

The Department of Sociology, University of Nebraska-Lincoln, Fall 2015  
(First Version of Fall 2015 Syllabus)

COURSE: SOCI-101-002: Introduction to Sociology: Learning to See, Study, and Tell Sociological Stories

TIME: Tues. & Thurs. 9:30 a.m.- 10:45 a.m.

LOCATION: CBA, Room 128

PROFESSOR: L. J. Dance, 723 Oldfather Hall, Office phone: 472-2962  
Email: ldance2@unl.edu

OFFICE HOURS: Dance: Most Tues and Thurs, 11:00 a.m. to 12:15 p.m. and by appointment

**COURSE DESCRIPTION:**

As children we are socialized into group contexts. These contexts may include families, communities, schools/peers, religious congregations, neighborhoods/towns/cities, states/regions/nations and other settings. As adults we may forget or take-for-granted the socialization processes that we have undergone. In this course, you will be required to see—or re-see—socialization processes and other social forces by learning to tell sociological stories. What is a “sociological story”?

A sociological story can be a melodrama about daily social roles we “play” that have become routine, for example son/daughter, sister/brother, best friend/hater, student/teacher, teammate/fan, congregation member, and so on. A sociological story could also be tale of incredible adventure involving challenges to authority, the abuses of power elites, the force of social movements, the appeal of charismatic individuals, the successes and exploits of capitalism/communism/socialism. Sociological stories also include tales of influence and impact caused by forces like religious beliefs, social networks, social class, racial and ethnic categories, gendered identities, sexual orientation, cultural and sub-cultural milieus, and political affiliations. And so on and so forth... So prepare to enter the “Sociological Matrix” as you sit back in class, listen to interactive lectures, engage in dialogues/discussions/debates with classmates and instructors, and “read” books/articles/films/music videos/YouTube clips, and other texts. So, to quote Morpheus from the feature film *The Matrix*, if you take Introduction to Sociology, you will be taking the “red pill”; in other words, this semester you will be spending time in sociological “wonderland”.

**COURSE OBJECTIVES:**

To provide a sociological framework for analyzing the social and societal aspects of human behavior.

To enhance fluency in concepts important to dialogues, discussions and debates about the social world

To enhance abilities to think, speak, and write critically yet thoughtfully about social forces, social structures, and/or social institutions that influence our lived-experiences.

**REQUIRED TEXTS:**

There is 1 required text for this course.

*You May Ask Yourself: An Introduction to Thinking like a Sociologist, Third Edition* by Dalton Conley

Articles and other texts placed on Blackboard

### **GENERAL COURSE REQUIREMENTS:**

**All** students are expected to **attend classes, participate in class discussions, read assigned texts, complete four “ten-point” exams/assignments<sup>1</sup>, participate in a group presentation, and complete take a final examination** (see footnote #2 below for information on an optional final project). Students are expected to read assigned materials **prior to** class meetings.

The final grade for this course will be based upon four (4) “ten-point” (10 pt.) assignments/exams, one (1) Group Presentation, (1) Final Exam, and overall Class Participation. The “ten-point” assignments/exams will include essay assignments, movie/documentary reviews, and in-class exams. At least eight “ten-point” assignments will be offered during the semester. Remember, you must complete at least four of the eight (see footnote #1 below). Your final grade will be based upon the total number of points earned on the ten-point assignments, group presentation, final exam and participation in class discussions.

1 <sup>st</sup> “Ten-point” Assignment/Exam	10 pts (10%)
2 <sup>nd</sup> “Ten-point” Assignment/Exam	10 pts (10%)
3 <sup>rd</sup> “Ten-point” Assignment/Exam	10 pts (10%)
4 <sup>th</sup> “Ten-point” Assignment/Exam	10 pts (10%)
Group Presentation	10 pts (10%)
Final Exam <sup>2</sup>	40 pts (10%)
Class Participation <sup>3</sup>	10 pts (15%)
<b>TOTAL</b>	<b>100 pts (100%)</b>

Grading Scheme <sup>4</sup> :	A = 90-100% of total points
	B = 80-89% of total points
	C = 70-79% of total points
	D = 60-69% of total points
	F = 59% or less of total points

### **POP-QUIZZES:**

<sup>1</sup>Students may complete as many as six (6) ten-point exams/assignments. The lowest two grades of the six will be dropped.

