



SOC 230: Sociology

Fall 2024

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Paola Langer, Ph.D.**

**Remote Research Assistants: Josh Feng,
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**Mondays 3-5pm (Dr. Langer)
and
Fridays 3-5pm (Dr. Pruitt)**

COURSE INTRODUCTION AND OVERVIEW

This course provides an introduction to society, culture and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

COURSE LEARNING OUTCOMES (CLOs)

Students who complete the course will be able to:

1. Explain the historical foundations and theoretical concepts of sociology;
2. Identify social trends, policies, and practices using sociological paradigms;
3. Describe the role of the individual within a social system and the impact social institutions have on individuals;
4. Analyze issues of social diversity from a sociological perspective.

CLASS TEXTS & RESOURCES

- Gould, K. and Tammy L. Lewis (2013) *Thirty Readings in Introductory Sociology*. New York: Oxford University Press.
- Ferguson, Susan J. *Mapping the Social Landscape: Readings in Sociology*.
- Required worksheets will be provided as handouts in class.

METHODS OF INSTRUCTION

Class sessions will ordinarily consist of lecture, class discussion, small-group discussions and one-on-one guidance. The classroom is intended to be a safe place for us to exchange ideas, so respectfully listening and responding to one another is very important. Sharing different perspectives and reactions to the material will enable us to learn from each other.

LEARNING SUPPORT

Mount Tamalpais College is committed to providing reasonable accommodations for all individuals with disabilities. If you have a disability that may have some impact on your work in this class and for which you may need accommodations, please fill out an Accommodation Meeting Request Form. For students who currently receive accommodations, please discuss arrangements with your instructor(s) as early in the term as possible. All conversations will remain confidential.

STUDENT LEARNING CENTER

Tutoring is available for all MTC students. Tutoring provides students with individualized help on reading, writing and math, as well as space and time for students to meet in small groups. We strongly encourage students to use this important resource!

FOR HSS COURSES

- Humanities & Social Sciences students are encouraged to visit writing tutors for support in writing effective research papers.
- General Writing Tutors will be available in the Student Learning Center beginning *the second week of classes*.

COMPUTER LAB

MTC hosts a Computer Lab several afternoons and evenings per week in B5. In the lab, students can learn computer skills with self-paced learning modules, use Microsoft Office programs and Google Chrome, and receive one-on-one help from computer lab assistants. Tailored computer skills workshops are also routinely offered.

RESOURCES FOR RESEARCH

This course includes a significant research component. There are three ways that students can compile research to answer their research questions.

1. Use the materials available in class, including the course textbooks and additional handouts.
2. Use the Computer Lab to access EBSCO research databases. EBSCO is a leading provider of research databases for academic libraries. It is *very likely* that there is information relevant to your research topic available on EBSCO. Ask any Computer Lab Assistant (CLA) for assistance!
3. Use the Research Request Form to request research on your topic from the team of remote Research Assistants (RAs) who are dedicated to supporting this course. RAs aim to respond to all requests within 7-10 days. If you have not heard back about a particular request in 2 weeks, please ask your instructors to follow up.

COURSE REQUIREMENTS

Participation (10%)

Readings Worksheets (10%)

Review Questions (10%)

Annotated bibliography (20%)

Research Proposal (10%)

Research Paper (40%)

GRADING SCALE

A+ 97–100

B+ 87–89.99

C+ 77–79.99

A 93–96.99

B 83–86.99

C 73–76.99

A- 90–92.99

B- 80–82.99

C- 70–72.99

D+ 67–69.99
F 0–59.99

D 63–66.99
AU (Audit)

D- 60–62.99

Attendance and Participation (10%)

All students are expected to attend and participate in every class session in its entirety. All students must feel comfortable in expressing their understanding of the material and their views on the subject at hand (informed both by academic and life experiences). The classroom is intended to be a safe place for us to exchange ideas, so respectfully listening and responding to one another is very important.

Exceptions to attendance may include lockdown, quarantine, illness or work assignments. If you do miss a class session for any reason, speak with the instructor about both the work that was covered in class as well as an assignment you may choose to do to make up for the missed session. (Also see MTC **Attendance Policy** below.)

Readings Worksheets (10%) & Review Questions (10%)

For readings assigned on Fridays: You will be given a one-page worksheet in class to complete for each reading and bring to class on the day assigned for discussion. These are to be turned in at the end of the class session and returned to you the following week.

For Readings #1 & #6, select any one of the “Questions for Review” at the end of each chapter (see pages 11-13 & 60-61, respectively) and write a response to the question. Each response is to be one page handwritten double-spaced or ½ page typewritten (12 pt. font; double-spaced). The responses are to be submitted the week following our discussion of each paper, **at Class #4 for the first response & Class #8 for the second response.**

Annotated bibliography (20%)

You will be required to submit an annotated bibliography (no maximum page limit beyond the limit of at least 5 key sources) at **Class #12.**

You should prepare a document which includes a short paragraph each for no more than 5 key sources which are the most important in shaping the status of the problem you are interested in studying.

Use Modern Language Association, 9th Edition. Summarize each source that you have chosen.

You probably considered multiple sources. You might want to address at least 2 of the following questions: Why did you include each source? What are the author’s main points (summarized in 1-2 sentences)? How does this source shape how you think about the topic? In what ways do the

materials you chose reflect a diversity of perspectives (e.g., types of materials, backgrounds of authors)? How does this source relate to your research project? Does it establish a precedent that you can build on?

Be explicit about why these sources were more effective than other sources you could have used. Explain how you considered the relevance, currentness, authority, audience, and point of view for each source. Describe why these sources are going to help you answer your research question.

Research Proposal (10%)

You will be required to submit a one-page proposal for your research paper at **Class #6**.

Proposals should include the following 3 prompts:

- a. State your chosen topic, including why it interests you and why it is socially relevant.
- b. State a clear research question. Explain what you hope to find and how you plan to find it. As you do your research, the question you're answering may change but you still need to start out with a clear goal.
- c. How do you plan to get the information you need? What is your search strategy? What are specific key terms, concepts and parameters (e.g., specific historical period, geographical area, or demographics of population of interest) crucial to your project? What obstacles do you anticipate and what are your strategies to deal with them?

Research Paper (40%)

Finally, students will write a 10-12 pages research paper to submit at **Class #26 (final class)**.

Choose a topic. Select a current example of social inequality in the US and examine challenges and/or opportunities for social change through the lens of sociological theory and/or concepts. You are encouraged to select a topic of personal importance and/or one with which you have a strong familiarity.

Incorporate at least 2 readings from class, as well as 2 additional readings from your annotated bibliography or additional references.

Please identify your specific research question. Your paper should answer this research question, which can be the one previously identified in your proposal or one that you've modified through your research.

- If typewritten, paper must be 10-12 pages, double-spaced, 12-pt font.
- If your paper is handwritten, note the following:

- One typewritten page (double-spaced, 12 pt font) is equivalent to about 320 words.
- A 10-page paper would be about 3,200 words.
- Write one page (or refer to writing from a previous class) in your regular handwriting (double-spaced on lined paper) and count the number of words on that page. Calculate how many handwritten pages (in your handwriting) you would need to complete in order to fulfill the requirement of about 3,200 words. Consult with the instructor if you need help with this.

COURSEWORK GUIDELINES

Assignments that you turn in must include the following information and be formatted as such:

Your name	Page # of #
CDCR#	
Housing	
Date	
Course # – Instructor Last Name	
Name of Assignment	

If the assignment is typed, use a 12-pt font double-spaced. If handwritten, print on every other line. Please be sure to include your name and CDCR number on every page.

