Soc 1 Syllabus

SOCI 1: Introduction to Sociology
SJSU, Fall 2021, Code # 44583, Sec. 3

Core General Education (GE) Requirement Course
in Area D1 (Social Sciences – Human Behavior)

Instructor: Dr. Dan Brook (brook @ brook . com) (no e, no s) (When writing to me, please put something identifying in the subject line.)
Course Hours/Location: Tues/Thurs 12:30 – 1:45 PM in WSQ 207
My Office Chat Hours: Tues/Thurs, 10 – 10:45 AM & 3:30 – 4 PM in DMH 237A (408-924-2914) on class days and by arrangement
Sociology Dept Office: DMH 240B (tel: 408-924-5320 / fax: 408-924-5322; sjsu.edu/sociology)

Soc1Syllabus.wordpress.com

Course Overview:
Welcome to Sociology! Sociology is the social scientific study of the many macro social forces of society, the many micro individual behaviors of people, and the many interactions between and amongst them. It is society’s way of explaining itself to itself. The purpose of sociology is to reveal hidden truths about our social world, so we can improve it.

No course, including this one, can be totally comprehensive, however we will learn, discuss, and apply basic concepts, perspectives, theories, methodologies, and insights of sociological analysis. We will also examine and analyze social experiments, case studies, historical examples, current events, and future possibilities. Sociologist Todd Gitlin argues that we begin to learn exactly at that point where we enter “that difficult, rugged, sometimes impassable territory where arguments are made, points weighed, counters considered, contradictions faced, and where honest disputants have to consider the possibility of learning something that might change their minds”. Our classroom will be that territory.

I do not use Canvas.

Required Text (available online and in the bookstore):
Basirico, Brook, Cashion, & Eshelman Understanding Society (5th ed.)
ISBN: 978-1-61882-441-7 (looseleaf)
(this edition is very different, so be sure that you have this exact edition & ISBN)

Required Email Subscription (Listserv):
Parallel to our actual class sessions, we will also have a “virtual classroom” consisting of online messages via our free class emailing listserv (Google Group). Students will be automatically added and may be responsible for information posted on this required listserv. Students are strongly encouraged to post and/or respond to it as a form of class participation.
Recommended Relevant Readings & Resources (all free):

a) American Sociological Association
b) Gary Marx, “Of Methods and Manners for Aspiring Sociologists: 37 Moral Imperatives”
c) C. Wright Mills, The Sociological Imagination, especially ch. 1
d) Dan Brook, Social Truths
e) An Annotated List of Reference Websites

Course Organization:
This course is designed to be a survey of the field, therefore more of a mosaic than a narrative, an appetizer plate more than an entree. There are an infinite number of ways this (or any other) course could be designed, all of which would be subjective and incomplete. We will do our best, however, to learn a great deal about our world from sociological perspectives and to make doing so interesting, fun, and useful. At the end of the course, we may still not have “conclusions” or all of the “answers”, but we will certainly have a better understanding, and perhaps better questions, regarding sociology and society.

Class meetings may include lectures, small-group and large-group discussions, thought experiments, cultural conundrums, presentations, case studies, current events, visuals, and videos—a variety of activities, for a variety of students and learning styles, designed to encourage social understanding, critical thinking, active participation, life-long learning, and personal enjoyment.

GE Course and Learning Objectives for Core GE Area D1:
According to the SJSU Catalog, Soci 1 fulfills the Core GE in Area D1 (Social Sciences – Human Behavior) requirement: “Human Behavior courses will enable students to be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.” We will do all that and more. Core GE courses require students to write a minimum of 1500 words for course assignments during the semester.

After completion of this course, students should be able to:
1. identify and analyze the social dimensions of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. GE activities designed to assist students in meeting this objective: lectures, small & large group discussions, readings, class exercises, exams, short papers, handouts, films, and course listserv
2. place contemporary developments in cultural, historical, environmental, and spatial contexts. GE activities designed to assist students in meeting this objective: lectures, small & large group discussions, readings, class exercises, exams, short papers, handouts, films, and course listserv
3. identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. GE activities designed to assist students in meeting this objective: lectures, small & large group discussions, readings, class exercises, exams, short papers, handouts, films, and course listserv
4. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. GE activities designed to assist students in meeting this objective: lectures, small & large group discussions, readings, class exercises,
Soc 1 Course & Learning Objectives:
● To become acquainted with the field of sociology;
● To become proficient with major concepts, theories, and insights of sociology;
● To understand ordinary things in new and exciting ways;
● To understand new and exciting things in ordinary ways;
● To question the “common assumptions” and “conventional wisdom” of yourself and others;
● To recognize and analyze the interactions and intersections between and amongst individuals and the social forces of society;
● To assess the dynamics of class, race, ethnicity, sex, gender, sexuality, religion, age, and other major identities;
● To better understand our social world and your role in it;
● To improve your skills in observation, critical thinking, analysis, and communication;
● To develop, enhance, and apply your sociological imagination!

