

Sociology 130: Race, Gender and Ethnicity
Fall 2011

Section 01: Monday/Wednesday 12:30-1:45 Room S110

Professor: Dr. Michelle Corbin
Office: S-218A
Office hours: Wednesday 2-3; Friday 12-2 (also by appointment)
Email: mcorbin@worchester.edu
Phone: 508-929-8534 (I prefer email)

The work of all our progressive teachers, was not to teach us solely the knowledge in books, but to teach us an oppositional world view-different from that of our exploiters and oppressors, a world view that would enable us to see ourselves not through the lens of racism or racist stereotypes but one that would enable us to focus clearly and succinctly, to look at ourselves, at the world around us, critically-analytically-to see ourselves first and foremost as striving for wholeness, for unity of heart, mind, body and spirit.

-bell hooks, (talking back, pg 49)

Course Description

This course is designed to introduce you to the sociological study of race, gender and ethnicity. Sociologists have studied how social institutions and cultural norms construct particular racial, ethnic and gendered identities and roles. Sociologists have also theorized race, gender and ethnicity as systems of power that produce unequal distributions of resources in part through these racial and gendered institutions and norms. In this course we examine how society constructs race, gender and ethnicity, how race, gender and ethnicity organize society and how resources are distributed accordingly.

This course will approach the sociology of race, gender and ethnicity from an intersectional feminist perspective. In this perspective, race, gender and ethnicity will be theorized as historically embedded systems of power that are intersecting and interconnected. This perspective informs our inquiry in three important ways. First, we will ground our analysis of race, gender and ethnicity as systems of power by critically analyzing the raced and gendered social structures that distribute resources and organize the social world. Second, we will examine how race, class, gender, ethnicity and sexuality are all mutually reinforcing. As such, we will pay attention to both the commonalities and the variations of experiences across race/ethnicity, class, sexuality and nation. Third, as is traditional in feminism, we will attempt to move beyond understanding these inequalities and aspire to their amelioration. Therefore, we will pay particular attention to scholarship that seeks social change and equality, especially those efforts toward intersectional coalitions that address multiple dimensions of power and inequality.

As is also customary in the sociological tradition, another primary goal of this course is to develop your “sociological imagination” such that you strengthen your critical understanding of the connections between your own life and the politically and historically situated social world in which you find yourself. This course will push you to critically analyze the ways that the interconnecting systems of race, class and gender and sexuality informs your own personal life and understandings. In this regard, I hope that beyond an understanding of the sociology of race, gender and ethnicity that this course will also encourage you to read, think, reflect and write critically about the situated social worlds in which we are all embedded.

Pre-requisites:

There are no prerequisites for this course.

Course Materials:

The following texts are required:

Andersen, Margaret L and Collins, Patricia Hill. (20069). Race, Class and Gender: An Anthology, 7th edition. Thomson Wadsworth. ISBN#: 978-0495598824

Supplemental required readings will be posted on Blackboard.

Course Expectations/Policies/Concerns

Active participation and attendance are important to the success of the course for both you and your classmates. All of the readings are to be completed prior to class so that we will share the same information base during class discussions/activities. (Reading Logs and Participation Logs will be used to encourage this class preparation.) You are responsible for all material covered in the course including lectures, readings, discussions, films, and learning exercises. You are responsible for being present when assignments are distributed and for obtaining any information, assignments or schedule changes that you may have missed. You are responsible for the course content communicated over Blackboard. This includes submitting assignments electronically and on time. If you have concerns about the use of such electronic programs, please speak to me about your concerns. You are expected to conduct yourself in a manner that is respectful to your classmates and myself at all times.

Class Policies

The following is a description of my class policies, which you should think of as a contract. By taking this course, you are agreeing to these basic rules and accepting the consequences for breaking them.