<sup>2</sup> Instead of a Final Exam, students who have a B+/A- average on the Ten-point exams may have the option of completing a Final Proposal (10 pts) and Final Project (30 pts).

<sup>3</sup> **One point will be deducted from your Class Participation grade for each class that you miss if you do not have an official excuse** (for example a doctor’s note, a letter from your boss, and so on). For example, if you miss two classes, your Class Participation grade could be no higher than 8 points (B), if you miss four classes, your Class Participation grade could be no higher than 6 points (D), and so on. On top of this, your Class Participation grade may also be affected by not participating in class discussions when you are in class. So, please do not miss classes. Of course, if you have an official excuse for missing class, then no points will be deducted from your Class Participation grade.

<sup>4</sup> This is just a general range. Grades will be more specifically divided into A+/A/A-, B+/B/B-, and so on.

To evaluate students' completion of course readings and other assignments, pop-quizzes or short-answer essay exams may be administered from time to time. Pop quizzes are graded as follows:

✓++	High Pass	✓	Low Pass
✓+	Pass	✓-	Fail

Points assessed on pop-quizzes or short-answer essay exams will usually factor into class participation assessments. However, if a student earns more than four "Fails" on pop-quizzes or short essays, the fifth "Fail" will result in a deduction of -5 points from the student's total points. Likewise the tenth "Fail" will result in an additional deduction of -5 points from the student's total points. Hence students could potentially lose 10 points by repeatedly failing pop-quizzes or short essays. On the other hand, if a student earns more than four "High Passes" on pop-quizzes, the fifth "High Pass" will result in +10 points, thereby taking the place of one of the required Ten-Point Exams/Assignments. Likewise, the tenth "High Pass" will result in another +10 points, thereby taking the place of another required Ten-Point Exam/Assignment.

#### **MAKE-UP POLICY:**

As a general rule there will be **NO** make-up pop-quizzes, short essays, or "ten-point" exams/assignments. In **extraordinary** circumstances, a late assignment may be accepted, if (1) you know in advance that you will be unable, for **extraordinary** reasons, to hand in an assignment, and you make arrangements with the professor at least one week before the scheduled due date; or (2) you are suddenly hospitalized or become seriously ill and consult with the professor about handing an assignment as soon as possible. In any event, the professor reserves the right to refuse permission for make-up quizzes, short essays or assignments if she feels the make-up is not justified.

#### **A NOTE REGARDING DISCUSSION OF SENSITIVE/CONTROVERSIAL TOPICS<sup>5</sup>:**

Some of the topics we will discuss over the duration of the semester are likely to be sensitive and/or controversial. A variety of opinions, beliefs, and statements may surface during class discussions; some of these statements may be experienced as "racist," or "classist/elitist," or "homophobic," or "sexist," or "fascist," etc. Keep in mind that the students enrolled in SOCI-101 are likely to be members of different class, ethnic, racial, sexual orientation, national, regional, religious, and other cultural/sub-cultural groups. Hence, your classmates' opinions may reflect a diversity of social experiences.

You will be encouraged to express your opinions and beliefs, and to do so with respect for the opinions of other students who may hold different beliefs. In the event that controversial claims are made, you will be discouraged from labeling any classmate as "a racist," or "snob," or "a fascist," or "a bigot," etc. In other words, you may respond to any claim made by a classmate (or the professor), but will be discouraged from making such accusations as "You are a racist!" or "You are a hater!" or "You are so stupid that you got tangled up in a cordless phone!" or, "You are so stupid that you went to LensCrafters talkin' bout "How much are your Eye-Phones?" Instead you will be encouraged to respond to opinions with which you disagree by saying, "I disagree with the statement you just made and I *experience* it [i.e., the statement] as racist (or snobby, or sexist, etc.) because..." and then sharing your opinion with your classmates (or the professor).

