Department of Sociology, Social Work, and Family Sciences

SOC 3005: Social Stratification

3 units
Spring 2026

Tuesdays and Thursdays 11 am – 12:15 pm

Rohr (Sociology) Hall Room 112, next to Fermanian

Final Project Videos Screening & Peer Reviews: 5/7 Thursday 10:30 am – 1:00 pm in person

***All materials due by 5/5 Tuesday 11:59pm**

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Office location and hours:	In person: Rohr (Sociology) Hall Room 106 • Tuesdays and Thursdays 1 – 2 :30 PM • Wednesdays 11 AM – 12:30 PM, 3 – 5 PM • Fridays 3 – 5 PM • by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission Statement

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Faculty Welcome and Course Description

Welcome! This course will provide a survey of major theories and evidence of stratification in our society. We will focus primarily on contemporary writings that help explain social inequality, but it is my intent to demonstrate how unequal conditions today are inextricably linked to the very economic, political, and social fabric that holds the United States of America together. We will broadly examine stratification based on race, ethnicity, immigration status, class, socioeconomic status, gender, sexuality, and ability. This means that any background you bring to our class will enrich your individual as well as our collective experience and learning. Our diversity and interdisciplinarity will be strengths in this class!

During our semester together, we will delve deeply into what it means when sociologists say that things are "social constructs." We will also practice ways of "thinking sociologically." What might this look like? One of our foundational theorists C. Wright Mills talks about this perspective as the *sociological imagination*: the ability to see our personal lives within a larger context, including how we as individuals are connected to the experiences of others and formations of institutions. *Building and practicing empathy is key*. We will build our empathy by reading stories of firsthand, lived experiences.

Sociologists study and analyze at both the micro and the macro level. This means that we will, for example, look at how individuals interpret symbols or define their identities, but also at how institutions, such as families, churches, schools, and governments, shape individuals' perceptions of themselves and others. We will consider how gender, age, race, socioeconomic standing, disability, etc. influence the opportunities people have and the decisions they make.

Program and Course Learning Outcomes (PLOs and CLOs)

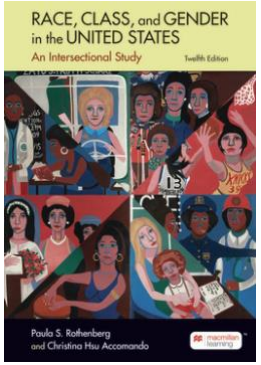
PLOs identify what students will know and be able to demonstrate in their chosen discipline upon graduation. Below are for those in Sociology.

1. You will be able to analyze society, social structures, and patterns of human thoughts and behavior.
2. You will be able to navigate a world of rich cultural diversity.
3. You will be able to conduct social research.
4. You will be prepared to serve Christianly and competently in diverse vocational or social setting.

CLOs are statements of what students are expected to know, understand and be able to do by the time they complete the course. These outcomes are assessed by your performance in reading responses, quizzes/exams, assignments, and discussion/participation in class.

1. You will be able to explain what sociologists and other scholars mean when they define race, class, gender, sex, sexuality, ability, etc. as social constructs.
2. You will be able to understand the role of socialization agents, what they are, and how they impact individuals and groups at the micro and macro levels. Socialization agents include governments (and thus, laws) as well as workplaces, in addition to families, schools, and churches.
3. You will learn about the rich cultural diversity in society, including but not limited to race, ethnicity, class, gender, sex, sexuality, religion, ability, and disability.
4. You will understand the importance of practicing cognitive empathy, the sociological imagination, and cultural humility and competency in diverse vocational or social settings.

Required Text



Our textbook is a new edition: *Race, Class, and Gender in the United States*, 12th edition (2024) and I encourage you to order it now so it would arrive on time for our first class meeting, in which our theme for the week will be: "Growing Our Empathy with Stories." I will ask students to bring it to our first class meeting and to every class meeting. I have held back from using new editions to help students with textbook costs, but this 2024 edition includes many events, stories, and updates since 2016! You have a choice of downloading/purchasing the eBook or purchasing the hard copy from the PLNU Bookstore/online retailers. Here is the link to access the text: https://store.macmillanlearning.com/us/product/Race-Class-and-Gender-in-the-United-States/p/1319343554 (copy and paste on your browser). You may ***not*** access your book during the exam.

