

INTRODUCTION TO SOCIOLOGY

SOC& 101-HYE; Winter 2019

9:30-10:20 M-TH; C-164

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Course Introduction:

Welcome to Introduction to Sociology! I look forward to working with you this quarter and sharing with you my passion for this field. My hope is that this class encourages you to think about human behavior in a different way and that you are able to find this class useful to you, no matter what your career or academic objectives.

This course is a broad introduction to the field of Sociology where we will begin to make connections between the most private elements of our lives and the cultures, groups, organizations, and social institutions to which we belong. Throughout this class, we will become acquainted with basic sociological concepts/perspectives and examine the importance of identities across racial/ethnic, class, and gendered differences. Through lecture, discussion, film, readings, and other media, we will explore the many complexities of our social world. The aim of this course is for us to begin analyzing everyday occurrences and the things that we often take for granted to better understand the relationship between individuals and society. We will question the way things work, challenge why things work the way they do, and critically think about who we are within (and how do we connect with others within) the world around us. So, welcome, strap yourself in, and enjoy the ride!

Required Texts:

1. David Newman. "Sociology: Exploring the Architecture of Everyday Life." **12th edition**. Pine Forge Press: 2019.
There are copies available on reserve at the front desk of the library. You can check the text out for two-hour increments – so no excuses for not having access to the text
2. Additional articles or handouts are posted on the course website ([Canvas](#) – under "Files")
I have scanned the first three chapters and put them on the course website for students who are waiting to receive books from an online seller – so no excuses for not reading

Structure and Learning Atmosphere of this Class:

Students learn best when they are *actively* involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You will be expected to observe the world, read, reflect on how the course material relates to your own life, write, share with others, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.



You should know that class time will *NOT* be spent regurgitating the reading material. You will be expected to do readings, watch videos, and complete assignments outside of class time. During class, we will be doing interactive things – having discussions, doing activities, watching films, engaging in small groups, and applying what we have learned from the readings and videos. In order to make the structure of this class successful, you need to come prepared physically and mentally to class. If you don't, not only will you be lost, but this is a disservice to the class because we do not get to benefit from your insights!

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative, heated, political, or controversial material in class. These topics can often make us uncomfortable, angry, or offended. Please be advised that when we explore controversial topics they will always be framed in an academic context. What is essential for our class to be successful is that we approach one another with respect, an open mind, and allow for difference, even if it conflicts with our personal values. No one, including myself, is asking you to endorse or adopt a viewpoint; rather, we need to be open to the free-flow and exchange of information and perspectives, so that we can all learn and grow from one another. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about an inclusive classroom environment and confidentiality: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Furthermore, it is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.*

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Critically examine the social landscape in which you live and how life experiences differ according to race, class, gender and sexuality.
- Identify the ways in which cultural and social institutions shape the everyday experiences of individuals, groups and communities.
- Describe fundamental sociological concepts, theories, and theorists, and apply them to real-life situations.

Course Expectations:

In order for us to have a successful, respectful, open, engaging, and cooperative learning environment, we all need to be conscious of our own behavior, recognize the impacts that we can have on others, and have a common understanding of what positively contributes to our overall class dynamics and what hinders and hurts it. The following are some of the basic expectations that serve as the foundation of our class culture.

Preparation. In order for this class to be successful, we all need to come prepared to class each day.

Me: My goal is for you to learn and succeed in this class. I will spend time preparing, structuring, organizing, devising activities/assignments, lecturing, and answering questions in the most transparent and engaging way I can.

You: You need to come to class having done the assigned work and you should always bring the proper supplies with you. You should be looking at what is due on a daily basis and planning your workload accordingly. You should be checking Canvas regularly.

Promptness. In order for this class to be successful, we all need to be timely and respectful of each other's time.

Me: I will be to class on time and I commit to returning your work to you in a timely, reasonable fashion (my rule is you will get all work returned in 7 business days, although the vast majority of work is returned sooner than that). I will respond to your questions and emails promptly as well (usually within 24 hours).

You: You need to come to class on time as well. When you arrive late, it hurts not only yourself (you are missing information) but also your classmates (it is disruptive). I certainly understand that sometimes "life happens" but repetitive, habitual lateness or leaving class early is a sign of disrespect to our class and it will affect the participation portion of your course grade.