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<sup>5</sup>Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain the permission of the professor to do so.

The professor of this course assumes that all students are interested in learning and sharing their views about sociological experiences, and therefore come to this course with the best of intentions. Hence, students are encouraged to express their views and beliefs even when those views may be considered unpopular. In SOCI-101, the professor will facilitate a “safe place” for the discussion of sensitive issues. However, the professor ***will not tolerate*** statements (or views or opinions) that are voiced with malicious or hateful intent. If you have any concerns that you will have difficulty with voicing your opinions/beliefs in sensitive language, feel free to consult with the professor during office hours and she will be happy to assist you.

### **ACHIEVEMENT-CENTERED EDUCATION (ACE)**

The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as Achievement Center Education (ACE). These classes provide and assess specific learning outcomes (SLOs). SOCI-101-002: Introduction to Sociology: Learning to See, Study, and Tell Sociological Stories facilitates ACE Learning Outcome #6: Using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluated human behavior.

***ACE Outcome #6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.*** Through readings, documentaries, music videos, video clips, feature films, brief field exercises and classroom discussions, students will develop an understanding of the dynamics among individuals and social forces. Though we cannot cover all social forces in one semester, this course will include the following topics: Sociological imagination, Social Structures and Institutions, Theory and Methods, Socialization, Social Networks, Social Stratification (especially Race, Class, and Gender), Sociology of Education, Sociology of Religion, and Social Movements/Change.

***ACE learning outcomes in this class will be assessed by:***

- Class Participation (i.e., being physically present, awake, and attentive in class)
- In-Class Group Presentations, Discussions, Dialogues and Debates
- Quizzes, Exams, Short Essays, Optional Movie Nights
- Final Written/Oral Assignments as well as Optional Final Projects which will allow interested and qualified students the chance to apply what they have learned during the course of the semester to real-life situations.

### **SOCIOLOGICAL IMAGINATION**

Sociologist C. Wright Mills (1959) coined the concept “sociological imagination” to capture the intellectual ability to link personal and individual experiences to broader social structures. Those who possess a sociological imagination are able to examine the intersection between individual biography and socio-historical forces, or to explore how seemingly personal problems are influenced by public issues and forces.

***Warning: If you lack or cannot develop a sociological imagination, then SOCI-100-002: Introduction to Sociology: Learning to See, Study, and Tell Sociological Stories is not the course for you!***

### **ACADEMIC ACCOMMODATIONS:**

The University of Nebraska-Lincoln provides individualized accommodations to students with documented disabilities. If you have a documented disability that is impacting your academic progress, please call Students w/Disabilities Services (SSD) at 472-3787 and schedule an appointment with the Director, Veva Cheney, or Assistant Director, Barbara Woodhead.

If you do not have a documented disability but you are having difficulties with your coursework (such as receiving low grades even though you study more than your classmates or running out of time for test questions when the majority of your peers finish their exams in the allotted time), you may schedule an appointment with Veva or Barbara at SSD to discuss the challenges you are experiencing.

### **RELIGIOUS OBSERVANCES:**

The professor believes that students should not be penalized because of observances of their religious beliefs. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the professor of any intended absences for religious observances in advance. Notice should be provided to the professor as soon as possible but no later than the end of the fourth week of classes.