1. **Accessibility of Instructor:** If you need to reach me for any reason, email is the best method. Please email me at mcorbin@worchester.edu with "Course Name Section" in the subject line so that I can address your email as quickly as possible. You can also meet with me during office hours or schedule an appointment to meet with me at a different time.
2. **Attendance:** Mandatory!! The majority of what we will learn over the semester will be from what we create while we are in the classroom. Participation points will be earned using daily in-class writing exercises. There are no make-ups for participation worksheets. If you are absent from class, you will miss the daily writing assignment. These assignments will not be available for make-up as you cannot 'participate' in a class you did not attend.
3. **Late Work and Make-Ups:** I only accept late work or make-up of missed work for documented, excused absences. Excused absences include illness, injury or emergency. You must provide written documentation verifying your illness/injury on the day that you return to class. You will not be allowed to turn in missed assignments if you have not provided this documentation. In addition, if it is found that you have falsified the documentation provided, I will refer you to the Academic Judicial Board. In cases of absence(s) due to religious observance, you must personally hand me written notification of the projected absence within 2 weeks of the beginning of the semester.

4. **Written Assignments:** All written assignments (except for participation logs) should be typed in 12-point font, double-spaced and have a title, page numbers and 1-inch margins (max.) Also, carefully edit for spelling, punctuation and grammar. All written assignments, with the exception of participation logs, must be submitted via Blackboard by the due date/time. **I do not accept emailed or hand-written assignments.**
5. **Course Content:** This course will cover material that may challenge some of your most “sacred” beliefs and therefore may be an uncomfortable experience for you. I would encourage you to reflect upon those materials that are most disturbing and to clarify for yourself exactly what is upsetting. Please see me immediately if you find any of the course material excessively offensive. You will be expected to read, view, and reflect upon materials addressing many potentially controversial topics as part of the course requirement. We should discuss in advance any special situations that you feel would be in conflict with these course goals.
6. **Classroom Environment:** In this course, we will cover many issues and ideas that are controversial. However, the discussion of difficult issues is essential to a truly engaged and critical education. Actively fostering a healthy classroom community that respects the diversity of experiences of its members will enable us to sustain difficult dialogues while still maintaining a safe and respectful learning environment. Therefore, we will work to create a genuine but respectful environment where many voices and perspectives are welcome. Please conduct yourself accordingly.
7. **Electronic Devices:** Due to the nature of the classroom dialogue, please do not use laptop computers during class. Pencil and paper are sufficient for note taking in this class. Also, out of respect for each other and in order to be present in the classroom, all students must turn off/silence and abstain from using cell phones, Blackberries, pagers, iPods, and related electronic devices. This includes text messages. Do not text during class. Not even in your lap. Be here now.
8. **Accommodations for students with disabilities:** I will make every effort to provide Disability Services Office (DSO) authorized accommodations and support services for students with disabilities. Students requiring DSO accommodations should make an appointment with me to discuss their needs within the first two weeks of the semester.
9. **Academic integrity:** I take violations of academic integrity seriously and I will refer any such incidents to the Academic Judicial Board. Academic dishonesty includes but is not limited to cheating, plagiarism, falsification of information, and seeking credit for the same work. Please refer to the Code of Conduct Guide to Academic Honesty Code of Academic Integrity for policy details:
http://www.worcester.edu/JudicialAffairs/Shared%20Documents/Code_of_Conduct-2011-WEB.pdf
10. **Study Habits:** The time necessary to devote to this class will vary from student to student. However, a general guideline to follow for all undergraduate level courses is two hours of studying outside of class for every one hour in. Thus, on average you should be devoting six (6) hours a week to preparing for this class.

You will get the most out of the class if you read assignments as scheduled and participate actively in class. The assignments have been designed to facilitate an even pace of learning.

Do not attempt to make this time up during one heroic cram session at the end of the semester. The points for the semester are evenly distributed across the 16 weeks and cannot be made up at the end.

The Academic Success Center provides an array of services to students including advising, tutoring and study skills assistance. Please contact them for more information:
Academic Tutoring Center/Learning Assistance Center: Academic Success Center, Room 130,
508-929-8530/8043

Course Requirements

Participation logs (180 points/ 31%):

Much of the ‘work’ of this class occurs in the classroom. It is essential that all students attend class regularly and contribute to the knowledge building process. I will not be giving points for ‘speaking’ in class. I do not want to penalize students who do not speak out in class but who are certainly participating intellectually. Therefore, in order to facilitate participation, spoken or unspoken, most classes will end with a participation worksheet. The worksheet will ask students to reflect on what happened in the classroom that day. These worksheets are not available for make up. You cannot ‘participate’ in a class you did not attend. I frequently read these student comments to the class. If you prefer that I not share your writing please write ‘DO NOT SHARE’ on the front page. Choosing to keep your logs private will not impact your grade in any way.