Prerequisites:
Willingness to think critically and willingness to participate in class discussions and activities!

Requirements:
You are responsible for being familiar with and following this syllabus.
There will be two essay exams, a midterm and a final, with study guidelines and a pool of study questions given at least a week in advance. Students should prepare for all of the questions and will have to write essays in response to two of those questions. Each exam will be worth approximately 1/3 of the course grade.

There will also be two short writing assignments (1000 words minimum with a word count). Be sure to include a word count on each of your papers near your name. For each paper, students should incorporate sociological concepts from this course. Each short paper will be worth approximately 1/6 of the course grade.

First topic: Values Socialization
Second topic: Violating a Social Norm (not a law!)
(more on these below, in our book, and in class)

Satisfactory completion of each and every requirement may be necessary for a passing grade. Class participation, including subscription to the course listserv, is also required. Late assignments will be penalized unless prior approval is given. Any assignment missed, for any reason, is the responsibility of the student and must be completed, even if late. All submitted written work (other than exams) must be typed, preferably on both sides of the paper to save resources. All assignments will receive comments in addition to grades.
According to the SJSU Catalog, Soci 1 fulfills the Core GE in Area D1 (Social Sciences – Human Behavior) requirement: “Human Behavior courses will enable students to be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.” We will do all that and more. Core GE courses require students to write a minimum of 1500 words for course assignments during the semester, which we will exceed.

Therefore, the job requirements for this course are doing the assigned readings, taking the two exams, completing two short papers, regularly attending and participating in class, actively using an email account, subscribing to the class listserv, writing reflection essays, and possibly other assignments to be specified at another time.

As is standard and respectful, I expect students to be on time to class and to silence their electronics while in class.

**Academic Integrity:**
Academic honesty (i.e., doing your own work and presenting your own ideas while crediting others for theirs) is important and will be enforced; academic dishonesty (e.g., plagiarism, other forms of cheating, etc.) is unacceptable. Please read and review Earl Babbie, “How to Avoid Plagiarism”.

According to SJSU’s Academic Integrity Policy, “cheating is the act of obtaining or attempting to obtain credit for academic work [or helping another to do so] through the use of any dishonest, deceptive, or fraudulent means”. Plagiarism is “the act of representing the work of another as one’s own without appropriate credit, regardless of how that work was obtained”. “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy, requires you to be honest in all your academic course work. … The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.” I take this very seriously, as should you. Also see www.sjsu.edu/senate/docs/S07-2.pdf.

There should not be any plagiarism on any assignments, whether small or large, draft or final. As a first step, when plagiarism is suspected or detected, I will stop reading the assignment and assign no credit; further steps will be taken afterward. If you are ever unsure what plagiarism is or isn’t, it’s your responsibility to investigate and find out. Make sure it doesn’t happen.

**First Short Paper (Values Socialization Project):**
Who are you? Why are you who you are?

We are not born with values, beliefs, and viewpoints. Socialization is the way culture is transmitted and the way we learn the expectations of our society. Politics, broadly conceived, is essentially about power and values: who gets what, when, where, how, and why. Values are our beliefs about what is proper and improper, right and wrong, fair and unfair. People acquire their political values and social sensibilities through socialization.

This is the way we become aware of beliefs and values, developing a worldview, forming frames and opinions about social and political issues, our social and political system, and power.
relations, indeed about everyday issues of fairness and justice, what’s right and wrong, what is and should be.

While closely related to values, politics and political socialization are not simply and periodically about issues related to politicians, political parties, governments, and elections, but rather about our sensibilities regarding how society works and should work. Values and politics are embedded into every group that we are a part of and every setting that we enter.

Discuss and analyze your own personal process of values socialization, both as a child and also as an adult, from your earliest memories to the present. Don’t simply tell what you think or believe, but rather why you believe it and where those beliefs may have originated.