You also need to turn your work in on time. Due dates for all assignments are noted on the Course Calendar in this syllabus as well as on Canvas. Any assignments that I ask you to submit in class are due at the beginning of the class period. In terms of late work, you will receive 2 laminated "passes" that grant you an additional 24-hours to get work in. Use these wisely. Please note that you cannot use a pass on exams or quizzes.

Attendance and Class Engagement. In order for this class to be successful, we all need to consistently come to class and be mentally prepared to engage.

Me: I will be in class every day unless there is an illness or emergency, in which case I will email you prior to class via Canvas to let you know that class will be cancelled and inform you of any adjustments to the schedule or assignments due. In class, when you are speaking, you'll have my full attention. I will also be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern, and I encourage you to advocate for your own needs. If my office hours are not convenient for you, we can schedule an appointment that fits both of our schedules.

You: You need to be (physically present) in class every day and actively engaged (mentally present). You need to be participating and involved as much as you possibly can in class as this positively contributes to our overall classroom culture. Because your presence is so important to our class, your attendance and class engagement is part of your final grade in this course. Please see the "Description of Grading Components" to understand what goes into calculation of your attendance and participation grade.

If you know you are going to be absent (this includes religious holidays) on the day something is due, turn it in early and speak with me in advance. If you miss class you will not be able to make up any in-class work that you may have missed (such as group work). You are responsible for any and all work that is due at the class meeting immediately upon your return. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned).** Also, please note that I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due. Get the contact information of a classmate so the two of you can turn each other's work in if one of you happen to become ill and to get the notes that you have missed while you were absent.

To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits (I will need documentation), family emergencies, and sometimes work-related issues (documentation will be needed).

While you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class.

Quality Work. In order for this class to be successful, we need to have high expectations of each other.

Me: I want you to succeed in this class (as well as in school in general!) I will have high expectations for you and know that will the right support and help (if it is needed) that you can and will succeed. I will do my best to provide you with that support. I also will work very hard to make this class as successful as possible by choosing course materials and assignments that are interesting and engaging and striving to bring my best to class every day.

You: I expect you to bring your best self as well. When reading, completing assignments, or making comments, I want you to do your personal best by showing that you have read, displaying thoughtfulness, asking pertinent questions, and making a strong effort to understand the material. When you throw an assignment together at the last possible minute, simply skim (or write down definitions in the back of the chapter to “show” that you have read), and generally do not put in your best effort, it hurts not only yourself (often through lower grades) but also hurts the overall class by lowering the standards for each other.

Honesty and Integrity. In order for this class to be successful, we need to be credible, honest, integrous.

Me: I will present information that is grounded in social-science research and will do my best to answer questions based on my understanding of that research and information. If there is something that I do not know, I will let you know that I do not know it. If there is something that is my own personal opinion about something, I will let you know that this is *my* perspective and what *I* think about the matter.

You: Your work should be your own, except when asked to work with other students. You are required to acknowledge if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from websites - this is a severe form of cheating that will receive a zero grade. ***In this class, your assignments should be grounded in the lectures, activities, and readings (rather than web resources, which are often not sociological!).*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Respect and Inclusion. In order for this class to be successful, we need to be open to listening to difference and learning about and respecting diverse experiences and perspectives.

Me: I believe everyone in our class has the right to feel welcome and safe from personal attack and thus I will listen to you and be constructive and thoughtful in my comments.

You: You need to be constructive in your comments as well. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. Please think of other people’s feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of Color, queer people, poor people, Christians, Jews, Muslims, people with disabilities, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/ The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Other Resources:

SOCIOLOGY DROP-IN TUTORING

Do you need help with an assignment? Understanding a concept in class? Brainstorming paper ideas? Would you like someone to review your work before you submit it? Drop-in tutoring is available to help you!

Our tutor is a student who has taken many classes in Sociology so they have a lot of knowledge and expertise. They are available to help you on:

Tuesday's and Wednesday's from 2-3 pm in MCS (B234)!

