 8 am and 4 pm Monday through Friday. If you email me outside of these hours, I will not see your email until I arrive back at my office. Also, I tend not to check email over the weekend.

Late and Missed Assignments and Assessments

Due dates for each assignment and directions for submission are listed on the course calendar. Late assignments will receive a grade deduction. Assignments submitted 0-24 hours after the deadline will receive 50% of earned credit. Assignments submitted more than 24 hours after the deadline will receive 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 exam 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.word-mart.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 or need an extension on an 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? 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 Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

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 Calendar

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.

Reading and videos assigned should be completed for class on the date specified.

Week #1: Aug 19-21

Wed: Introduction

Read: This syllabus

Note: Wednesday roster can attend in-person, others can attend via the Zoom link posted on our Moodle page.

Fri: Introduction

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

Read: Best, "What Good News Looks Like,"

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

Note: Friday roster can attend in-person, others can attend via the Zoom link posted on our Moodle page.

Week #2: Aug 24-28

Mon: Introducing Sociology

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

*****Due: Moodle Profile due by 11:59 pm (instructions on Moodle)**

Note: Monday roster can attend in-person, others attend via the Zoom link posted on our Moodle page.

Wed: Introducing Sociology

Read: C. Wright Mills "The Promise" (on Moodle)

Watch: "True Colors," <https://www.youtube.com/watch?v=8XprcqeZ5-E>

Fri: Sociology in the News: COVID-19

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

*****Due: True Colors Reflection Paper, due by the beginning of class, submit via dropbox on Moodle**

Week #3: Aug 31- Sep 4

Mon: Sociology in the News: Race, Policing and Inequality

Read: Fields, "Police Officers Need Liability Insurance"

<https://contexts.org/articles/police-officers-need-liability-insurance/>

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

Wed: Sociology in the News: Cultural Consciousness

Read: Guiliano, "The Fascination and Frustration with Native American Mascots,"

<https://thesocietypages.org/specials/mascots/>

*****Due: Race: The Power of an Illusion Reflection Paper, due by the beginning of class, submit via dropbox on Moodle**

Fri: Perspectives in Sociology

Read: Ch 3 in McIntyre

Deadline Reminder: Topic Paper #1 due next Sunday

Week #4: Sep 7-11

Mon: Labor Day – No Class

Wed: Perspectives in Sociology: Conflict Theory

Read: Stevenson, "Slavery Gave America a Fear of Black People and a Taste for Violent Punishment: Both Still Define Our Criminal Justice System,"

https://pulitzercenter.org/sites/default/files/mass_incarceration_by_bryan_stevenson.pdf

Fri: Perspectives in Sociology: Symbolic Interactionism

Read: Roth, "Creating a 'Latino' Race," <https://thesocietypages.org/papers/creating-a-latino-race/>

*****Due: Topic Paper #1 due by Sunday, 9/13 at 11:59 pm, submit via dropbox on Moodle**

Week #5: Sep 14-18

Mon: Perspectives in Sociology: Functionalism

Read: Gerteis, "The Social Function of Religion in American Political Culture,"

<https://thesocietypages.org/papers/religion-and-politics/>

Wed: Skepticism, Inconvenient Facts, and Ethnocentrism

Read: Ch 4 in McIntyre

Fri: Science

Read: Ch 5 in McIntyre

Week #6: Sep 21-25

Mon: Research Methods

Read: Ch 6 in McIntyre

Recommended Homework: Work on Exam 1 Study Guide

Watch: Leavitt on Venkatesh study

Wed: **EXAM 1*****

Note: This exam will be administered via Moodle and will be available for you to take during our regular class time. Therefore, we will not hold our regular class meeting.

Fri: Culture:

Read: Ch 7 in McIntyre

*****Due: Leavitt Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Watch: The Mask You Live In

Week #7: Sep 28- Oct 2

Mon: Culture

Read: Hicke Lundquist and Vaughan Curington, "Love Me Tinder, Love Me Sweet,"

<https://contexts.org/articles/love-me-tinder-love-me-sweet/>

Wed: Social Structure

Read: Ch 8 in McIntyre

*****Due: The Mask You Live In Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Fri: Social Institutions

Read: Ch 9 in McIntyre

Week #8: Oct 5-9

Mon: Social Institutions: Criminal Justice System

Read: Harris, "The Cruel Poverty of Monetary Sanctions,"

<https://thesocietypages.org/papers/monetary-sanctions/>

Wed: Social Institutions: Education

Read: Samuels, "Good School, Rich School; Bad School, Poor School: The Inequality at the Heart of America's Education System,"

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

Watch: The Harlem Children's Zone

Fri: Social Institutions: Medicine

Watch: Unnatural Causes

*****Due: Harlem Children's Zone Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Week #9: Oct 12-16

Mon: Socialization

Read: Ch 10 in McIntyre

Watch: Secrets of the Wild Child

*****Due: Unnatural Causes Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Wed: Socialization

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

*****Due: Secrets of the Wild Child Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Fri: Resocialization

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

Week #10: Oct 19-23

Mon: Deviance

Read: Ch 11 in McIntyre

Watch: Slavery by Another Name

Wed: Deviance

Read: Schlosser, "The Prison-Industrial Complex,"

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," <https://contexts.org/blog/contexts-quicklit-11-recent-sociological-findings-on-race-and-the-criminal-justice-system/>

Recommended Homework: Work on Exam 2 Study Guide

*****Due: Slavery by Another Name Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Week #11: Oct 26 -30

Mon: **EXAM 2*****

Note: This exam will be administered via Moodle and will be available for you to take during our regular class time. Therefore, we will not hold our regular class meeting.

Wed: Stratification and Inequality

Read: Ch 12 in McIntyre

Watch: People Like Us

Fri: Stratification and Inequality

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

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

Watch: People Like Us

Deadline Reminder: Topic Paper #2 due next Sunday

Week #12: Nov 2-6

Mon: Inequality and Achievement: Social Class

Read: McIntyre Ch 13

Watch: First Gen

Wed: Inequality and Achievement: Social Class

Read: Expert roundtable, "Reevaluating the Culture of Poverty"

<https://thesocietypages.org/roundtables/culture-of-poverty/>

*****Due: People Like Us Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Watch: First Gen

Fri: Inequality and Achievement: Social Class

Read: Feagin, "The Case for African American Reparations, Explained,"

<https://thesocietypages.org/specials/the-case-for-african-american-reparations-explained/>

*****Due: Topic Paper #2 due by Sunday, 11/8 at 11:59 pm, submit via dropbox on Moodle**

Week #13: Nov 9-13

Mon: Inequality and Ascription: Race, Ethnicity and Gender

Read: Ch 14

*****Due: First Gen Reflection Paper, due by beginning of class, submit via dropbox on Moodle**

Wed: Inequality and Ascription: Race, Ethnicity and Gender

Read: Brehm and Pellow, "Environmental Inequalities,"

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

Fri: Inequality and Ascription: Race, Ethnicity and Gender

Read: Upright, "The Converging Gender-Wage Gap," <https://contexts.org/blog/the-converging-gender-wage-gap-1980-2012/>

Week #14: Nov 16-18

Mon: Final Exam Review

Recommended Homework: Work on Final Exam Study Guide

Wed: Final Exam Review

Recommended Homework: Work on Final Exam Study Guide

FINAL EXAM*: Thursday, November 19, 1:10-3:10 pm MT.** This exam will be administered via Moodle.