Consider each of the following agents of socialization (though you don’t necessarily need to cite each), and give specific examples from your own life regarding how your past experiences may have affected your current beliefs and values:

* family (parents, grandparents, siblings, children, relatives)
* peers (work, school, social, etc.)
* other significant people (teachers, neighbors, politicians, coaches, clergy, etc.)
* region (where you were born, grew up, visited, and/or live now)
* school / education / training
* job / work / career
* class, race, ethnicity, sex, gender, sexuality, ability, nationality, and other identities
* religion / spirituality / philosophy / ideology
* community (neighborhood, group memberships, etc.)
* media (TV, radio, music, internet, movies, books, magazines, etc.)
* significant events, processes, or experiences, either in your own life or in society

You must discuss and analyze how some of these factors have influenced you (e.g., what is their impact on your social attitudes and political beliefs now?). In terms of values, where do you come from? Leave abstractions aside: be concrete, specific, and explicit about how you’ve incorporated the beliefs and values you were taught into your life.

This should be a 3-4 page paper (can be longer, if necessary, but it can’t be shorter than 1000 words with a word count). If submitting a physical version, please double space, use a standard 12-point font, preferably on both sides of the paper, staple, and include a good title and the word count on top.

We will also discuss our socialization processes and values socialization projects in class.

**Second Short Paper (Violating a Social Norm):**

This is an abnormal assignment.

For the second paper, to be further discussed in class, you need to choose a social norm to violate (without breaking a law, without doing something unhealthy or unsafe, and without missing or disrupting this or any other classes), doing so in a public enough way that you can effectively assess other people’s reactions. You should break your chosen norm more than one time and in
more than one place to achieve some comparative and therefore better results. Consider and discuss the time, place, and manner in which you violate your chosen norm and who the audiences were. Don’t reveal to them that this is an assignment, unless necessary, at least until afterward.

Based on your experiences, you then need to write up a titled 3-4 page paper (can be longer, if necessary, but it can’t be shorter than 1000 words) (please include a word count on top) on what you specifically did, how it violated a norm, how you felt about it, what the reactions by others were, etc. Be sure to tie what you write to the relevant sociological concepts from our book and course, possibly including concepts such as norms, deviance, social control, socialization, looking-glass (mirror) self, social groups, sociological imagination, culture or sub-culture, etc. You should incorporate sociological analysis into your paper.

Please double space, preferably printing on both sides of the paper, staple, and include a good title and word count as well as some documentation (e.g., photo or video of yourself via URL or, if that isn’t possible, photo documentation of both yourself and where it took place).

Have fun with your social experiment!

**Classroom Protocol (Attendance / Class Participation / Classroom Behavior):**

Sociology should be a “contact” activity, for participant-observers, not one simply for spectators or audience members. This is a seminar and, therefore, a discussion class in which the dialogues and exchanges between instructor and students, and among the students themselves, are essential for the full functioning of the “mini-society” of the classroom. Spirited, but friendly, debate, as well as active listening, is absolutely essential for critical analysis, intellectual development, mutual respect, human creativity, political pluralism, and civic participation in a democratic society. There will be an emphasis in this class on discussion and interactivity.

The purpose of discussion in our course is to provide a forum in which students can safely and supportively ask questions, present and debate their ideas, receive and interpret new information and perspectives, and develop and clarify their thinking and communication skills. Students are expected to prepare for, attend, and participate in discussions as actively as possible. Therefore, both attendance and participation are vitally important. Students are also strongly encouraged to share relevant items/stories/miscellanea as another form of class participation.

If you miss any classes, be sure to get notes and information about missed information and assignments, if any, from another student, as you are responsible for whatever happens in class, whether you are present or absent for any reason. [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

I expect students to be on time to class, to silence their electronics (e.g., computers, phones, tablets, etc.) while in the classroom, to only use them for course purposes (e.g., notes, reminders,
fact checking, this syllabus, etc.), and to be otherwise respectful of the learning environment and fellow students. In contrast, coming to class late, leaving early, texting, checking one’s phone too often, using a phone or computer for non-class activities, surfing the web or checking social media, listening with earbuds/headphones, side conversations, and other distracting or disruptive activities are negative forms of class participation.

Participation is worth about 10% of the course grade.

**University Policies:**
“Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Grading Criteria:**
Assignments are graded holistically based on the following qualitative rubric:

“A” level work consists of cogent, well-articulated, and well-developed written and oral presentation, demonstrating insight, originality, and complexity in both form (e.g., language, expression, organization) and substance (e.g., logical argumentation, factual accuracy, and appropriate examples); critical thinking skills are amply demonstrated; sociological imagination is highly active; tasks are completed on time and according to the guidelines, often going “above and beyond”. “A” level work is considered excellent.