SOCIOLOGY WEBSITE

Visit our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major. <http://www.bellevuecollege.edu/sociology/>

Grading:

Final grades are based on **six factors**. (1) Attendance and Participation, (2) In-class activities, group work, or homework assignments distributed in class, (3) Notes on the Readings, (4) Quizzes, (5) "Doing Sociology" Assignments, and (6) Exams. Each of these elements is awarded a specific number of points:

Attendance/Participation	50 points
In-class activities (10 at 10 points/each)	100 points
Notes on Readings (12 at 15 points/each)	180 points
Quizzes (6 at 20 points/each)	120 points
Doing Sociology Assignments (10 at 15points/each)	150 points
Exams (2 at 100 points/each)	200 points
TOTAL	800 points

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

Course Grade	Point Total	Course Grade	Point Total
A	= 740 - 800 points	C+	= 620 - 635 points
A-	= 716 - 739 points	C	= 580 - 619 points
B+	= 700 - 715 points	C-	= 556 - 579 points
B	= 660 - 699 points	D+	= 540 - 555 points
B-	= 636 - 659 points	D	= 476 - 539 points
		F	= 0 - 475 points

Description of the 6 Grading Components:

1. Attendance and Participation: (50/800 points – 6% of final grade)

Attendance and participation are essential to the format of this class and will therefore contribute toward your final grade. Your success in this class depends on your active attendance, engagement and participation. Please see the "Attendance and Class Engagement" and "Promptness" sections of syllabus to better understand the rationale for these policies. Do not take this portion of your grade lightly! Here is what goes into this portion of your grade:

- You are expected to be in class every day. At the beginning of each class period, I will put up a unique QR code for you to scan to record your attendance (so you will need to bring your phone and have a QR Code Reader downloaded). It is your responsibility to get to class on time to have your attendance recorded.
- Because we only meet Monday – Thursday, three unexcused absences will be permitted without impact to your overall grade. If you miss more than three classes, your attendance and participation grade will drop by 3 points for each day missed. In order for your absences to be excused, you need to discuss it with me or email me prior to your absence (unless, of course, it is an emergency). For example, if you are sick, you need to email me before class to let me know that you are ill and contact a classmate to make sure you get any information that you missed.
- You are also expected to be get to class on time. If you are repeatedly late or leave class early, your attendance and participation grade will be lowered.
- You are also expected to be actively engaged in the class, which includes larger class discussions, small group work, taking notes, asking questions, and any individual tasks that may be asked of you. Excessive talking, texting, or other disrespectful and disruptive behavior will lower your attendance and participation grade.

2. In-Class Activities, Group Work, or Homework Assignments: (100/800 points; 10 pts each – 13% of final grade)

Over the course of the quarter, you will be asked a total of 10 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

3. Notes on the Readings: (180/800 points; 15 points each – 23% of final grade)

For most assigned readings, you will need to submit notes about that reading. Doing notes on the readings are crucial for success in this class (and in college in general). The purpose of these notes is to:

- help you keep up with the readings (reinforcing good study habits/skills)
- help you to learn how to identify key points and themes from readings and put them in your own words
- help you to synthesize and process the information you are taking in to better learn the material
- help us to have a more informed discussion in class

You will submit your notes on Canvas either in a Word document or if you prefer to hand write them, you can take a photo and upload. Due dates for all notes are stated on the Calendar as well as in Canvas. **You can use your notes on your quizzes and exams**, so it is in your best interest to do an outstanding job defining key terms, identifying major themes, and providing examples for yourself.

These notes are for you, to help you. Writing down the information you are reading helps you retain it. Notes can be as thorough as *you want*. You know how you learn best (better than I do), so if you are a student who needs to write more details, please take the time on these and do so. There is a minimum requirement but there is no maximum.

The minimum guidelines are as follows and notes might follow this format:

YOUR NAME	TITLE OF ARTICLE/CHAPTER & AUTHOR	DATE
<ul style="list-style-type: none"> • A minimum of 4 main ideas or important points that are discussed in the reading. These must be IN YOUR OWN WORDS (copying and pasting is not acceptable). Just writing down the Chapter Highlights is not acceptable. Show me that you have read the chapter! • List and define any key terms IN YOUR OWN WORDS. I highly recommend also coming up with an example! 		

4. Quizzes: (120/800 points; 20 points each – 15% of final grade)

Over the course of the quarter, you will be given a syllabus quiz and 5 short quizzes on the readings and material covered in class. Quizzes will typically be a mix of short answer and multiple-choice questions and will be given on Canvas. The due dates are noted on the Calendar below as well as on Canvas. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams and give you a “feel” for how I ask test questions.