### **STUDENT CODE OF CONDUCT:**

The professor expects that all students will honor principles of Academic Integrity/Honesty as set forth by the UNL Student Code of Conduct. It is very important for you to be aware of the consequences of forms of academic dishonesty like cheating, fabrication, facilitation, and plagiarism. For more information on the expectations regarding student conduct at UNL, please visit <http://stuafs.unl.edu/ja/code/three.shtml>

### **PREVIEW OF CLASS TOPICS COVERED IN MEETINGS, READINGS, AND ASSIGNMENTS:**

#### **Part I. Introductions: What is a *Sociological* Story?**

- Introduction
- Sociological Imagination
- Theoretical Foundations
- Methods
- Culture
- Stereotypes
- Socialization
- Social Construction of Reality
- Authority and Peer Pressure

#### **Part II Social Divisions and Inequities**

- Stratification
- Gender Inequities
- Racial Inequities

#### **Part III Social Institutions**

- Schooling and Education
- Power/Authority
- Social Movements
- Social Networks

**A NOTE ON TEN-POINT ASSIGNMENTS:**

The “ten-point” assignments/exams will include essay assignments, movie/documentary reviews, and in-class exams. **AT LEAST** eight “ten-point” assignments will be offered during the semester. You must complete at least four (4) of the eight. Students may complete up to six (6) ten-point exams/assignments. The lowest two grades of the six will be dropped.

- ✓ IN-CLASS TEN-POINT EXAM ON concepts from Chapters 1 of *You May Ask Yourself* and Chapter 2 of *Introduction to Sociology, 9<sup>th</sup> Ed.*, by Giddens et al.)
- ✓ Assignment on Stereotypes. Watch episodes from That’s Racist with Mike Epps
- ✓ IN-CLASS TEN-POINT EXAM ON concepts from Chapters 3 and 4 of *You May Ask Yourself and the reading* by Michael Messner
- ✓ IN-CLASS TEN-POINT EXAM ON concepts from Chapters 7, 8, 9 and 10 of *You May Ask Yourself*
- ✓ Assignment on Pros & Cons of Waiting for Superman
- ✓ IN-CLASS TEN-POINT EXAM ON concepts from Chapters 13, 15, and 18 of *You May Ask Yourself*
- ✓ Movie Night Option
- ✓ Earning five Pop Quiz Grades of ✓++ will be counted as one Ten-point assignment.

## SCHEDULE OF CLASS MEETINGS, READINGS, AND ASSIGNMENTS:

(This is the first version of the schedule)

### Part I. Introductions: What is a *Sociological* Story?

Aug 25 Part I: Introduction to the Course: An Overview of the Introduction to Sociology and Brief Discussion on Learning to Re-See Sociological Rules and Structures

Part II: What I Think/Believe/Know about Sociology (Brief In-Class Writing Assignment)

Aug 27 What I Think/Believe/Know about Sociology & Social Rules/Structures from the perspective(s) of my Childhood

#### **Required Reading:**

(No Required Reading for this week).

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Sep 01 “Awakening A Sociological Imagination”: Questions About Social Challenges, Part I (In Class Discussion)

Sep 03 “Awakening A Sociological Imagination”: Answers About Social Challenges, Part II (In Class Discussion)

#### **Required Reading:**

(No Required Reading but start the reading for Sep 08<sup>th</sup> because the required readings listed for each class period should be completed prior to the class meeting)

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Sep 08 “Awakening A Sociological Imagination”: Answers About Social Challenges, Part II (In Class Discussion)

#### **Required Reading:**

“The Promise” by C. Wright Mills (On BlackBoard) AND/OR listen to the following lecture titled “C. Wright Mills –The Sociological Imagination” by Debra Marshall, accessed on 8/12/15: <https://www.youtube.com/watch?v=dMR74ytkXKI>

Sep 10 Meet the Sociologists

#### **Required Reading:**

“Chapter 1: The Sociological Imagination: An Introduction,” pp. 3-29 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*.

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Sep 15 Well-Known Sociological Theories & Doing Sociological Research

**Required Reading**

“Chapter 1: The Sociological Imagination: An Introduction,” pp. 29-41 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*.