“B” level work may be thoughtful and developed, but may not be original, particularly insightful, or precise. While ideas might be clear, focused, and organized, they are less likely to be comprehensive or dialectical. Critical thinking skills are satisfactory; sociological imagination is active. “B” level work is considered good.

“C” level work is reasonably competent, yet may be unclear, inconsistent, and minimally inadequate in form and/or content. Critical thinking skills are minimal; sociological imagination is weak. “C” level work is considered mediocre and barely adequate.

“D” level work is not competent, appropriate, relevant, complete, and/or adequate in form and/or content, thereby not fully meeting the minimum requirements. Critical thinking skills are largely absent; likewise with sociological imagination.

“F” level work is generally not enough work, often missing assignments or parts thereof, doing work below the minimum requirements, not demonstrating critical thinking skills or sociological imagination, engaging in plagiarism or other forms of academic dishonesty, or is otherwise unacceptable for credit. “F” level work is failing.

**Backup:**
All written work for the course, as well as any other files that are important to you, should be saved and backed up in more than one way (e.g., on a disk or CD, on a flash drive or other external hard drive, on a web-based email account or otherwise online, and/or printed out as a hard copy). If you do this and something unexpected happens before an assignment is due, you will still have a copy of your work as well as whatever else may have been lost or corrupted. I use a combination of these and also use [carbonite.com](http://carbonite.com).
Accommodation, Inclusion, Civil Rights, & Cooperation:

Respect for diversity, both of people and perspectives, is expected and encouraged in this class. All students are welcome, should feel safe, and should have equal access and opportunity for optimal learning in this course, department, university, and society, regardless of race, ethnicity, national origin, home language, sex, gender, sexual orientation, sexuality, gender identity, religion, creed, ideology, ability or disability, appearance, socio-economic class, marital or parental status, housing status, veteran status, political or other affiliation, or any other similar or equivalent quality, identity, or status.

Any student who has any sort of disability, special need, condition, situation, or circumstance, whether permanent or temporary, which requires “reasonable accommodations” or assistance of any kind should contact the campus Accessible Education Center (formerly Disability Resource Center) (Admin Bldg 110, tel: 408-924-6000, TTY: 408-924-5990, fax: 408-924-5999, aec-info@sjsu.edu, www.sjsu.edu/aec) and/or speak with me directly. Everyone deserves the support and resources they need to succeed. Also see www.sjsu.edu/hr/employee_rights/accommodations/ada

Students are encouraged to use the methods of “legitimate cheating”, which include, but are not limited to: studying, working, playing, and plotting together; consulting with the writing center and reference librarians; getting a tutor; searching the web (especially the many social science, sociology, and writing sites); as well as brainstorming and discussing issues and ideas with students, friends, family, teachers, coaches, workers, managers, leaders, organizers, activists, and others, both on and off campus. And, of course, I’m available in my office and via e-mail, as well as before, during, and after class. When writing to me by email, please put something identifying in the subject line and be sure to mention what course/section you’re in.

Campus and Other Resources:

The Academic Success Center (Clark Hall First Floor, 408-924-3322, www.sjsu.edu/asc) has all sorts of services, including peer mentoring, writing, tutoring, computers, and more.

The Learning Assistance and Resource Center (LARC) (SSC 600, 408-924-2587, www.sjsu.edu/larc) offers academic support in the form of tutoring as well as reading, writing, study, and selected software skills to ensure academic success.

The Writing Center (Clark Hall 126, 408-924-2308, www.sjsu.edu/writingcenter) offers tutoring, workshops, and other services for all students, all disciplines, and all levels of writing.

There is a Sociology Reference Librarian in King Library (Michael Aguilar: michael.aguilar@sjsu.edu). Library tutorials can be found at tutorials.sjlibrary.org/tutorial.

The Student Computer Service (SCS) (King Library L67, 408-808-2470, LibrarySCS@sjsu.edu) is available for computer help; there’s also the AS Computer Services Center (Student Union, 408-924-6976, ascsc@as.sjsu.edu). Computer labs for student use are available in the Academic Success Center (1st floor of Clark Hall) and on the 2nd floor of the
Student Union. Computers are also available in King Library. Additional computer labs are available in some departments.