PLAGIARISM/ACADEMIC DISHONESTY POLICY

The most common forms of academic dishonesty are cheating and plagiarism. **To cheat means** to deliberately use or attempt to use deception or dishonesty in the completion of any type of academic exercise, for example, homework, quizzes, examinations, or written assignments. **To plagiarize** is to knowingly represent as one’s own work another person’s ideas, data, or language without specific and proper acknowledgment. So, in order to avoid plagiarism one must always specifically acknowledge where the ideas came from, whether these are quoted, paraphrased, summarized, or otherwise borrowed. It is the expectation that all the work students produce in their courses is their own. There will be consequences for submitting plagiarized work, which may include failing the course.

ATTENDANCE POLICY

Because in-person learning is a critical component of the educational value that MTC provides, students must attend class meetings. Attendance includes arriving on time and staying to the end of the class. If institutional barriers prevent you from arriving on time and/or staying to the

end of class, please inform your instructors and MTC staff immediately, so that we may take appropriate actions.

These expectations apply to all students including auditors. Students who miss more than 20% of classes may not be able to pass the class.

Students are responsible — with the support of instructors — for catching up on material covered during classes they’ve missed and for completing all assignments.

CORRESPONDENCE POLICY

During extended quarantines or quarantine/lockdowns, MTC will conduct up to 25% of any given course (up to three weeks for a 13-week course or up to two weeks for a 9-week course) via correspondence.

IMPORTANT DATES

First Day of Instruction	Tuesday, September 3, 2024
Student Learning Center & Computer Lab Begin	Tuesday, September 10, 2024
Add deadline	
9-week course	Monday, September 16, 2024
13-week course	Monday, September 16, 2024
Drop deadline	
9-week course	Monday, October 7, 2024
13-week course	Monday, October 21, 2024
Withdrawal deadline	Before the last two weeks of class begins
<u>Days classes will not meet</u>	
CDCR Family Night	Friday, September 27, 2024
Veterans Day	Monday, November 11, 2024
Thanksgiving Day	Thursday November 28, 2024
Day after Thanksgiving	Friday November 29, 2024
Last possible day of instruction	Wednesday, December 18, 2024

COURSE SCHEDULE

Please read these notes carefully to understand how MTC handles class cancellations due to institutional disruptions (lockdowns, quarantines, etc).

We will do our best to send students a letter — or some other form of communication — during any prolonged disruption, to tell you if your class is PAUSED or MOVED TO CORRESPONDENCE.

PAUSED CLASSES

Classes are paused when there is enough time left in the semester to adjust the end date, so as to have as many in person meetings as possible. In these cases, students are not expected to use the correspondence sections to move forward. Instead, students are asked to review prior material to stay active in the class.

MOVED TO CORRESPONDENCE

- Classes are moved to correspondence when there is not enough time left in the semester to adjust the end date any further for in person classes. MTC can conduct up to 25% of any given course via correspondence.
- When classes move to correspondence, please follow the correspondence instructions in your syllabus for every class date following the last day that you were able to attend class in person.
- In such cases: **please do not mail your assignments until you get a letter from MTC indicating how/when we will pick up your coursework.** We don't want to take the chance of losing your submission before we have the chance to determine the best system for collecting mail from your housing unit.

A NOTE ON PARTIAL DISRUPTIONS

During partial disruptions that affect some but not all housing units, MTC will first check how many students from the affected units are in each class.

- If more than 20% of students in a class are in the affected units, that class will be paused until the disruption is resolved.
- If less than 20% of students in a class are in the affected units, that class will continue and the students in affected units will be asked to move to correspondence until they return.

CLASS SCHEDULE AND ASSIGNMENTS

Class 1 – Friday September 6

Dr. Pruitt

Course learning outcome	1
Pre-class work	None
In-class activities	<ul style="list-style-type: none"> ● Overview of course requirements (Syllabus) ● Discussion of the study of sociology and thinking like a sociologist.
Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class.

Class 2 –Monday September 9

Dr. Pruitt

Course learning outcome	1, 2
Pre-class work	<ul style="list-style-type: none"> ● Reading #7 in <i>Thirty Readings in Introductory Sociology</i>, Gould & Lewis. <ul style="list-style-type: none"> ○ <i>Excerpt from Doing Things Together</i>, by Howard Becker (1986) ● Complete the Reading Worksheet, bring to class
In-class activities	<ul style="list-style-type: none"> ● Discuss the social construction of reality and the concepts of culture and society.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● Read #3: “An Intersection of Biography and History: My Intellectual Journey” in <i>Mapping the Social Landscape</i> ● Complete a Reading Worksheet on each (3) reading and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to the next class session to turn in to the instructor and check-in about any other materials distributed in class.

Class 3 – Friday September 13

Dr. Langer

Course learning outcome	1 & 4
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Pre-class work	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 1 / C. Wright Mills, Excerpt from the Sociological Imagination (1959) ○ Reading 2 / Peter Berger, Excerpt from Invitation to Sociology (1996)
In-class activities	<ul style="list-style-type: none"> ● Discussion of the sociological imagination and thinking like a sociologist
Correspondence instructions	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 1 / C. Wright Mills, Excerpt from the Sociological Imagination (1959) ○ Reading 2 / Peter Berger, Excerpt from Invitation to Sociology (1996) ● Answer the following questions each in one short paragraph: <ol style="list-style-type: none"> 1. <i>What makes sociology different from other social sciences?</i> 2. <i>Using any example, explain how a sociologist would analyze an issue (for ex. Poverty, racial inequality) compared to the “helping professions”?</i> ● At the next class session, check-in with the instructor about any other materials distributed in class.

Class 4 – Monday September 16 Dr. Langer

Course learning outcome	1
Pre-class work	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 5 /Charles Ragin, Excerpt from Constructing Social Research (1994)
In-class activities	<ul style="list-style-type: none"> ● Discuss what is and isn't social research and what are

	<p>the similarities/differences to some other ways of telling about society</p> <ul style="list-style-type: none"> ● Submit response to Questions for Review at the end of Readings #1 (pages 11-13)
Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Submit response to Questions for Review at the end of Readings #1 (pages 11-23) ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 4/Emile Durkheim, Excerpt from <i>Suicide: A Study in Sociology</i>

Class 5 – Friday September 20 Dr. Pruitt

Course learning outcome	2,3
Pre-class work	<ul style="list-style-type: none"> ● Reading #9 “Born to Buy” in <i>Thirty Readings in Intro Sociology</i> ● Reading #50 “Civilize Them With a Stick” in <i>Mapping the Social Landscape</i>. ● Complete a Reading Worksheet on each article, bring to class.
In-class activities	<ul style="list-style-type: none"> ● Discuss social interaction and the socialization process. ● Discuss the research paper.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● Read #13 “Making It by Faking It: Working-Class Students in an Elite Academic Environment” in <i>Mapping the Social Landscape</i>. ● Complete a Reading Worksheet on all (3) readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

Class 6 – Monday September 23 Dr. Langer

Course learning outcome	1 & 2
Pre-class work	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 6 /Joel Best, Excerpt from <i>Damned Lies and Statistics: Untangling Numbers from the Media, Politicians, and Activists</i> (2001).
In-class activities	<ul style="list-style-type: none"> ● Discuss how statistics are social products, who created the statistics, why was it created, and how was it created ● Submit Research Proposal
Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Submit Research Proposal ● Write one paragraph discussing how statistics are social products using Reading 4/Emile Durkheim, Excerpt from <i>Suicide: A Study in Sociology</i> as an example.

NO CLASS Friday, September 27 – CDCR Family Night

Class 7 – Monday September 30 Dr. Langer

Course learning outcome	2 & 3
Pre-class work	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 11 / Charles Derber, Excerpt from <i>Corporation Nation</i> (1998)
In-class activities	<ul style="list-style-type: none"> ● Discuss the power and limits of corporations in the U.S. with regards to labor and the federal government. ● Submit response to Questions for Review at the end of Readings #6 (pages 60-61)

Correspondence instructions	<ul style="list-style-type: none"> • At the next class session, check-in with the instructor about any other materials distributed in class. • Submit response to Questions for Review at the end of Readings #6 (pages 60-61) • Choose one institution (labor, state or corporations), explain in one paragraph how it has changed and their consequences for groups and individuals.
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Class 8 – Friday October 4

Dr. Pruitt

Course learning outcome	3,4
Pre-class work	<ul style="list-style-type: none"> • Reading in <i>Mapping the Social Landscape</i>: <ul style="list-style-type: none"> ○ #32 “At a Slaughterhouse, Some Things Never Die,” Charlie LeDuff ○ #31 “New Racism, Color-Blind Racism, and the Future of Whiteness in America...” • Complete one Reading Worksheet on the article you found most helpful, bring to class
In-class activities	<ul style="list-style-type: none"> • Discuss the differences between race, caste and ethnicity and class, how they are constructed, maintained, their intersectionality, and how they structure society.
Correspondence instructions	<ul style="list-style-type: none"> • Complete the assigned reading(s) for this date, and • Read #15 “American Apartheid: Segregation and the Making of the Underclass” in <i>Thirty Readings in Introductory Sociology</i>. • Complete a Reading Worksheet on all (3) readings and write one short paragraph relating the additional reading to the regular assignment. • Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

Class 9 – Monday October 7

Dr. Langer

Course learning outcome	3 & 4
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Pre-class work	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 19 / Candace West and Don H. Zimmerman, Excerpt from <i>Doing Gender</i> (1987) ○ Reading 20 / Patricia Hill Collins, Excerpt from <i>Black Feminist Thought</i> (2000)
In-class activities	<ul style="list-style-type: none"> ● Discuss how gender is “done” and how society's ideas about gender in its intersection with race, and class impact social behavior
Correspondence instructions	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 19 / Candace West and Don H. Zimmerman, Excerpt from <i>Doing Gender</i> (1987) ○ Reading 20 / Patricia Hill Collins, Excerpt from <i>Black Feminist Thought</i> (2000) ● In one paragraph explain the concepts of sex, sex category, and gender (West & Zimmerman). ● In one paragraph explain how the stereotypes associated with Black women allows us to understand the intersecting oppressions of race, class, gender and sexuality (Hill Collins).

Class 10 – Friday October 11

Dr. Pruitt

Course learning outcome	1,2,4
Pre-class work	<ul style="list-style-type: none"> ● Read <ul style="list-style-type: none"> ○ #10: <i>The Protestant Ethic and the Spirit of Capitalism</i> by Max Weber in <i>Thirty Readings in Introductory Sociology</i>. ● Complete a Reading Worksheet on the article you found most helpful, bring to class
In-class activities	<ul style="list-style-type: none"> ● Discuss the role of institutions, from family to religion in ordering society and social behavior.
Correspondence	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and...

instructions	<ul style="list-style-type: none"> ● # 12 “The Deinstitutionalization of American Marriage” in <i>Thirty Readings in Introductory Sociology</i>. ● Complete a Reading Worksheet on both readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.
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Class 11 – Monday October 14

Dr. Langer

Course learning outcome	3 & 4
Pre-class work	<ul style="list-style-type: none"> ● Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 39. Brigitte L. Nacos and Oscar Torres-Reyna MULSIM AMERICANS IN THE NEWS BEFORE AND AFTER 9/11 <ul style="list-style-type: none"> - The U.S. media’s treatment of Muslim Americans
In-class activities	<ul style="list-style-type: none"> ● Discuss how mass media creates the “pictures in our heads” and how events trigger changes in how the news portrays groups ● Submit the Annotated Bibliography
Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Submit the Annotated Bibliography ● Explain in one paragraph the surprising finding that reporting on Muslim and Arab Americans in the news before 9/11 added up to more negative and stereotypical associations than the reporting after 9/11.

Class 12 – Friday October 18

Dr. Pruitt

Course learning outcome	1, 2,3,4
Pre-class work	<ul style="list-style-type: none"> ● Outline and begin to draft the research paper.

In-class activities	<ul style="list-style-type: none"> ● Workshop for the Research Paper: <ul style="list-style-type: none"> ○ Discuss the topic and research question of the research paper. ○ Plan next steps for drafting final research paper
Correspondence instructions	<ul style="list-style-type: none"> ● Outline and begin to draft your research paper. Bring to the next class to discuss with the instructor. ● At the next class session, check-in with the instructor about any other materials distributed in class.

Class 13 – Monday October 21

Dr. Langer

Course learning outcome	1,2,3,4
Pre-class work	<ul style="list-style-type: none"> ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 48. Eric Klinenberg. DYING ALONE: The Social production of Urban Isolation <ul style="list-style-type: none"> - The health consequences of the 1995 Chicago heat wave
In-class activities	<ul style="list-style-type: none"> ● Discuss how and why sickness and death vary between people of different races, genders, and social class backgrounds.
Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 48. Eric Klinenberg. DYING ALONE: The Social production of Urban Isolation <ul style="list-style-type: none"> - <i>The health consequences of the 1995 Chicago heat wave</i> <p>and</p> <ul style="list-style-type: none"> ○ 47. Lilian B. Rubin. SAND CASTLES AND SNAKE PITS <ul style="list-style-type: none"> - <i>An examination of how deinstitutionalization increased the numbers of mentally ill among the homeless</i> <ul style="list-style-type: none"> ● In one short paragraph discuss how and why sickness

	and death vary between people of different races, genders, and class using Kilnenberg or Rubin’s research as an example
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Class 14 – Friday October 25

Dr. Pruitt

Course learning outcome	1,3,4
Pre-class work	<ul style="list-style-type: none"> ● Reading #16 “Excerpt from <i>The Manifesto of the Communist Party</i>” in <i>Thirty Readings in Introductory Sociology</i>. ● Complete Reading Worksheet, bring to class
In-class activities	<ul style="list-style-type: none"> ● Discuss the social construction of “class” and how stratification functions in society, contrasting with non-stratified societies.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● #17 “Excerpt from Class Acts” by Rachel Sherman, in <i>Thirty Readings in Intro Sociology</i>. ● Complete a Reading Worksheet on all readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

Class 15 – Monday October 28

Dr. Langer

Course learning outcome	3 & 4
Pre-class work	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 13 / W.E.B. DuBois, Excerpt from the <i>Souls of Black Folk</i> (1990)
In-class activities	<ul style="list-style-type: none"> ● Discuss the socio-cultural burden people racialized as Black experience and how it relates to the history and ideology that justified slavery

Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 13 / W.E.B. DuBois, Excerpt from the <i>Souls of Black Folk</i> (1990) ● In one short paragraph describe and explain what DuBois means by “double-consciousness”.
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Class 16 – Friday November 1

Dr. Pruitt

Course learning outcome	3,4
Pre-class work	<ul style="list-style-type: none"> ● Read: #42 “Over the Counter: McDonald’s by Robin Leidner in <i>Mapping the Social Landscape</i>. ● Complete Reading Worksheet and bring to class
In-class activities	<ul style="list-style-type: none"> ● Discuss social class, capitalism and inequality.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● Read #43 “The Time Bind” by Arlie Hochschild in <i>Mapping the Social Landscape</i>. ● Complete a Reading Worksheet on both readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

Class 17 – Monday November 4

Dr. Langer

Course learning outcome	4
Pre-class work	<ul style="list-style-type: none"> ● Draft of your Research Paper
In-class activities	<ul style="list-style-type: none"> ● Submit a draft of your Research Paper ● Discuss the topic and research question of the research paper ● Workshop next steps for drafting final research paper

Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 4. Michael Schwalbe. FINDING OUT HOW THE SOCIAL WORLD WORKS <ul style="list-style-type: none"> - <i>A summary of what it means to be sociologically mindful</i>
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Class 18 – Friday November 8

Dr. Pruitt

Course learning outcome	3,4
Pre-class work	<ul style="list-style-type: none"> ● Reading #17 <i>Class Acts: Service and Inequality in Luxury Hotels</i> by Rachel Sherman, in <i>Thirty Readings in Introductory Sociology</i> ● Complete a Reading Worksheet on the article you read and bring to class.
In-class activities	<ul style="list-style-type: none"> ● Discuss the “hidden injuries of class” in the role of work and education as social institutions.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● Read #26 “Nickel and Dime...” by Barbara Ehrenreich in <i>Mapping the Social Landscape</i>. ● Complete a Reading Worksheet on all (3) readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

NO CLASS November 11–VETERANS DAY

Class 19 – Friday November 15

Dr. Pruitt

Course learning outcome	2, 3
Pre-class work	<ul style="list-style-type: none"> ● Choose a reading from <i>Section V: Deviance, Crime, and</i>

	<p><i>Social Control in Mapping the Social Landscape</i></p> <ul style="list-style-type: none"> ● Complete Reading Worksheet, bring to class
In-class activities	<ul style="list-style-type: none"> ● Discuss modes of social control from shaming to incarceration.
Correspondence instructions	<ul style="list-style-type: none"> ● Choose two readings from <i>Section V: Deviance, Crime, and Social Control In Mapping the Social Landscape</i>. ● Complete a Reading Worksheet on both readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

Class 20 – Monday November 18

Dr. Langer

Course learning outcome	3 & 4
Pre-class work	<ul style="list-style-type: none"> ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 19. David L. Rosenhan ON BEING SANE IN INSANE PLACES <ul style="list-style-type: none"> - Classic piece on labeling and social deviance
In-class activities	<ul style="list-style-type: none"> ● Discuss the process of “labeling” someone as deviant in the context of mental illness and discuss its consequences
Correspondence instructions	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 19. David L. Rosenhan ON BEING SANE IN INSANE PLACES <ul style="list-style-type: none"> - Classic piece on labeling and social deviance ● Write one short paragraph about the consequences of

	“labeling” someone as deviant. You may use the case discussed in Rosenhan or an example from your life
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Class 21 – Friday November 22

Dr. Pruitt

Course learning outcome	3,4
Pre-class work	<ul style="list-style-type: none"> ● Reading #26 in <i>Thirty Readings in Introductory Sociology</i>. <ul style="list-style-type: none"> ○ <i>Excerpt from Tangled Routes: Women, Work, and Globalization on the Tomato Trail</i> ● Complete Reading Worksheet, bring to class
In-class activities	<ul style="list-style-type: none"> ● Discuss the global political/economic system and structures of inequalities.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● Read #25 in <i>Thirty Readings in Introductory Sociology</i>: “Excerpt from The Modern World System (1976)”. ● Complete a Reading Worksheet on both readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class.

Class 22 – Monday November 25

Dr. Langer

Course learning outcome	3
Pre-class work	<ul style="list-style-type: none"> ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 37. Charles Derber. ONE WORLD UNDER BUSINESS - <i>The politics of globalization</i>
In-class activities	<ul style="list-style-type: none"> ● Discuss the relationship between governments and global companies and its relation with the rise of global power elites

<p>Correspondence instructions</p>	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 37. Charles Derber. ONE WORLD UNDER BUSINESS <ul style="list-style-type: none"> - <i>The politics of globalization</i> <p>And</p> <ul style="list-style-type: none"> ● Read Ferguson, Susan J. <i>Mapping the Social Landscape: Readings in Sociology</i>. <ul style="list-style-type: none"> ○ 36. Don Clawson, Alan Neustadt, and Mark Weller. DOLLARS AND VOTES: How Business Campaign Contributions Subvert Democracy <ul style="list-style-type: none"> - <i>An application of Mills' power elite</i> ● In one short paragraph answer the question: Who really governs in the United States? Explain using Derber and/or Clawson, et al.'s work as examples.
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NO CLASS Friday, November 29–THANKSGIVING

Class 23 – Monday December 2

Dr. Langer

<p>Course learning outcome</p>	<p>1 & 4</p>
<p>Pre-class work</p>	<ul style="list-style-type: none"> ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 28 / Michael Burawoy, Excerpt from Public Sociologies Reader (2006)
<p>In-class activities</p>	<ul style="list-style-type: none"> ● Discuss what public sociology means and how and if sociologists are (or should be?) different from dispassionate observers of society
<p>Correspondence instructions</p>	<ul style="list-style-type: none"> ● At the next class session, check-in with the instructor about any other materials distributed in class. ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press.

	<ul style="list-style-type: none"> ○ Reading 28 / Michael Burawoy, Excerpt from Public Sociologies Reader (2006) ● Write a short paragraph discussing how your research paper could be made available to the public, what results or viewpoints might be of interest and what groups you would like to reach with your work.
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Class 24 – Friday December 6

Dr. Pruitt

Course learning outcome	1, 2, 4
Pre-class work	<ul style="list-style-type: none"> ● Reading #23 <i>Excerpt from Poor People's Movements: Why They Succeed, How They Fail</i> by Frances Fox Piven and Richard A. Cloward in <i>Thirty Readings in Introductory Sociology</i> ● No Reading Worksheet due. Work on your research paper.
In-class activities	<ul style="list-style-type: none"> ● Discuss how societies change and the role of social protests, labor unions and other social movements.
Correspondence instructions	<ul style="list-style-type: none"> ● Complete the assigned reading(s) for this date, and ● Reading #22 “Excerpt from “ The Strategy of Social Protest” by William Gamson in <i>Thirty Readings in Introductory Sociology</i>. ● Complete a Reading Worksheet on all (3) readings and write one short paragraph relating the additional reading to the regular assignment. ● Bring your writing and worksheets to class to turn in to the instructor at the next class session and check-in with the instructor about any other materials distributed in class. ● Complete the assigned reading(s) and the Reading Worksheet and bring the worksheet to the next class session for review and discussion with the instructor.

Class 25 – Monday December 9

Dr. Langer

Course learning outcome	1,2,3,4
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Pre-class work	<ul style="list-style-type: none"> ● Reading Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 30/Gene Shackman, Xun Wang, Ya-Lin Liu, and Jammie Price, Excerpt from <i>Doing Sociology: Case Studies in Sociological Practice</i> ● Work on Research Paper
In-class activities	<ul style="list-style-type: none"> ● Discuss how your research paper could be made available to the public, what results or viewpoints might be of interest and what groups you would like to reach with your work.
Correspondence instructions	<ul style="list-style-type: none"> ● Submit the Research Paper next week. ● Read Gould, K. and Tammy L. Lewis (2013) <i>Thirty Readings in Introductory Sociology</i>. New York: Oxford University Press. <ul style="list-style-type: none"> ○ Reading 30/Gene Shackman, Xun Wang, Ya-Lin Liu, and Jammie Price, Excerpt from <i>Doing Sociology: Case Studies in Sociological Practice</i> ● Write a short paragraph identifying one of the three roles or activities for sociologists in Shackman et al. that you think best applies to your research and explain why.

Class 26 – Friday December 13

Dr. Pruitt

Course learning outcome	1,2,3,4
Pre-class work	<ul style="list-style-type: none"> ● Finish Research Paper
In-class activities	<ul style="list-style-type: none"> ● Student reports on research papers. Submit research paper to the instructor.
Correspondence instructions	<ul style="list-style-type: none"> ● Submit the Research Paper within one week.

In case of extended lockdowns or quarantines, this class may extend up until Wednesday, December 18. Please follow correspondence instructions for any missed classes.