“Asking and Answering Sociological Questions (Chp. 2)” pp. 30-47 in *Introduction to Sociology, 9<sup>th</sup> Ed.* by Giddens et al.,

Sep 17 Research Ethics Legends

**Required Reading**

“The Milgram Experiment,” by Saul McLeod  
<http://www.simplypsychology.org/milgram.html>

**MANDATORY: IN-CLASS TEN-POINT EXAM ON CONCEPTS HIGHLIGHTED OVER THE FIRST THREE WEEKS OF CLASS, (especially concepts from Chapter 1 of *You May Ask Yourself* and Chapter 2 of *Introduction to Sociology, 9<sup>th</sup> Ed.*, by Giddens et al.)**

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Sep 22 What is “Culture”?

**Required Reading**

“Chapter 3: Culture and Media,” pp. 75-97 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

Sep 24 Stereotypes vs. Typologies

**GROUP PRESENTATION on Stereotypes****Required Reading**

“Chapter 3: Culture and Media,” pp. 97-115 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

**POSSIBLE MOVIES FOR MOVIE NIGHT:** Borat, Anchorman, Anchorman 2, Scary Movie 3

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Sep 29 The CSA (Like the CIA but stands for Central Socialization Agency)

**Required Reading:**

“Chapter 4: Socialization and the Construction of Reality” pp. 117-144 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

**ASSIGNMENT: TEN-POINT Assignment on Stereotypes.**

That's Racist with Mike Epps (an AOL Original)

<https://www.youtube.com/playlist?list=PLmK3amy7CGfGJkvQWqGkL0mjcyGqaShVr>

Watch five of the ten episodes of *That's Racist* with Mike Epps (available on YouTube). In **three to four pages (but not more than five pages)**:

- (1) Clearly identify which episodes you watched by listing the titles.
- (2) Define the concept "stereotype" in regard to the representation social/ethnic groups.
- (3) Summarize the different stereotypes presented in each of the five episodes you chose and the origins of each stereotype.
- (4) Discuss which stereotypes from the series are blatant and which are subtle. If you consider all the stereotypes to be blatant or all to be subtle, then discuss the least blatant to the most blatant or the least subtle to the subtlest.

Format your essay into sub-sections based upon the above four topics of discussion. For example, the first sub-section could be titled **Episodes Watched** The second sub-section could be titled **Definition(s) of Stereotype(s) or Defining the Concept "Stereotype"**. The third could be titled **Different Stereotypes Presented**, and the last section could be titled **Blatant/Subtle Stereotypes**. *Your paper should be typed and double-spaced, in an 11 or 12 point font, and with margins no wider than 1-inch.* (Due at the start of class on Sept. 29<sup>th</sup> or at start of class on Oct. 13<sup>th</sup>)

Oct 01 Social Constructs

**GROUP PRESENTATION on The Social Construction of Masculinity**

**Required Reading:**

"Boyhood, Organized Sports, and the Construction of Masculinities" by Michael Messner (on Blackboard)

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Oct 06 Open Topic

**MANDATORY: IN-CLASS TEN-POINT EXAM ON CONCEPTS HIGHLIGHTED OVER THE FIRST THREE WEEKS OF CLASS, (especially concepts from Chapters 3 and 4 of *You May Ask Yourself*)**

Oct 08 The Power of Authority and Peer Pressure

**GROUP PRESENTATION The Stanford Prison Experiment/Abu Ghraib**

**Required Reading:**

"Chapter 6: Social Control and Deviance" pp. 187-216 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

“Shell-Shocked at Abu Ghraib?” by Adam Zagorin (on BlackBoard)

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## Part 11 Social Divisions and Inequities

Oct 13 Stratification in General...Gender Stratification in Particular

### **Required Reading:**

“Chapter 7: Stratification,” pp. 250-266 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist* (you do **not** need to read pp. 239-249 of Chapter 7)

“Chapter 8 Gender,” pp. 278-293 and 309-323 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

### **OPTIONAL DUE DATE FOR TEN-POINT ASSIGNMENT ON STEREOTYPES**

(Due at start of class)

Oct 15 Gender Roles in the Military, Guest Lecture by Jacob Absalon

### **GROUP PRESENTATION on Gender Inequities**

### **Required Reading:**

“Inequality Quantified: Mind the Gender Gap,” by Helen Shen (On Blackboard)

“10 Examples of Gender Inequality Around the World” by Molly Edmonds

<http://www.discovery.com/tv-shows/curiosity/topics/examples-gender-inequality-around-world.htm>

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Oct 20 **NO CLASS: FALL BREAK**

Oct 22 Sociological Imagination (Revisited!)