**Media Services** (IRC 112) has a wide variety of audio-visual and computer equipment available for checkout.

**Student Wellness Center** (408-924-6122, [www.sjsu.edu/studenthealth](http://www.sjsu.edu/studenthealth)) offers medical care with a pharmacy, family planning, physical therapy, x-rays, and more. Peer Health Education runs a Condom Co-op (408-924-6203) as part of its **sexual wellness** program.

If you get the **flu** or any other illness that may be contagious, please do not attend class. For comprehensive info about the flu, check out [flu.gov](http://flu.gov) (also available in **Español/Spanish**) for “know[ing] what to do about the flu”: get vaccinated; cover coughs and sneezes; wash hands frequently and/or use alcohol gel; avoid people who are ill; and stay home if sick.

**Counseling Services** (Student Wellness Center 300B, 408-924-5910, counseling.services@sjsu.edu, [www.sjsu.edu/counseling](http://www.sjsu.edu/counseling)) provides individual or group psychological support to help resolve difficult problems that may interfere with academic issues. The **Peer Mentor Center** (Clark Hall, ASC, 1st floor, 408-924-2198, [www.sjsu.edu/muse/peermentor](http://www.sjsu.edu/muse/peermentor)) is also useful and has services that are free and available on a drop-in basis with no appointment required.

**Women’s Resource Center** (Student Union, Rm. 1650, 408-924-6500, [sjsu.edu/wrc](http://sjsu.edu/wrc)) is “a multi-cultural group dedicated to the promotion of women’s issues and social change”.

**MOSAIC Cross Cultural Center** (Student Union, 408-924-6255, [sjsu.edu/mosaic](http://sjsu.edu/mosaic)) supports, advocates, and celebrates diversity, equity, and social justice.

The **LGBT Resource Center** ([sjsu.edu/pride](http://sjsu.edu/pride)) is there for all sorts of LGBT+ issues. There are also several related campus organizations.

**Center for Community Service and Leadership** (Clark Hall 203 & 126A, 408-924-3540, [sjsu.edu/ccll](http://sjsu.edu/ccll)), SJSU’s service learning center, can assist you with all your service learning needs. Also visit the related Cesar Chavez Community Action Center (Student Union, 408-924-4144, cccac@asjsu.edu, as.[sjsu.edu/cccac](http://sjsu.edu/cccac)) for service learning ideas and opportunities.

The Environmental Resource Center (WSQ 115, 408-924-5467, erc@e-mail.sjsu.edu, [erc.thinkhost.net](http://erc.thinkhost.net)) is green central for SJSU.

The **SJSU Career Center** (Admin 154, 408-924-6031) helps students find internships and jobs.

**SJSU Cares** can provide assistance to students in need (e.g., mentoring, counseling, safety, food, etc.).

A listing of student resources is available at [slisweb.sjsu.edu/current-students/student-resources](http://slisweb.sjsu.edu/current-students/student-resources).
School Success:
For best results in school, practice the ARTS:
Attend every class, act curious, and ask questions; Read every assignment and research what’s most interesting to you; Take good notes; then Study and review what you’ve learned.

10 Things You Can Do to Improve Your Grades

15 Secrets of Getting Good Grades in College

National Resources:
The National Suicide Prevention Hotline is available anytime, 24/7/365, toll-free at 1-800-SUICIDE (there are also warmlines, textlines, etc.); my article on suicide is at tikkun.org/tikkundaily/2013/10/22/suicide. The National Domestic Violence Hotline is available anytime, 24/7/365, toll-free at 1-800-799-7233. The Substance Abuse and Mental Health Services Administration (SAMHSA) (1-800-662=HELP) offers referrals 24/7/365.

For the flu, check out www.flu.gov for “know[ing] what to do about the flu”: get vaccinated; cover coughs and sneezes; wash hands frequently and/or use alcohol gel; avoid people who are ill; and stay home if sick.

Please register to vote and also encourage others to register and vote, as well.

Web Sources:
Excellent websites for news and views include news.google.com for mostly mainstream news links and www.commondreams.org and www.alternet.org for mostly progressive ones, along with many links. There are many other sources on (and off) the world wide web that would be interesting, useful, and relevant, as well.

Miscellaneous:
*** If you have ANY concerns, questions, problems, or issues regarding ANY aspect of the course (or anything else) that isn’t addressed during class or isn’t clear enough to you, please make sure to speak to me either in or out of class, either personally or through email. ***

Course Schedule & Class Assignments:

SJSU 2021-2022 Calendar

Readings should generally be done by the date for which they are first assigned, so as to ensure optimal learning and maximal discussions in class.