5. “Doing Sociology” Applications: (150/800 points; 15 points each – 19% of final grade)

For these assignments, students will be asked to go out of the classroom, conduct their own sociological observations, and complete a short write-up of their findings. The purpose of these assignments is for students to apply a sociological lens to everyday encounters. Students might be asked to go to a fast-food restaurant and observe interactions between customers and workers or violate a social norm and reflect on that violation. Due dates are noted on the Calendar below as well as on Canvas.

6. Exams: (200/800 points; 100 points each – 25% of final grade)

Over the course of the quarter, you will take two exams that integrate the course’s in-class activities (lectures, films, etc.) and readings. Both exams will consist of multiple choice and short answer questions and will be given on Canvas. Please note that you cannot make up missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. I will provide you with a review sheet/study guide for both exams a minimum of one week in advance.

Instructor Notes:

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



Course Calendar

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

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

Week 1: Introduction to the Class

Wednesday, January 2nd: Introduction to the Course

Thursday, January 3rd: Getting to Know Your Peers

Go over syllabus; class introductions;

Syllabus Quiz!



Week 2: What is Sociology and Sociological Imagination

Monday, January 7th: Watch “The Sociological Imagination” (6 min); there are 3 questions at the end of this video (starting at 5:38); come prepared to discuss your answers to this;
<https://www.youtube.com/watch?v=BINK6r1Wy78>

Tuesday, January 8th: **Notes on Chapter 1 (pp. 3-18) due on Canvas by 8:30 am** – make sure you have reviewed what is expected in your notes and how notes are graded in order to get full credit!

Wednesday, January 9th: **Quiz #1 (over Chapter 1) due on Canvas by 8:30 am**

We will begin going over Chapter 2 – start reading!

Thursday, January 10th: Watch: “Stanford Prison Experiment” (2015; 122 minutes) available on Netflix or for rent on Amazon Prime or “A Quiet Rage: A Documentary” (50 minutes) - <https://www.youtube.com/watch?v=hIUJBrvqyyo>



Week 3

Monday, January 14th: **Doing Sociology #1 due on Canvas by 8:30 am**

Tuesday, January 15th: **Notes on Chapter 2 (pp. 20-44) due on Canvas by 8:30 am**

Wednesday, January 16th: We will begin going over Chapter 3 – start reading!

Thursday, January 17th: **Doing Sociology #2 due on Canvas by 8:30 am**

Week 4

Monday, January 21st: **NO SCHOOL**

Tuesday, January 22nd: **Notes on Chapter 3 (pp. 49-67) due on Canvas by 8:30 am**
****We are skipping pp. 67-81****

Wednesday, January 23rd: **Quiz #2 (over Chapters 2 & 3) due on Canvas by 8:30 am**

We will begin going over Chapter 4 – start reading!

Bring to class a *material culture* artifact that you believe reflects who you are as a person in some way. It can be anything, but you should be prepared to tell the class about the item and its connection to your identity.



Thursday, January 24th: Doing Sociology #3 due on Canvas by 8:30 am

Week 5

Monday, January 28th: Read "Body Ritual among the Nacirema," on Canvas
Doing Sociology #4 due on Canvas by 8:30 am

Tuesday, January 29th: Notes on Chapter 4 (pp. 84-111) due on Canvas by 8:30 am

Wednesday, January 30th: Watch Genie Wiley clip (12 minutes) and come prepared to talk about it!
<https://www.youtube.com/watch?v=VjZolHCrC8E>
We will begin going over Chapter 5 – start reading!

Thursday, January 31st: Notes on Chapter 5 (pp. 114-140) due on Canvas by 8:30 am



Week 6

Monday, February 4th: Quiz #3 (over Chapters 4 & 5) due on Canvas by 8:30 am
Doing Sociology #5 due on Canvas by 8:30 am

Tuesday, February 5th: Notes on Chapter 6 (pp. 145-173) due on Canvas by 8:30 am

Wednesday, February 6th: Optional Review Day for Exam #1

Thursday, February 7th: No School – Exam #1 due by 11:59 pm on Canvas



Week 7

Monday, February 11th: Watch the following clips:

Intro to People Like Us: https://www.youtube.com/watch?v=nU5MtVM_zFs

Williams Sonoma vs. Walmart:

https://www.youtube.com/watch?v=j_RtI3Y4Eul&t=11s

We will begin going over Chapter 10 – start reading

Tuesday, February 12th: Doing Sociology #6 due on Canvas by 8:30 am

Wednesday, February 13th: Notes on Chapter 10 (pp. 285-326) due on Canvas by 8:30 am

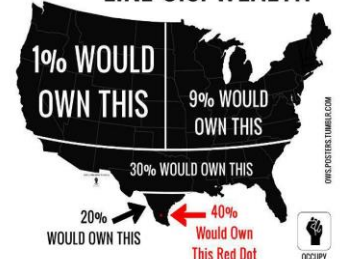
Thursday, February 14th: Watch the following clips:

Tammy's Story: <https://www.youtube.com/watch?v=37ZpauS5Doo&list=PLC6D871A2A8C3C8EF&index=4>

Tammy update: https://www.youtube.com/watch?v=cqs4_Zs2Gvi&index=11&list=PLC6D871A2A8C3C8EF

Doing Sociology #7 due on Canvas by 8:30 am

IF U.S. LAND WERE DIVIDED
LIKE U.S. WEALTH



Week 8

Monday, February 18th: No School

Tuesday, February 19th: Quiz #4 (over material in Chapter 10) due on Canvas by 8:30 am
We will begin going over Chapter 11 – start reading!

Wednesday, February 20th: Notes on “White Privilege” due on Canvas by 8:30 am

Thursday, February 21st: Doing Sociology #8 due on Canvas by 8:30 am



Week 9

Monday, February 25th: Watch the following clips:

The Lunch Date: <https://www.youtube.com/watch?v=ePuTZigxUY8>

Kung Fooled: <https://www.youtube.com/watch?v=pN8E8L5c9WI>

Tuesday, February 26th: Notes on “Willie Lynch’s Letters” due on Canvas by 8:30 am

Wednesday, February 27th: Keep reading Chapter 11 and taking notes

Thursday, February 28th: Notes on Chapter 11 (pp. 329-373) due on Canvas by 8:30 am



Week 10

Monday, March 4th: Watch the following clips:

\$100 Race - https://www.youtube.com/watch?v=1z1D2_KWCbU

Unequal Opportunity Race - https://www.youtube.com/watch?v=vX_Vzl-r8NY

Tuesday, March 5th: Quiz # 5 (over material in Chapter 11) due on Canvas by 8:30 am
We will begin going over Chapter 12 – start reading!

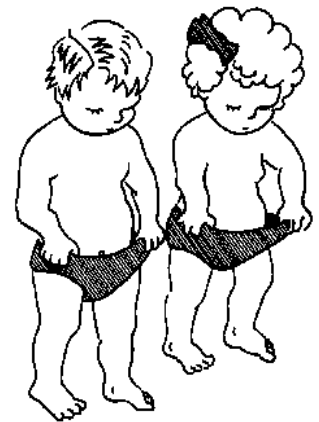


Wednesday, March 6th: Watch the following clips:

A Call to Men: https://www.ted.com/talks/tony_porter_a_call_to_men?language=en

Like a Girl: <https://www.youtube.com/watch?v=XjJQBjWYDTs>

Thursday, March 7th: Doing Sociology #9 due on Canvas by 8:30 am



Week 11

Monday, March 11th: Watch the following clips:

10 Hours NYC: <https://www.youtube.com/watch?v=b1XGPvbWn0A>

Jessica’s Feminized Atmosphere: <http://www.cc.com/video-clips/5ndnit/the-daily-show-with-jon-stewart-jessica-s-feminized-atmosphere>

Tuesday, March 12th: Notes on Chapter 12 (pp. 376-412) due on Canvas by 8:30 am

Wednesday, March 13th: Doing Sociology #10 due on Canvas by 8:30 am

Thursday, March 14th: Notes on Chapter 14 (pp. 441-468) due on Canvas by 8:30 am



Week 12

Monday, March 18th: Optional Review for Final Exam

*Your final exam will be taken on Canvas. It will open after class on March 14th and must be completed by 11:59 pm on Tuesday, March 19th**

Tuesday, March 19th: No Classes - Student Success Day

Final Exam Due on Canvas by 11:59 pm Today