### **Required Viewing:**

(Re)read a previous reading that you did not have time to read thoroughly, for example, “The Sociological Imagination” by C. Wright Mills. (PS: There may be a pop quiz on “The Sociological Imagination by C. Wright Mills)

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Oct 27 Race, Racism, Racialization, and so on and so forth

### **Required Reading:**

“Chapter 11: Ethnicity and Race,” pp. 290-305 in *Introduction to Sociology by Giddens et al* (On

BlackBoard)

Oct 29 Has Real Progress To Overcome Racism Been Made since the 1960s

**GROUP PRESENTATION on Race/Racism**

**GROUP PRESENTATION on Ethnicity**

**Required Reading:**

“Chapter 11: Ethnicity and Race,” pp. 311-319 in *Introduction to Sociology by Giddens et al* (On BlackBoard)

**POSSIBLE MOVIES FOR MOVIE NIGHT:** Intouchables, Crash, American History X, Do the Right Thing

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**Part III Social Institutions**

Nov 03 Schooling and Education: Waiting for Superman

**Required “Reading”:**

“The Inconvenient Truth Behind Waiting for Superman” by Real Reform Studies (use link below)

<http://www.youtube.com/watch?v=yLmXV4-CBOQ>

Nov 05 Schooling and Education (cont’d)

**GROUP PRESENTATION on Education**

**Required Reading:**

“The Corporate Take Over of Public Education” by Diann Woodward (use link below)

[http://www.huffingtonpost.com/diann-woodard/the-corporate-takeover\\_b\\_3397091.html](http://www.huffingtonpost.com/diann-woodard/the-corporate-takeover_b_3397091.html)

“The Real Problem with Waiting for ‘Superman’” by Aaron Swartz (use link below)

[http://www.huffingtonpost.com/aaron-swartz/the-real-problem-with-wai\\_b\\_748748.html](http://www.huffingtonpost.com/aaron-swartz/the-real-problem-with-wai_b_748748.html)

“How Education Reform Traps Poor Children,” by Alfie Kohn (use link below)

<http://www.edweek.org/ew/articles/2011/04/27/29kohn.h30.html>

**ASSIGNMENT: TEN-POINT The Pros & Cons of Waiting for Superman**

Based upon your viewings of the two documentaries *Waiting for Superman* and *The Inconvenient Truth Behind Waiting for Superman*, write an essay that answers the questions below. In **three to four pages (but not more than five pages)**:

(1) What are three to five positive aspects of charter schools? Explain why these aspects are

positive?

(2) What are three to five negative aspects of charter schools? Explain why these aspects are negative?

(3) Choose and clearly identify one of the assigned readings from Nov 5<sup>th</sup>. What new information does this reading add to the debate about charter schools versus public schools?

(4) Given your experiences with elementary and secondary schools, and given your answers to 1-3 above, what recommendations do you have about improving schools in the U.S.?

Format your essay into sub-sections based upon the above four topics of discussion. For example, the first sub-section could be titled **Positive Aspects**. The second sub-section could be titled **Negative Aspects**. The third could be titled **Additional Information**, and the last section could be titled **Recommendations**. *Your paper should be typed and double-spaced, in an 11 or 12 point font, and with margins no wider than 1-inch.* (Due at the start of class on Nov 5<sup>th</sup> or at start of class on Nov 17th)

**POSSIBLE MOVIES FOR MOVIE NIGHT:** Dead Poets Society, Good Will Hunting

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Nov 10 The “Power” of Authority

**Required Reading:**

“Chapter 15: Authority and the State,” pp. 573-591 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

**THE NOT MANDATORY IN-CLASS TEN-POINT EXAM ON** Chapters 6, 7, and 8 of *You May Ask Yourself*) and Chapter 11 of *Introduction to Sociology by Giddens et al*

Nov 12 Open Topic

**GROUP PRESENTATION** Hitler’s Charisma

**Required Reading:**

“7 Secrets of Hitler’s Charisma,” and “Viewpoint: His Dark Charisma,” by Laurence Rees (use link below)

[http://www.huffingtonpost.com/laurence-rees/7-secrets-of-hitlers-charisma\\_b\\_3104664.html](http://www.huffingtonpost.com/laurence-rees/7-secrets-of-hitlers-charisma_b_3104664.html)

<http://www.bbc.com/news/magazine-20237437>

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Nov 17 Social Movements & WUNC

**Required Reading:**

“Chapter 18: Collective Action, Social Movements, and Social Change,” pp. 706-725 in *You May Ask Yourself: An Introduction to Thinking Like A Sociologist*

**ASSIGNMENT: TEN-POINT The Pros & Cons of Waiting for Superman**

Based upon your viewings of the two documentaries *Waiting for Superman* and *The Inconvenient Truth Behind Waiting for Superman*, write an essay that answers the questions below. In **three to four pages (but not more than five pages)**:

- (1) What are three to five positive aspects of charter schools. Why are these aspects positive?
- (2) What are three to five negative aspects of charter schools. Why are these aspects negative?
- (3) Choose and clearly identify one of the assigned readings from Nov 5<sup>th</sup>. What new information does this reading add to the debate about charter schools versus public schools.
- (4) Given your experiences with elementary and secondary schools, and given your answers to 1-3 above, what recommendations do you have about improving schools in the U.S.?

Format your essay into sub-sections based upon the above four topics of discussion. For example, the first sub-section could be titled **Positive Aspects**. The second sub-section could be titled **Negative Aspects**. The third could be titled **Additional Information**, and the last section could be titled **Recommendations**. *Your paper should be typed and double-spaced, in an 11 or 12 point font, and with margins no wider than 1-inch.* (Due at the start of class on Sept. 29<sup>th</sup> or at start of class on Nov 17th)

Nov 19 Social Movements: (cont'd)

**GROUP PRESENTATION On Social Movements**

**Required Reading:**

“Four Stages of Social Movements,” by Jonathan Christiansen (use link below)

<http://www.ebscohost.com/uploads/imported/thisTopic-dbTopic-1248.pdf>

**THE NOT MANDATORY IN-CLASS TEN-POINT EXAM ON CONCEPTS HIGHLIGHTED OVER THE FIRST THREE WEEKS OF CLASS, (especially concepts from the readings on Schooling and Education assigned on Nov. 5<sup>th</sup> and on Chapters 15, and 18 of *You May Ask Yourself*)**

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Nov 24 Open Topic

**Required Reading:**

(To Be Announced)

Nov 26 **NO CLASS: THANKSGIVING BREAK**

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Dec 01 Guest Lecture by Prof. Christina Falci on Social Networks

(We will also revisit the Topics of “Race” and “Criminality”)

**Required Reading:**

Pages 165 to 179 of Chapter 5 (Groups and Networks) from *You May Ask Yourself* by Dalton Conley

Dec 03 Open Topic and In-Class Presentation of Final Projects (for a select group of students)

**POSSIBLE MOVIE FOR MOVIE NIGHT: V FOR VENDETTA**

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Dec 08 In-Class Presentation of Final Projects (for a select group of students)

Dec 10 In-Class Presentation of Final Projects (for a select group of students)

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Dec 16 Final Exam 10:00 a.m. to 12:00 noon (for students who did not do In-Class Presentations of Final Projects)

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