Week 1: Thurs, Aug 19
Welcome, Course Introduction, & Syllabus
Earl Babbie, “How to Avoid Plagiarism”
Basirico, Brook, Cashion, & Eshelson (BBCE), Understanding Society (5th ed., 2013), Preface
Week 2: T/Th, Aug 24-26
Sociological Imagination: BBCE, Understanding Society, ch. 1 (“The Nature and Uses of Sociology”)
Recommended: BBCE, Understanding Sociology, ch. 2 (“Social Structure, Social Groups, and Social Organizations”)

Students are required to take the Library’s plagiarism tutorial and test (about 15 minutes). This will be for class credit (Cr/NC). Be sure to enter your student ID online and then also email your results to me this week with your name and some brief comments about the tutorial and quiz.

Week 3: T/Th, Aug 31-Sept 2
Culture: BBCE, Understanding Society, ch. 3 (“Culture and Society”)

Week 4: T/Th, Sept 7*-9
Socialization: BBCE, Understanding Society, ch. 4 (“Socialization and Social Interaction”)

Tues, Sept 7 is asynchronous (no in-person class meeting):

“A Worker Reads History” [poem] by Bertolt Brecht; “Working Class Hero” [song] by John Lennon

Reflection Paper due this week (minimum 350 words with word count) on the 2 videos above

Week 5: T/Th, Sept 14-16*
Education: BBCE, Understanding Society, ch. 5 (“Education and Schools”)

Thurs, Sept 16 is asynchronous (no in-person class meeting): Watch Sociology of Education

Week 6: T/Th, Sept 21-23
Deviance & Social Control: BBCE, Understanding Society, ch. 6 (“Deviance and Social Control”)

Guest Presentation by Vidisha Rai of Factory Farming Awareness Coalition

1st short paper on Values Socialization due either day this week

Week 7: T/Th, Sept 28-30
Environment: BBCE, Understanding Society, ch. 7 (“Population and Ecology”);
also read: We read the 4000-page IPCC climate report so you don’t have to
Return of 1st Short Papers with Discussion

Week 8: T/Th, Oct 5-7
*** Midterm Essay Exam This Week ***
Week 9: T/Th, Oct 12-14
Homelessness & Poverty
www.nationalhomeless.org/factsheets (at a minimum, read the 3 fact sheets in the Basic Facts section)
Return of Midterm Essay Exams with Discussion
Film Homework: Watch Streets of Paradise (Reflection Paper of at least 350 words with a word count due this week)

Week 10: T/Th, Oct 19-21
Inequality & Poverty: BBCE, Understanding Society, ch. 8 (“Social Differentiation and Stratification”)

Watch this short video of Anano

Week 11: T/Th, Oct 26-28
Economy & Poverty: BBCE, Understanding Society, ch. 9 (“Economic Classes, Groups, and Systems”)
Power: BBCE, Understanding Society, ch. 12 (“Political Groups and Systems”)
2nd short paper on Norms due either day this week

Week 12: T/Th, Nov 2-4
Race/Ethnicity: BBCE, Understanding Society, ch. 10 (“Ethnic Differentiation and Racial Stratification”)
Sex/Gender: BBCE, Understanding Society, ch. 11 (“Sex and Gender Differentiation”)

Recommended: Dan Brook, “Equalitarianism”

Return of 2nd Short Papers with Discussion

Week 13: T/Th, Nov 9-11
Health: BBCE, Understanding Society, ch. 13: (“Health and Healthcare”)  
Asynchronous Film (no in-person classes this week): Watch either Forks Over Knives &/or What the Health? and submit a reflection paper of at least 350 words with a word count on top this week.

Week 14: T/Th, Nov 16-18
Social Change: BBCE, Understanding Society, ch. 14 (“Collective Behavior and Social Movements”)

Watch How Does Social Change Happen?

Week 15: Nov 23 (Nov 25 is Thanksgiving)

Asynchronous (no in-person class meeting): Celebrating Genocide! Submit a reflection paper of at least 350 words with a word count on top this week.
Week 16: Nov 30-Dec 2
Course Conclusion


Final Exam Review

*** Final Essay Exam To Be Announced ***

Copyright © DB 2021. Although any commercial use of this syllabus and/or the course, including their contents, whether oral, written, graphic, electronic, digital, or otherwise, is strictly prohibited, any non-profit research, educational, or activist “fair use” of the syllabus and/or the course material is strongly encouraged (17 USC §107). This syllabus and course are subject to change. All rights reserved.