Reading logs (200 points/ 34%):

Writing is a valuable learning tool that can help you to synthesize, analyze, and apply course content. In order to help you immerse yourself in this process and to encourage you to read and contemplate the course materials in a timely fashion, I have assigned reading logs for each week’s reading. Each log is an opportunity for you to reflect on what you have read, articulate your own thoughts and feelings and connect the material as much as possible to your own life. You must complete 10 logs over the course of the semester. **I do not accept emailed or hand-written assignments.** See the Reading Log Template in this syllabus for more specific guidelines (also available on Blackboard).

Movie logs (100 points/ 17%):

In order to offer a broader range of materials and accommodate a range of learning styles, I have chosen several films to watch that I feel accentuate the issues we will be exploring. You are responsible for watching the assigned film outside of class. All the films are available to watch online. In order to encourage you to contemplate the film and make connections to other course content, you will be asked to write a Movie log for each film. These are to be submitted via Blackboard. See the Movie Log Schedule and the Movie Log Template in this syllabus for the schedule of films and for specific assignment guidelines (also available on Blackboard).

Final Project: Thematic Portfolio (100 points/ 17%)

As a capstone project, you will create a learning portfolio. A learning portfolio is a visible indicator of your active engagement with and application of the course material. An artist might use a portfolio to showcase the techniques they have developed, particular works of which they are proud or their development of skills over time. Similarly, you will construct a portfolio that showcases your work over the semester. Reviewing and then reflecting on your own scholarship will help you to make additional connections and to better synthesize your learning over the semester. I will provide specific assignment guidelines later in the semester.

Reading Schedule: Fall 2011

Week 1: Sept. 7-9

Topic: *Introduction to the course*

Syllabus (please review carefully)

Week 2: Sept. 12-16

Monday Topic: *Why Race, Class & Gender Still Matter*

RCG:

Why race class and gender still matter

Oppression

Label Us Angry

Blackboard:

N/A

Wednesday Topic: *How to Approach Race, Class & Gender: Intersectionality*

RCG:

N/A

Blackboard:

Knowledge, Consciousness and the politics of empowerment

Demarginalizing and the intersection of race and sex

Week 3: Sept 19-23

Monday Topic: *How to Approach Race, Class & Gender: Systems of power*

RCG:

Systems of power and inequality

Blackboard:

Power Relations

Wednesday Topic: *Barriers to a systems approach: Privilege*

RCG:

White privilege: Unpacking the invisible Knapsack

Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America

Blackboard:

White liberals have privilege too!

The Male Privilege Checklist

Privilege poem

Week 4: Sept 26-30

Monday Topic: *Barriers to a systems approach: Hegemony*

RCG:

N/A

Blackboard:

The Manufacture of Consent

The public transcript as respectable performance

Poem for the young white man who asked me

Wednesday Topic: Barriers to a systems approach: Progress myth

RCG:

N/A

Blackboard:

Lies my teacher told me: Chapter 10

The myth of progress: Leonard

Week 5: Oct 3-7

Monday Topic: Race and Racism

RCG:

Seeing more than black and white

Of Race and Risk

What White Supremacists Taught a Jewish Scholar About Identity

Blackboard:

Racism without racists

For the white person poem

Wednesday Topic: Ethnicity and Nation

RCG:

RCG: "Is this a white country or what?"

Optional ethnicities: For whites only?

Global Woman

Blackboard:

Feminism and difference (on middle eastern women)

Week 6: Oct 10-14

Monday Topic: No Class- Columbus Day

RCG:

N/A

Blackboard:

N/A

Wednesday Topic: Class and Inequality

RCG:

Shadowy Lines That Still Divide

Across the Great Divide: Crossing Classes and Clashing Cultures

The Hidden Cost of Being African American

Is Capitalism Gendered and Racialized?

Blackboard:

Tired of playing monopoly?

Scholarship Baby (about Worcester!)

Week 7: Oct 17-14

Monday Topic: Gender and Sexism

RCG:

Sex and Gender through the Prism of Difference
The Myth of the Latin Woman: I Just Met a Girl Named Maria
The Bachelor: Whiteness in the Harem

Blackboard:

Dirty Girl

Wednesday Topic: Hierarchies of Masculinities

RCG:

Masculinities and Athletic Careers

Blackboard:

Bad boys: Public schools in the making of black masculinity
Masculinities as homophobia

Week 8: Oct 24-28

Monday Topic: Transgender: Deconstructing Sex as Biology

RCG:

Sexing the body: how biologists construct human sexuality
The egg and the sperm

Blackboard:

What does it cost to tell the truth?
Hermaphrodites with attitude

Wednesday Topic: Sexuality and Heterosexism

RCG:

Prisons for Our Bodies; Closets for Our Minds
The invention of heterosexuality
Darker Shade of Queer

Blackboard:

Heterosexual questionnaire
Area homosexual saves four from fire

Week 9: Oct 31- Nov 4

Monday Topic: The Structure of Social Institutions

RCG:

Structures of social institutions: Introduction

Blackboard:

N/A

Wednesday Topic: Media and Popular Culture

RCG:

Re-Reading 'Sex and the City': Exposing the Hegemonic Feminist Narrative
Racist Stereotyping in the English Language
Crimes Against Humanity
Media Magic: Making Class Invisible

Blackboard:

Ideological racism and cultural resistance
Mammies, matriarchs and other controlling images

Week 10: Nov 7-11

Monday Topic: Education

RCG:

Can Education Eliminate Race, Class, and Gender Inequality?
Why Segregation Matters: Poverty and Educational Inequality
How a Scholarship Girl Becomes a Soldier: The Militarization of Latina/o Youth in Chicago
Public Schools

Blackboard:

Savage inequalities
Still Failing at Fairness

Wednesday Topic: Families

RCG:

Our mothers grief: Racial-ethnic women and the maintenance of families
Unequal Childhoods
Straight is to gay as family is to no family

Blackboard:

How to be a good wife
The second shift: Employed women are putting in another day of work at home

Week 11: Nov 14-18

Monday Topic: Sexual Assault and Intimate Partner Violence

RCG:

Rape, Racism and the Law

Blackboard:

I never called it rape
Violence against women is a men's issue

Wednesday Topic: Sexual Assault and Intimate Partner Violence

RCG:

N/A

Blackboard:

The rape of Mr. Smith
Why doesn't she leave?
The legal victimization of battered women

Week 12: Nov 21-25

No Assigned Reading. Happy Thanksgiving.

Week 13: Nov 28- Dec2

Monday Topic: Social Policies, the State and Violence

RCG:

Policing the national body: sex, race and criminalization

Blackboard:

The rich get richer and the poor get prison

Wednesday Topic: Social Policies, the State and Violence

RCG:

N/A

Blackboard:

Assume the position: The changing contours of sexual violence

The New Jim Crow: Mass incarceration in an age of color blindness

Week 14: Dec 5-9

Monday Topic: Putting it all together

RCG:

Age, race, class and sex: Lorde

Feminism's Future: Young Feminists of Color Take the Mic

Tapping our strength

"Whosoever" is welcome here: An interview with Reverend C. Sanders, II

Blackboard:

N/A

Wednesday Topic: Social Movements

RCG:

How the New Working Class Can Transform Urban America (Article 18)

Blackboard:

Manifesta

Mobilizing the jobless (Piven)

Nonviolence: The only road to freedom (MLK JR)

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Reading Log Template (20 points):
(2 pages of writing)

Each week you should write a reading log where you reflect on the assigned readings for the week. Each log is an opportunity for you to reflect on what you have read, articulate your own thoughts and feelings and connect that material as much as possible to your own life.

In each log you are responding to multiple readings. You may respond to these readings in a variety of ways. One of the best ways is to address the general themes of the readings and to make connections across topics. I have assigned these readings together and in sequence because they shared theme and offer different angles of vision on similar topics. In your log you should reflect on those overarching themes and draw connections to your own emerging understandings of course materials.

For any given week there may be specific readings that you find particularly engaging. It is fine to spend more time on some readings than others. However, it should be clear from your log that you have completed all the readings. If it appears that you are focusing on only one short reading and it is not clear to me that you are connecting it to the readings as a whole you may lose points. Make sure you provide citations when you reference specific works.

Your log should be guided by the following questions. You may answer one, a few or all of them. The goal is to help you reflect and synthesize the material. The goal is not just perfunctorily answering all the questions. Let the questions guide your answers but know that if you are substantively and thoughtfully engaging the material that this will suffice. You should not answer them in an 'exam' question style but rather in a long essay like style. Content is more important than perfect writing/prose/style/format but this is not just a 'free write' either. Reasonable clarity, grammar and spelling and complete sentences are expected.

Questions for the reading log:

- 1) Confirmed assumptions: What opinions/thoughts/feelings/understandings did the readings confirm for you? In what way?
- 2) Violated assumptions: What opinions/thoughts/feelings/understandings did the readings challenge for you? In what way?
- 3) Which concept/idea/argument/story did you find most thought provoking/compelling/disturbing/memorable etc. How so?
- 4) What is the relationship between the ideas in these readings and your own personal experience? Similar or different? How does this reading help you to connect your own personal experience to the larger systems of power/culture/history etc?
- 5) Provide specific examples of occurrences in 'real life' that connected with the readings. Something you saw/heard/did/read out etc that illustrated the readings or the readings helped you to understand/notice/reflect upon.

The "Don't" list

(The following strategies/responses should be avoided)

Do not type quotes from the material. I want your words, not theirs.

Do not summarize. I have read it too.

Approaches to avoid

I liked it . . . It was interesting.

I did not like it because it was wrong.

I agree with

I disagree with

I did not like it because I did not understand it.

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Participation Log Template (5 points):

During most class periods you will write a participation log reflecting on the day's lecture and discussion. This log will be hand written during class and submitted at the end. Please use a separate piece to answer ONE of the following questions:

- 1) Confirmed assumptions: What opinions/thoughts/feelings/understandings did class confirm for you? In what way?
- 2) Violated assumptions: What opinions/thoughts/feelings/understandings did class challenge/conflict with for you? In what way?
- 3) What is one comment made by a peer that you found particularly interesting/helpful/thought provoking etc? Why or How so?
- 4) What did class help you to understand that you were struggling with? How so?
- 5) What did you want to add to the discussion but did not? What would you add to today's discussion?

Additional Guidelines

Please make sure to put your name and the date on your log to ensure you receive credit.

*Do not summarize or provide lecture notes. I want to hear what **you** were thinking about.*

I sometimes choose student responses to read to the class. If you do not wish to have your response read anonymously to the class please write "DO NOT SHARE" on your log. Your grade will not be impacted in any way if you choose to keep your logs private.

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Movie Log Template (20 points):
(1 page of writing)

I have chosen a variety of films that I feel offer useful explorations of course issues. Watch each film looking for what that film has to offer in regard to understanding the social world. As you watch, think about these issues and attempt to understand what the film is trying to say. What is the film doing? What techniques is it using? Why? How does it relate to your own knowledge and understandings? How does it relate to the concepts of the course? What do you learn from the film? What does the film leave out? What feels missing? As such, you should not watch and respond to these films looking only for whether or not it is entertaining. Also do not rely on the frame of “I agree” or “I disagree” or “I liked it” or “I didn’t like it”. Rather, you should explore the films with some curiosity and attempt to connect them to course ideas.

Your log should be guided by the following questions. You may answer one, a few or all of them. The goal is to help you reflect and synthesize the material. The goal is not just perfunctorily answering all the questions. Let the questions guide your answers but know that if you are substantively and thoughtfully engaging the material that this will suffice. You should not answer them in an ‘exam’ question style but rather in a long essay like style. Content is more important than perfect writing/prose/style/format but this is not just a ‘free write’ either. Reasonable clarity, grammar and spelling and complete sentences are expected.

Answer any combination of the following questions:

- 1) Confirmed assumptions: What opinions/thoughts/feelings/understandings did the movie confirm for you? In what way?
- 2) Violated assumptions: What opinions/thoughts/feelings/understandings did the movie challenge for you? In what way?
- 3) Which concept/idea/argument/story did you find most thought provoking/compelling/disturbing/memorable etc. How so?
- 4) What is the relationship between the ideas in the film and your own personal experience? Similar or different? How does this movie help you to connect your own personal experience to the larger systems of power/culture/history etc?
- 5) Provide specific examples of occurrences in ‘real life’ that connected with the film. Something you saw/heard/did/read out etc that illustrated the film or the film helped you to understand/notice/reflect upon.

The “Don’t” list

(The following strategies/responses should be avoided)

Do not type quotes from the material. I want your words, not theirs.

Do not summarize. I have read it too.

Approaches to avoid

I liked it . . . It was interesting.

I did not like it because it was wrong.

I agree with

I disagree with

I did not like it because I did not understand it.

			Reading log (Friday)	Participation Logs (Daily)	Movie log (Monday)
Topic					
Week 1	Monday		n/a	n/a	
	Wednesday	7-Sep	Syllabus	n/a	
	Friday	9-Sep			
Week 2	Monday	12-Sep	Why Race, Class & Gender Still Matter		n/a
	Wednesday	14-Sep	How to Approach Race, Class & Gender: Intersectionality		1
	Friday	16-Sep		1	
Week 3	Monday	19-Sep	How to Approach Race, Class & Gender: Systems of power		2
	Wednesday	21-Sep	Barriers to a systems approach: Privilege		3
	Friday	23-Sep		2	
Week 4	Monday	26-Sep	Barriers to a systems approach: Hegemony		4
	Wednesday	28-Sep	Barriers to a systems approach: Progress Myth		5
	Friday	30-Sep		3	
Week 5	Monday	3-Oct	Race and Racism		6
	Wednesday	5-Oct	Ethnicity and Nation		7
	Friday	7-Oct		4	
Week 6	Monday	10-Oct	Class & Inequality		No Class
	Wednesday	12-Oct			8
	Friday	14-Oct		5	
Week 7	Monday	17-Oct	Gender and Sexism		9
	Wednesday	19-Oct	Heirarchies of Masculinities		10
	Friday	21-Oct		6	
Week 8	Monday	24-Oct	Transgender: Deconstructing Sex as Biology		11
	Wednesday	26-Oct	Sexuality and Heterosexism		12
	Friday	28-Oct		7	
Week 9	Monday	31-Oct	The Structure of Social Institutions		13
	Wednesday	2-Nov	Media and Popular Culture		14
	Friday	4-Nov		8	
Week 10	Monday	7-Nov	Education		15
	Wednesday	9-Nov	Families		No Class
	Friday	11-Nov		9	
Week 11	Monday	14-Nov	Sexual Assault and Intimate Partner Violence		No Class
	Wednesday	16-Nov			16
	Friday	18-Nov		10	
Week 12	Monday	21-Nov	No Readings: Happy Thanksgiving		N/A
	Wednesday	23-Nov			No Class
	Friday	25-Nov			
Week 13	Monday	28-Nov	Social Policies, the State and Violence		17
	Wednesday	30-Nov			18
	Friday	2-Dec		11	
Week 14	Monday	5-Dec	Putting it all together		19
	Wednesday	7-Dec	Social Movements		20
	Friday	9-Dec		12	
Final Exam Week	Friday	16-Dec	Soc 130 Sect. 01: MW 12:30-1:45	Time: 12:30	
	Wednesday	21-Dec	Soc 130 Sect. 02: MW 3:30-4:45	Time: 12:30	

Reading Logs

Sociology Fall 2011 Corbin

Due on Fridays by 9:00 a.m.

20 points per log

10 logs required (12 possible)

200 points required (240 points available)

	Date	Log #	Points earned
Week 1	Monday		n/a
	Wednesday	7-Sep	
	Friday	9-Sep	
Week 2	Monday	12-Sep	
	Wednesday	14-Sep	
	Friday	16-Sep	
Week 3	Monday	19-Sep	
	Wednesday	21-Sep	
	Friday	23-Sep	
Week 4	Monday	26-Sep	
	Wednesday	28-Sep	
	Friday	30-Sep	
Week 5	Monday	3-Oct	
	Wednesday	5-Oct	
	Friday	7-Oct	
Week 6	Monday	10-Jan	
	Wednesday	12-Oct	
	Friday	14-Oct	
Week 7	Monday	17-Oct	
	Wednesday	19-Oct	
	Friday	21-Oct	
Week 8	Monday	24-Oct	
	Wednesday	26-Oct	
	Friday	28-Oct	
Week 9	Monday	31-Oct	
	Wednesday	2-Nov	
	Friday	4-Nov	
Week 10	Monday	7-Nov	
	Wednesday	9-Nov	
	Friday	11-Nov	
Week 11	Monday	14-Nov	
	Wednesday	16-Nov	
	Friday	18-Nov	
Week 12	Monday	21-Nov	n/a
	Wednesday	23-Nov	
	Friday	25-Nov	
Week 13	Monday	28-Nov	
	Wednesday	30-Nov	
	Friday	2-Dec	
Week 14	Monday	5-Dec	
	Wednesday	7-Dec	
	Friday	12	
		Total Points	
		Points Required	200
		Grade	

Participation Logs

Sociology Fall 2011 Corbin

Due daily in class

10 points per log

18 logs required (20 possible)

Logs above 18 are counted as extra credit

180 points required (200 points available)

	Date	Log #	Points earned
Week 1	Monday	n/a	n/a
	Wednesday 9-Sep	n/a	n/a
Week 2	Monday 12-Sep	n/a	n/a
	Wednesday 14-Sep	1	
Week 3	Monday 19-Sep	2	
	Wednesday 21-Sep	3	
Week 4	Monday 26-Sep	4	
	Wednesday 28-Sep	5	
Week 5	Monday 3-Oct	6	
	Wednesday 5-Oct	7	
Week 6	Monday 10-Jan	n/a	n/a
	Wednesday 12-Oct	8	
Week 7	Monday 17-Oct	9	
	Wednesday 19-Oct	10	
Week 8	Monday 24-Oct	11	
	Wednesday 26-Oct	12	
Week 9	Monday 31-Oct	13	
	Wednesday 2-Nov	14	
Week 10	Monday 7-Nov	15	
	Wednesday 9-Nov	n/a	n/a
Week 11	Monday 14-Nov	n/a	n/a
	Wednesday 16-Nov	16	
Week 12	Monday 21-Nov	n/a	n/a
	Wednesday 23-Nov	n/a	n/a
Week 13	Monday 28-Nov	17	
	Wednesday 30-Nov	18	
Week 14	Monday 5-Dec	19	
	Wednesday 7-Dec	20	
Total Points			
Points Required			180
Grade			

Movie Log

Sociology Fall 2011 Corbin

Due on Mondays by 9:00 a.m.

20 points per log

5 logs required

100 points required

Movie	URL	Log Due	Points earned
Racism: A history Part III- Savage Legacy	http://topdocumentaryfilms.com/racism-history/	3-Oct	
Tough Guise: violence, media and the crisis in masculinity	http://topdocumentaryfilms.com/tough-guise/	17-Oct	
Dreamworlds III: Desire, sex & power in music videos (6 parts on youtube)	http://www.youtube.com/user/abbott360#p/search/0/1z6nTQclupJ	31-Oct	
War on drugs: The prison industrial complex	http://topdocumentaryfilms.com/tough-guise/	21-Nov	
Live Nude Girls Unite! (6 parts on youtube)	http://www.youtube.com/user/TheHigherLearning#p/search/0/ZsTBERprPYE	5-Dec	
Total Points			
Points Required			100
Grade			

Assignment Summary

Sociology Fall 2011 Corbin

Assignment	Points required	Points Required (% of grade)	Points Earned
Participation Logs <i>In-class participation log</i> <i>(10 pts each-20 possible-18 required)</i>	180	31	
Reading Logs <i>(20 pts each-12 possible-10 required)</i>	200	34	
Movie Response <i>(20 points per response- 5 movies)</i>	100	17	
Final Project: Portfolio <i>(100 points)</i>	100	17	
Total points Required	580	100	

Total points earned

Grade

A+ (97% to 100%)	560-580	C+ (77% to 79%)	444-461
A (93% to 96%)	537-559	C (73% to 76%)	421-443
A- (90% to 92%)	520-536	C- (70% to 72%)	404-420
B+ (87% to 89%)	502-519	D+ (67% to 69%)	386-403
B (83% to 86%)	479-501	D (63% to 66%)	363-385
B- (80% to 82%)	462-478	D- (60% to 62%)	346-362
		F (below 60%)	< 345

The end.