There may also be select articles and/or chapters, available as PDFs in Canvas, to help further illustrate and illuminate course concepts. You do not need to print the articles to bring to class, take reading notes and bring them to class. It is important that students complete these readings before class meetings! Our class is structured in a way that while I will provide a brief lecture to review or give an overview of our readings, we will primarily have discussions or group work. In some cases, we will view films or film excerpts and/or have guest lectures. In all cases, the key is to be prepared and be active in our learning process.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules. I hope that your learning continues beyond this class, so on top of the course learning outcomes listed above, please let me know of other spiritual, service-oriented, or career-oriented goals you may have that you hope to work toward, and we can have a conversation about how you hope this class can be helpful for you.

Assessment and Grading

ASSIGNMENT VALUES	
Attendance/Participation -miss 2 *classes, no impact -miss 3 *classes, 50% impact -miss 4 *classes, 100% impact **only university-approved absences are considered excused* ****doctor's notes does not excuse absence)* ****phone & laptop use during class counts as an absence*	10%
Reading Responses	25%
In-Class Engagement, Contributions to Class Discussions, Facilitation ****phone & laptop use during class will also impact this percentage*	15%
Comprehensive Exam	25%
Final Project	20%
Graded Peer Reviews during Finals Exam Week	5%
TOTAL	100%

GRADING SCALE	
A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 59 and less

Extra Credit

Please do not ask for or rely on extra credit in this course. For equity reasons, please do not ask to earn extra points on an individual basis.

Course Requirements

1. **Attendance. This is worth 10%.** Your regular and punctual attendance at all classes is essential for our community-building, shared spiritual journey, and optimum academic achievement! Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. What counts as an absence?
    a. Being late, leaving early, or missing 10 minutes of class or more counts as an absence.
    b. Being asked to put away your electronics again after I ask at the beginning of class counts as an absence.
    c. You are welcome to TWO WELLNESS DAYS, which I recommend reserving for when you are feeling ill or need a mental health break. These two days will not be penalized. Your third absence (including electronic use during class or late arrival) will be penalized—your attendance percentage will be reduced to half. Your fourth absence (including electronic use during class or late arrival) will result in 0% for attendance.
2. **Reading Responses. There are ten of these due and are worth 25% of your total grade.** When you read, take note of new concepts and arguments you are learning and what questions they bring to mind. The "KEY CONCEPTS" section in your course schedule will be helpful! Reading responses will prepare students for our class meetings and discussions, and thus **must be submitted in Canvas by 11:59pm the Sunday before class**. Select TWO readings from Tuesday and TWO readings from Thursday and answer the following questions:
    a. WHOA: What is at least one new thing/detail you have learned or that stood out to you, and why? Be specific about why: including your upbringing, educational background, identity. Include the page number of where your WHOA is located in the textbook to avoid point deductions.
    b. HMM: Which statement/s made you pause, either because you want to mull over it some more, and why? Be specific about why: including your upbringing, educational background, identity. Include the quote and page number. Include the page number of where your HMM is located in the textbook to avoid point deductions.
    c. Your peers will be able to read your reading responses so we can refer to them when we meet to discuss them.
    d. When submitting your reading responses, please follow the format that is shown at the end of the COURSE SCHEDULE (last page).
3. **Contributions to Discussion. This is worth 15%.** While there may be a brief lecture at the beginning of class to clarify key concepts, the primary format of the class is discussion. We will arrange our chairs in a circle to face each other. Please come to class with your book having read the assigned texts and ready to engage in discussion. Students must share substantively at each class meeting to earn full points. If students are marked "absent" for more than 2 class meetings (being absent, being on the phone, being late, etc.), this percentage will also go down considerably along with the Attendance Grade. Because the primary format of the class is discussion, students are expected to also facilitate discussion among themselves. The goal of this class is to be learner-centered. The hope is that the instructor will join the students as "peers" in engaging with the texts. What are the requirements for facilitation?
    a. Students will volunteer (or be assigned) to at least ONE day of facilitation during class in the first week.
    b. This means that students will come to class with at least TWO discussion questions that require more than a "yes" or a "no" response.
    c. These questions must follow the Community Guidelines (Covenant) at the end of this document.
    d. These questions must genuinely exhibit curiosity to help build empathy.
    e. These questions must be shaped by and refer to their peers' reading responses and the assigned texts.
4. **Comprehensive Exam. This is worth 25% of your total grade.** The exams will be a combination of multiple choice, true-or-false, and short answer questions in Canvas based on the readings, videos, and lectures. They will require you to demonstrate close reading skills, listening comprehension skills, and your understanding of course materials through application questions. You will be permitted to use **ONLY** hard copies of your course notes, but not your textbook. During exam days, there will be no in-person class meetings. The exam will be done in Canvas with Honorlock (camera), and you will be required to show your notes. How does one prepare and do well for these exams?
    a. Use the "KEY CONCEPTS" section in your schedule to help guide your reading of the assigned texts.
    b. Be fully present while reading and during class: answer and ask questions, take helpful notes, and put your phones away. Some questions will come directly from lecture slides.

5. **Final Project: Case Study Presentation, complete with supplemental materials: proposal, outline, abstract, slideshow, alongside the in-person presentation.** These together are worth **20%** of your total grade. This is an opportunity for you to focus on a social problem or social inequality about which you feel passionately that we have not already covered, or go deeper than the ones covered in class. You will be required to: give sociohistorical context to the establishment and perpetuation of this social problem/inequality; demonstrate how it continues in our present era; consider and assess various social solutions and the ways people have collectively organized to solve it. You are required to reference at least four readings from our textbook: at least 1 reading from our textbook that has been previously assigned and 3 readings from our textbook that have not yet been assigned. You are welcome to use 2 external references but will not replace the four required from class. More instructions will be given on Week 14, after the exam.
6. **Peer Reviews of Final Projects. This is worth 5%.** You and your peers will be assigned to present your project during our final meeting and facilitate a Q&A about it, so be prepared. Crucial to this is engagement of your peers. You will need to fill out the peer review forms and rubrics during presentation dates to give helpful and insightful feedback for your peers.

Please note that grades are not rounded up. Individual requests to complete extra credit work to raise grades will not be considered.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In *Stratification*, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include extreme poverty and wealth disparities, race and racism, ableism, sexism, domestic violence, sexual assault, and violence against the LGBTQIA2+ community. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Sociology and engaging with the social world, and I will support you throughout your learning in this course.

Trigger Warning

In *Stratification*, we will cover a variety of topics, some of which you may find triggering. These topics include racism, ableism, sexism, domestic violence, sexual assault, and violence against the LGBTQIA2+ community. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Sociology and engaging with the social world, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. There will be no opportunities to make up missed in-class assignments or classwork, unless you have a medical emergency or the university administration excuses you. If so, you will need to discuss with me your revised deadlines. I also understand that sometimes there is a need to reprioritize due to things beyond your control. If this happens to you, inform me immediately.

There are ten Reading Responses due for the entire semester. The complete prompts are in Canvas. Unless specified otherwise, submissions are due in Canvas by Sunday 11:59pm and late submissions are accepted until Fridays 11:59pm with 50% deduction.

No late assignments for credit will be accepted after the last week of classes, so this means that students cannot turn in work during or after finals week, no exceptions. Please also note that late starts during exams in Canvas are penalized.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, PLNU is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether PLNU is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information. For those who are penalized in this course due to academic dishonesty, I will first email you and then email your Academic Dean.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Faculty will not be able to provide accommodations without advance notice from the EAC.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the Bias Incident Reporting Form.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at @counselingservices@pointloma.edu or find a list of campus pastors at @pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

In this class, your attendance and participation is worth 10% towards your total grade. You may miss two classes without impact on your grade. If you miss 3 classes, the percentage will be reduced by 50%. If you miss 4 classes, the percentage will be reduced by 100%. I will take attendance every class meeting for accountability.

- **10 minutes.** Being late, leaving early, or missing 10 minutes of class or more counts as an absence. You are responsible for being in class the entire time. Do not schedule appointments, work, or advising meetings during our class. If faculty/advisers ask to meet with you during our class, please let them know about my policy and to plan accordingly. An email from the adviser/faculty will not excuse this absence.
- **Electronics/Phones/Laptops.** Being asked to put away your electronics after class has started counts as an absence. Having your phones out after I start lecture counts as an absence, whether or not I ask you to put it away again. I will simply note your use and subtract attendance points.
- **Two Wellness Days.** I recommend saving these two days for when you are not feeling well or need more rest. You are also still responsible for turning in the homework and assignment by the deadline. Quiz/Exam dates are not open to Wellness Days. Also, PLNU policy: Absences with doctors' notes are not considered excused absences. Professors are not to ask students for HIPPA information (medical documentation).
- **Excused Absences.** Excused absences are only those approved by the Provost for specific students participating in certain university-sanctioned activities. I get emails directly from the university with students' names on them. If I do not receive an email from the Provost's office for your event, it counts as an absence.
- **In-Person Learning.** With the exception of university-mandated virtual learning or if a student has been approved by the university due to health concerns (I will get an email), students who ask to be on Zoom for a class session will still be considered absent.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. See Academic Policies in the Undergraduate Academic Catalog.

Use of Technology

There are NO laptops allowed for note-taking during class meetings. Please come to class with a notebook and a pen/pencil. You may use an iPad, but note that ONLY HARD COPIES of notes are allowed during quizzes/exams in Canvas with Honorlock. My policy before virtual learning due to COVID has always been notebooks-only. When I allowed it one semester, the general outcomes have been disengagement, distractedness, and lower exam scores. Other faculty feel similarly and below are reasons why. On the following page, I included links to scholarly research that support this policy.

Why do my fellow faculty and I feel so strongly about putting away electronics in class?

1. Avoid zombie note-taking. Zombie note-taking does not equal learning. Instead of copying everything, synthesize what you are learning. Highlight what stands out to you. http://journals.sagepub.com/doi/abs/10.1177/0956797614524581
2. Avoid distracted note-taking. When you are on your laptop or phones, it is hard not to check other things. Notifications interrupt your learning process and sense-making. http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
3. Avoid distracting your peers. When your peers see your online activity, it interrupts learning. https://www.sciencedirect.com/science/article/pii/S0360131512002254

4. Avoid time wasted in class. Listening intently in class equates to less studying-cramming time before exams or paper deadlines. https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new- study-shows

Covenant and Community Guidelines

Consider this syllabus not as a contract but as a ***covenant*** among all of us. Let us build an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but necessary. Toward this end, let's keep in mind the following: RESPECT. What does this look like? How do we embody it?

- **Use inclusive language.** Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- **Give your full attention to the faculty and to your peers.** Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.
- **Come to class on time, participate actively, and do not pack your materials before dismissal.** Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.
- **Be honest with your work.** Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.
- **Say "I'm sorry for my mistake. Please teach me."** God created us to be interdependent beings—we cannot live alone and we grow to be "more perfect in God" when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

Assignments At-A-Glance

Instructions for all assignments are posted in Canvas. They will also need to be submitted in Canvas. See Course Schedule below for important dates and reading assignments.

SOC 3005 SP26 STRATIFICATION SCHEDULE W/ DR. VALIENTE-NEIGHBOURS

There are ten Reading Responses due for the entire semester. The prompts pertain to the upcoming week's readings, not the week before. The complete prompts are in Canvas. Unless specified otherwise, submissions are due in Canvas by Monday 11:59pm and late submissions are accepted until Fridays 11:59pm with 50% deduction.

WEEK	MONDAY	TUESDAY	THURSDAY	KEY QUESTIONS/CONCEPTS
WK 1 Growing Our Empathy with Stories		1/13 Welcome, Introductions, Syllabus	1/15 • Phi 260 • Singh 309-311	Q1. How does one build wealth in the U.S.? Q2. How does stratification happen? Q3. How do people experience stratification?
WK 2 Intersectionality		1/20 • Crenshaw 84-85 • Artiga and Ubri 312-314	1/22 • Alsultany 87-88 • Miranda 443-445	• intersectionality
WK 3 Race	1/26 **Reading Response 1 of 10 due by 11:59pm**	1/27 • Omi and Winant 10-16 • Buck 20-24	1/29 • "An Act for the Better Ordering…" 497-501 • "The Petition of the Africans" 502-503	• social construction of race • racial formation • racialization • hypo-descent • psychological wage • cult of domesticity • racism(s) • dog whistling • strategic racism • incl. *Ozawa v. US* (1923)
WK 4 Race (cont'd)	2/2 **Reading Response 2 of 10 due by 11:59pm**	2/3 • Tatum 89-95 • Ancheta 134-141	2/5 • "*People v. Hall*" 516-517 • "*Dred Scott v. Sandford*" 518-521	
WK 5 Gender, Sex, and Sexuality	2/3 *No reading responses due*	2/10 • Lorber 36-42 • Choimorrow 143-146 • Wilson 323-325	2/12 No class meeting – do Canvas assignment, due by 11:59 PM	• soc construction of gender, of sex • gender norms, scripts • gender inequality • nonbinary (gender id) • misogyny
WK 6 Gender, Sex, and Sexuality (cont'd)	2/16 **Reading Response 3 of 10 due by 11:59pm**	2/17 • Pharr 162-170 • Mogul, Ritchie, Whitlock 303-307	2/19 • Runner 329-330 • Mecca 462-466 • Strangio 474-476	• sexual violence • domestic work (industry) • reproductive rights • "flipping the script" • sex (vs. gender, vs. sexuality) • patriarchy • homophobia • sexism (incl. heterosexism) • transphobia

WK 7 Class	2/23 **Reading Response 4 of 10 due by 11:59pm**	2/24 • Greenbaum 57-59 • Mantsios 171-185	2/26 • "South Carolina Black Codes" 526-530 • DiAngelo 195-201	• poverty • class-avoidance phenomenon • class, myths and realities • segregation • individualism • internalized dominance • racial wealth gap • reparations
WK 8 Class (cont'd)	3/2 **Reading Response 5 of 10 due by 11:59pm**	3/3 • Sklar 341-349 • Allison 352-361	3/5 • Hopkins 368-373 • Poo 384-388	
SPRING BREAK				
WK 9 Nationality	3/16 **Reading Response 6 of 10 due by 11:59pm**	3/17 • Lee 212-219 • Bayoumi 255-259 • "Chinese Exclusion Act" 533-535	3/19 • Thrupkaew 266-272 • Kochiyama 446-453 • Gottesdiener, Kanuga, and S-B 315-322	• xenophobia • eugenics • nativism • immigration acts, executive orders • religious and ethnic bigotry • model minority myth
WK 10 Indigeneity & Ability	3/23 **Reading Response 7 of 10 due by 11:59pm**	3/24 • Waln 439-441 • "Marshall Trilogy" 505-510 • Bird 582-590	3/25 • Baynton 60-67 • Thompson 148-151 • Henry and Rapanut 639-647 • Price 753-765	• colonization, decolonization (re-Indigenization) • genocide • colonized sexuality • Wounded Knee Massacre • "doctrine of discovery" • incl. *Johnson v. M'Intosh*, *Cherokee Nation v. GA*, *Worcester v. GA*, *Oklahoma v. Castro-Huerta*, *Haaland v. Brackeen* • soc construction of ability • ableism • soc construction of health, illness • school-to-prison pipeline • disability models
WK 11	3/30 **Reading Response 8 of 10 due by 11:59pm**	3/31 **Democracy and Civil Rights** • "*Shelby County v. Holder*" 556-560 • Parenti 599-604 • Levitsky and Ziblatt 605-616	4/2 Easter Recess	• Voting Rights Act • capitalism • plutocracy • democracy • polarization • voter suppression

WK 12	4/6 **Reading Response 9 of 10 due by 11:59pm**	4/7 **Anti-Semitism and Islamophobia** • Alimohamed-Wilson 648-662 • Jews for Racial & Economic Justice 665-671	4/9 **Revisioning 1: Organizing** • Garza 697-700 • Burke 702-712 • Puentes and Worrell 746-750	• gendered Islamophobia • domains of power • antisemitism • anti-Muslim bigotry • Zionism • recent/ongoing movements discussed in readings
WK 13	4/13 **Reading Response 10 of 10 due by 11:59pm**	4/14 **Revisioning 2: Abolition** • Davis 714-719 • Bassichis, Lee, and Spade 720-727 • McDonald 729-731	4/16 **Revisioning 3: Solidarity and Love** • Anderson and Accomando 732-736 • Kochiyama 738-742 • Taylor 767-776	• abolition • prison industrial complex • allyship • coalition • solidarity • "body terrorism"
WK 14		4/21 **COMPREHENSIVE EXAM** in Canvas w/ Honorlock • multiple choice, true/false, short answers	4/23 **REQUIRED ATTENDANCE** ***Final Project Proposal Review and Discussion*** • Give peers opportunity to improve your proposal. