

University of Colorado, Boulder – Fall 2020

SOCY 4071 – Social Stratification

T/TH 3:55-5:10PM

Zoom Classroom: <https://cuboulder.zoom.us/j/98570623559>

Hybrid Remote/Online

This class will be taught using a combination of online and remote instruction modes. This means that while some coursework may be completed online at a student's own pace (asynchronous), the class will also meet remotely at designated days/times each week.

FACULTY INFORMATION

Instructor: Amanda A. Stewart, PhD

E-mail: Amanda.Stewart-1@colorado.edu

Office Location: Due to COVID-19 precautions, I will only be available virtually.

Office Hours:

- Via Zoom – Wednesdays 11AM-1PM
 - Zoom Office Link: <https://cuboulder.zoom.us/j/97589002929>
- By appointment

COURSE INFORMATION

Credit Hours: 3

Course Description: Studies theories of class, ethnic, sex, and age stratification. Examines social inequality in the United States and analyzes the resulting conflicts. Same as [SOCY 5071](#).

Course Prerequisites: SOCY 3001.

Class Attributes:

- Arts & Sciences General Education: Distribution – Social Sciences

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES

- Develop and apply critical thinking skills to various sociological topics.
- Gain knowledge of the reciprocal connection between the individual and society.
- Gain positive awareness of race, class, ethnicity, gender, and sexuality.
- Improve individual writing and presentation skills.

COURSE MATERIALS

List of Required Texts/Materials:

- Textbook (required) - Ore, Tracy. 2018. (7th Edition). *The Social Construction of Difference and Inequality*. Oxford University Press. ISBN 978-0190647964
- Book (required) – Dow, Dawn Marie. 2019. *Mothering While Black: Boundaries and Burdens of Middle-Class Parenthood*. University of California Press. ISBN 978-0520300323. (eBook also available)
- There will be additional readings not included in the text. These readings will be posted on Canvas and are noted with an * in the course schedule.
- Computer and internet access

TECHNOLOGY INFORMATION

In order to be successful in this course, you do need access to the internet and basic skills in Microsoft Word, email and Canvas. You will also need access to a pdf reader (such as Adobe Acrobat Reader) to complete the course readings. I am happy to try to help with any technical issues that you may experience, but also know that CU Tech Support is available to help you as well (<https://oit.colorado.edu/services/teaching-learning-applications/canvas/help/student-support>).

Login to Canvas at: <https://canvas.colorado.edu>

Canvas Help Site: <https://oit.colorado.edu/services/teaching-learning-applications/canvas/help>

Resources for Remote Learning: <https://oit.colorado.edu/covid-19-resources/remote-guidance-students>

Expectations in the Zoom classroom: The syllabus statement on Classroom Behavior (see below in Course and University Policies section) also applies to the Zoom classroom. You are expected to be professional and respectful, regardless of the space. Here are some additional expectations for our Zoom classroom:

General

- Sign in with your first and last name AND include your pronouns (i.e. Amanda Stewart she/her)
 - If you do not use the name that is listed in the official CU system, please see the Preferred Names and Pronouns section of the syllabus below and update your information there so that what we see on Zoom matches what is on Canvas/in the grading system.
- Try to limit your online engagement during class to class activities. Please close any/all apps that are not relevant to class and turn off any notifications/sounds that may be disruptive.
- If you do not have access to a computer/smartphone with internet access, you may be able to call in. Please contact CU Tech Support for assistance with this option.

- Please also let me know so we can also help to troubleshoot any access issues.

Video

- Please turn on your video, whenever possible. It's helpful for everyone to be able to see each other, just as we would in an in-person class.
 - That said, Zoom can be exhausting. It's okay to turn off video if you need a break. I would rather have you in class with no video, than not have you in class.
 - If you have limited bandwidth or no webcam, it's also okay to not use video.
 - I understand that privacy is also an issue on Zoom. Please feel free to change your background to give yourself a bit more privacy. There are lots of fun backgrounds available online. That said, please make sure that your background is classroom appropriate.

Audio

- Please mute your microphone when you are not talking. This helps to eliminate background noise and allows everyone to concentrate on the current speaker.
- If you have headphones with a microphone, you may want to use them as this often improves audio quality.
- Do your best to find a quiet, distraction-free spot before you log in. I understand that this can be difficult, especially if you are living in a shared space. I understand that the occasional roommate, parent, child, family member, dog, cat, pet, etc. may pop in and that's okay. This is also a challenge for me. You will very likely see my dog, or at least his ears, make an appearance on Zoom this semester.

Chat

- If you use the chat window, please try to stay on topic, as much as possible.
- As expected in all in-person courses, please be respectful. Disrespect and hate speech will not be tolerated.

STUDENT TASKS / ASSIGNMENTS / REQUIREMENTS

Grading Policies and Formulae:

All assignments must be submitted via Canvas. For full credit, you must submit your assignment before 11:59PM on the due date listed on the syllabus. If you are unable to submit your assignment to Canvas, in the case that the CU network or Canvas itself is having technical issues, please submit your assignment to me via email. Please ALSO submit your assignment via Canvas once the network/system is available. If you do not know how to submit your assignment via Canvas, please see me for assistance. **Hard copies of assignments will NOT be accepted.**

All assignments are initially graded as 0 to 100 points. When calculating your final grade, the assignments are weighted (i.e. each assignment is worth a percentage of your final grade and

some assignments are worth more than others). Canvas automatically weights your grades, so the final grade you see in Canvas is already weighted.

Assignments and Grade Weights
Quizzes: 20% Response Papers: 30% [15% each] Exams: 20% [10% each] Seminar Leaders Presentation: 10% Group Research Project and Presentation: 20%

Quizzes: 20%

- Weekly quizzes will be given via Canvas to help ensure that you are keeping up with the readings. Quizzes will include questions that are easily answered IF you have completed the readings. There will be no make-up for these quizzes so please make sure that you complete them BEFORE the due date in Canvas.

Response Papers (2): 30%

- Your response papers (4-6 pages each) should not only also highlight the main themes of the readings but should also prove that you are reading and understanding the assigned texts. You can choose to write about a single reading or multiple readings based on a specific topic. You can also use our classroom discussions or films we view in class as a springboard for your writing. The response paper should include a BRIEF summary (less than 1 paragraph) of the reading(s) on which you've chosen to focus. For the remainder of the paper you should include your own thoughts and analysis about the reading(s). Use what you've read (or seen) as a starting point and go from there. Please make sure that your paper includes a sociological analysis and is NOT solely based on your own thoughts or opinions. If you have questions about writing a sociological analysis, please let me know. As you are citing specific readings from the course, you MUST include a bibliography/works cited page with your response paper. If you fail to do this, you will lose 10 points. **You MUST submit at least one response paper via Canvas BEFORE 11:59PM on Thursday, October 8. Your second response paper must focus on a reading or topical area from the SECOND part of the semester (readings beginning Tuesday, October 6) and MUST be submitted via Canvas no later than 11:59PM on Tuesday, December 1.**
 - Response Paper 1 Due Thursday, October 8
 - Response Paper 2 Due Tuesday, December 1
- Additional assignments, not currently listed on the syllabus, may be given throughout the course of the semester. Specific details for these assignments will be included in the lecture PowerPoints, which will be posted on Canvas, and will be discussed in class.

Grades for additional assignments will be included as part of your Response Papers grade.

Exams (2): 20%, 10% each

- There will be two exams, one for each half of the semester. All exams will be given in Canvas. The exams may contain a combination of multiple choice, matching, and/or short answer/essay questions. Study guides for each exam will be posted on Canvas at least two weeks before each exam. Exam 2 is NOT a cumulative exam but rather will focus on readings/materials discussed after the first exam.
 - Exam 1 Due Tuesday, October 20
 - Exam 2 Due Thursday, December 3

Seminar Leaders Presentation [Dow book]: 10%

- Everyone will sign up to present/lead the discussion for one chapter of the Dow book. You will be the experts on the chapter and are responsible for facilitating a productive and engaging class discussion. Sign-ups for this will happen during the first week of the semester.
- Expectations:
 - Students will work in groups of 4-5 students (this groups can be the same as your final project presentation group). You should work as a group, but the readings and work can be divided as you see fit. Everyone in the group should come prepared to discuss all parts of the chapter. All group members must be present and must participate in some way.
 - Read the assigned chapter, prepare a presentation, and organize discussion for the day
 - Presentations should include either a handout or a PowerPoint (or similar) presentation.
 - Discussion questions should be included throughout your presentation.
 - Communicate with Amanda throughout the process.
 - While you are not required to share your presentation with me in advance, I would suggest that you do so. If you send me your presentation at least 48 hours in advance, I will provide you with feedback which will help you to earn the highest possible grade.
 - Presentation Dates: October 6, 8, 13, and 15.

Group Research Project and Presentation – Understanding Social Inequalities and Creating Social Change: 20%

- When studying Sociology, students are often troubled by what they learn about, both locally and globally. The purpose of this assignment is to give you the opportunity to not just learn about and increase awareness about social inequalities within our society, but to also create a proposal for addressing these concerns. Students will work in groups of 4-5 students and will choose their own topics and groups. Only one group will be

allowed to present on each topic (topics will be approved in the order in which they are received).

- Final Projects will be presented in class on Nov. 17, Nov. 19, Nov. 24, Dec. 1 and Dec. 3 (if needed). Each group will have 15-20 minutes to present the final project to the class. Presentation order will be drawn at random. If your group is unable to present during that time, your group is responsible for finding another group who is willing to switch times with you. Once this switch has been made, please email me with this information.

Group Research Project and Presentation – Using Research to Inform Policy and Programming

- Using at least one course readings and additional sources outside of our course materials, design a program or propose a policy based on a finding (issue/concern/etc.) relating to social inequalities within our society.
 - Alternately, you may also choose an existing organization on which to focus and present a program/policy that would fill a gap in the services and policies that already exist within this organization.
- You will then present this program/policy recommendation to the class.
- As you're pulling together your presentation, please consider any or all of the following questions:
 - What is the issue that you're addressing?
 - How does this issue affect your chosen population and/or organization?
 - What resources will be needed for this program?
 - How will this policy create social change/implement changes that will help the population/organization?
 - What challenges might you foresee in implementing this policy/program?
 - How will you address these challenges?

Group Project Proposal:

- Each group is required to submit a **typed**, one-page proposal for their group project.
- The proposal should be uploaded to Canvas by ONE group member.

The proposal should include:

1. A brief summary of your chosen topic including a discussion outlining the connection to the course reading(s) that you have chosen to work with. Make sure to include information about your topic AND the intersection with social class and power.
2. A list of at least 4 research questions. (Use the questions in the above section to help guide your proposal.)

3. A list of sources that you have or plan on using for your project. This list should include 4 sources that ARE NOT your textbooks or the internet. (Websites from the internet CAN be included for ONLY two of the four sources. Journal articles accessed electronically are NOT considered internet sources.)

Group Project Workday:

- Thursday, November 5 will be a Group Project Workday. After meeting this day, each group should upload a progress report to Canvas which details what you've done so far, what you still need to do, and any questions/concerns that you have about the project/presentation.

Presentation Guidelines

- Presentations should be at LEAST 15 minutes, but NO LONGER THAN 20 minutes. If presenters exceed their allotted time, they will be stopped as time restrictions do not allow us for longer presentations.
- All group members MUST be present for the presentation in order to earn a grade.
- You are **required** to create either a handout or a PowerPoint (or other visual presentation) for your peers. This handout or PowerPoint should MINIMALLY include an outline of your presentation (a preview of what your presentation will address). **You must submit this handout/PowerPoint to me via email BEFORE 5PM on the day BEFORE your presentation. If you fail to do this, your presentation grade will be lowered a full letter grade.**
- Film or video clips should account for no more than 3 minutes of your presentation time. Please make sure that anything that you do choose to show during your presentation is on topic. Before showing any film or video clip, please set us up for what you are showing. After showing the clip, please debrief your audience and ask appropriate questions to tie this back into your presentation.
- As part of your presentation, you may also want to interview someone from the community about their organization or their work. Because of time restrictions, you should film a short video interview with this individual. This may account for no more than 3 minutes of your presentation.
- Please include a list of any and all sources that you've used in bringing together your presentation at the end. If you are using direct quotes or statistics from these sources, please make sure to provide proper in presentation citations (as if you would in writing a paper) so we can see who/what you are citing as we go along.
- Please do your best to make your presentation BOTH informative AND engaging. When possible, include your audience. Ask questions that they can answer based on experience/opinions/etc., as they will not have completed all of the readings on which your research/project is based.
- Please include at least 2-3 minutes for questions/answers/comments at the end. Pretend that your audience includes members of the organization with which you are hoping to work or members of the community that are concerned about issues relating to social inequalities.

Group Research Project and Presentation - Important Dates to Remember:

Tuesday, September 15	List of Group Members & Topic Due
Tuesday, October 13	Group Project Proposal Due
Tues., Nov. 17, Thurs. Nov., 19,	Group Presentations
Tues. Nov. 24, Tues., Dec.1	
Thurs. Dec. 3 (if needed)	

****You may submit your presentation to me for feedback one week (or more) before your scheduled presentation date. This will help you to maximize your grade on the presentation.****

Grading Scale:

A	94% or higher
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	59% or below

COURSE AND UNIVERSITY POLICIES

Availability to Students:

Do you have questions that I haven't addressed in class? Are you wondering how what you are reading applies to your own life or other courses you are taking? Do you want to check on your progress in the course? I am available to meet with students to address any questions or concerns you may have about this class. The best way to reach me is via email. I will typically respond to emails within 24 hours during the week (Monday-Friday) but please allow at least 48 hours for a response on weekends. Please email me from your CU email and **include your name and course within the text of the email**. This will help me to reply in a timelier matter. Emails coming from outside emails accounts are often sent to spam and will slow our replies significantly.

Make-Up Assignments/Exams/Late Work: Make-Up Assignments/Exams and/or extensions will only be given when arrangements have been made **prior** to the exam/due date and/or if proper **documentation** is provided. Late work **will** be accepted. For every day of the week that your work is late, your final grade on the assignment will be lowered one full letter grade. Late

assignments will NOT be accepted after 5 days. If you are communicating with me regarding difficulties that you are having, the above is often more flexible.

Preferred Names and Pronouns: CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Academic Honesty: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you contact me, you will not be penalized for missing the class and you **WILL** have the option to make-up any missed points. If there is an exam or an assignment is due during the absence, please see me in advance in order to make arrangements for making up the exam, submitting the assignment, etc. For more information on the campus policy regarding religious observances, please visit: <https://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>.

Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Classroom Behavior: Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual

orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Campus Resources:

- **Center for Inclusion and Social Change:** Location: C4C, Suite N320. Phone: (303) 492-0272. Website: www.colorado.edu/cisc/
- **Office of Victim Assistance:** Location: C4C, Suite N450. Phone: (303) 492-8855. Website: www.colorado.edu/ova/
- **Ombuds Office** (confidential and informal): Location: 4C, Suite N440. Phone: (303) 492-5077. Website: www.colorado.edu/ombuds/
- **Writing Center:** Location: Norlin E111. Phone: (303) 735-6906. Website: www.colorado.edu/pwr/writing-center/

Requirements for COVID-19: As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,

- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus. Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#). In this class, if you are sick or quarantined, please let me know and I will work with you so that you are able to complete the requirements for the course as you are able.

Basic Needs Statement: It can be difficult to manage everyday life as a college student. It can become increasingly challenging to do your best if you’re having problems meeting basic needs like having a safe place to live and sleep and enough food to eat. If you’re experiencing these, or any other challenges in your life, please know that there are many resources on campus and in the greater community that can help. Please talk to me and we can work together to make sure any needs that you have are met. I am always here to help.

Course Schedule and Assignments

****Schedule and assignments subject to change at the discretion of the instructor****

****Readings should always be completed BEFORE coming to class on the day on which they're listed.****

Dates	Assignments/Due Dates
Tuesday, August 25	Discuss: <ul style="list-style-type: none"> Course introduction, expectations, and syllabus
Thursday, August 27	Introducing Inequalities and Intersectionality Read: <ul style="list-style-type: none"> <i>Constructing Difference</i> (p. 1-18) Badger, et al - <i>Extensive Data Shows Punishing Reach of Racism for Black Boys</i> (NY Times - https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html?action=click&module=TrendingGrid&region=TrendingTop&pgtype=collection) [Access via link, if possible]* Chetty et al – <i>Race and Economic Opportunity</i>* Crenshaw – <i>Why Intersectionality Can't Wait</i>*
Tuesday, September 1	Introducing Social Class Read: <ul style="list-style-type: none"> Kochhar (Pew Research Center) – <i>The American Middle Class is Stable In Size, but...</i>* Sullivan, et al – <i>The Racial Wealth Gap: Why Policy Matters</i> (p. 55-74)
Thursday, September 3	Introducing Social Class continued Read: <ul style="list-style-type: none"> Mantsios – <i>Media Magic</i> (p. 75-81)
Tuesday, September 8	Introducing Race and Ethnicity Read: <ul style="list-style-type: none"> Omi and Winant – <i>Racial Formations</i> (p. 19-26) Watch: <ul style="list-style-type: none"> Film (in class) – excerpts from <i>Race: The Power of an Illusion [Episode 3 – The House We Live In]</i> https://colorado.kanopy.com/video/race-power-illusion-0

Thursday, September 10	<p>Introducing Race and Ethnicity continued</p> <p>Read:</p> <ul style="list-style-type: none"> • Waters – <i>Optional Ethnicities</i> (p. 27-36) • Gonzales – <i>Learning to Be Illegal</i> (p. 37-54)
Tuesday, September 15	<p>Introducing Sex and Gender</p> <p>Read:</p> <ul style="list-style-type: none"> • Lorber – <i>The Social Construction of Gender</i> (p. 88-93) • Chase – <i>Square Pegs</i> (p. 94-105) <p>Complete:</p> <ul style="list-style-type: none"> • List of Group Members & Topic Due to Amanda via email at 11:59PM
Thursday, September 17	<p>Introducing Sex and Gender continued</p> <p>Read:</p> <ul style="list-style-type: none"> • Griffin – <i>Ain't I A Woman?</i> (p. 105-116) • Schilt – <i>Just One of the Guys?</i>*
Tuesday, September 22	<p>Introducing Sexualities</p> <p>Read:</p> <ul style="list-style-type: none"> • Bornstein – <i>Naming All the Parts</i> (p.117-124) • Christina – <i>Are We Having Sex Now or What?</i>*
Thursday, September 24	<p>Introducing Sexualities continued</p> <p>Read:</p> <ul style="list-style-type: none"> • Wade – <i>What's So Cultural About Hookup Culture?</i> (p. 138-140) • Ingraham – <i>One is Not Born a Bride</i>*
Tuesday, September 29	<p>Introducing Social Institutions: Family</p> <p>Read:</p> <ul style="list-style-type: none"> • Hill – <i>Why Won't African Americans Get (and Stay) Married?</i> (p. 169-181) • Abrego - <i>Illegality as a Source of Solidarity and Tension in Latino Families</i> (p. 190-207)

Thursday, October 1	Introducing Social Institutions: Family Read: <ul style="list-style-type: none"> Gates - <i>Marriage and Family: LGBT Individuals and Same-Sex Couples</i> (p. 208-221) Polikoff, Nancy. 2009. <i>Laws that Value All Families</i>. <i>Journal of the American Academy of Matrimonial Lawyers</i> 22:85-104.*
Tuesday, October 6	Seminar Leaders Presentation: Introduction, Chapters 1-2 Read: <ul style="list-style-type: none"> Dow – <i>Mothering While Black</i> - Introduction and Chapters 1-2
Thursday, October 8	Seminar Leaders Presentation: Chapters 3-4 Read: <ul style="list-style-type: none"> Dow – <i>Mothering While Black</i> - Chapters 3-4
Tuesday, October 13	Seminar Leaders Presentation: Chapters 5-6 Read: <ul style="list-style-type: none"> Dow – <i>Mothering While Black</i> - Chapters 5-6 Complete: <ul style="list-style-type: none"> Group Project Proposal Due at 11:59PM Response Paper #1 Due at 11:59PM Exam 1 Opens at 5PM
Thursday, October 15	Seminar Leaders Presentation: Chapters 7, Conclusion Read: <ul style="list-style-type: none"> Dow – <i>Mothering While Black</i> Chapters 7, Conclusion
Tuesday, October 20	Complete: <ul style="list-style-type: none"> Exam 1 Due at 11:59PM
Thursday, October 22	Introducing Social Institutions: Education Read: <ul style="list-style-type: none"> Garcia and Weiss – <i>Inequalities at the Starting Gate</i> (Summary)* Rothstein – <i>The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods: A Constitutional Insult</i> (p. 222-234)

Tuesday, October 27	Introducing Social Institutions: Education continued Read: <ul style="list-style-type: none"> • Crow Dog and Erdoes – <i>Civilize Them with a Stick</i> (p. 235-240) • Miller, Sarah. 2016. <i>How You Bully a Girl. Gender and Society</i> 30(5):721-744.*
Thursday, October 29	Introducing Social Institutions: Work and the Economy Read: <ul style="list-style-type: none"> • Williams, Christine. 2013. <i>The Glass Escalator, Revisited. Gender and Society</i> 27(5):609-629. • Harvey Wingfield – <i>Racializing the Glass Escalator</i> (p. 256-268)
Tuesday, November 3 Election Day	Introducing Social Institutions: The State and Public Policy Read: <ul style="list-style-type: none"> • Western and Pettit – <i>Beyond Crime and Punishment</i> (p. 291-296) • Gurusami – <i>Working for Redemption: Formerly Incarcerated Black Women and Punishment in the Labor Market*</i>
Thursday, November 5	Group Project Workday – Class will NOT meet formally Complete: <ul style="list-style-type: none"> • Group Project Workday Progress Report Due at 11:59PM
Tuesday, November 10	Introducing Social Institutions: Media Read: <ul style="list-style-type: none"> • Hargittai – <i>The Digital Reproduction of Inequality</i> (p. 306-314) • Merskin – <i>Winnebagos, Cherokees, Apaches, and Dakotas</i> (p. 315-323) Complete: <ul style="list-style-type: none"> • Pre-Activity Discussion/Assignment – Does Representation Matter?
Thursday, November 12	Introducing Social Institutions: Media continued Read: <ul style="list-style-type: none"> • Ronson – <i>You May Know Me from Such Roles as Terrorist #4</i> (p. 396-401) Discuss (in-class): <ul style="list-style-type: none"> • Activity – Does Representation Matter?
Tuesday, November 17	Group Project Presentations

Thursday, November 19	Group Project Presentations
Tuesday, November 24	Group Project Presentations Complete: <ul style="list-style-type: none"> • Exam 2 Opens at 5PM
Thursday, November 26	Thanksgiving – No Classes/Campus Closed
Tuesday, December 1	Group Project Presentations Complete: <ul style="list-style-type: none"> • Response Paper #2 Due at 11:59PM
Thursday, December 3	Group Project Presentations (if needed) Complete: <ul style="list-style-type: none"> • Exam 2 Due at 11:59PM
Tuesday, December 8	Reading Day
Wednesday, December 9- Sunday, December 13	Final Exams (This class does NOT have a final exam.)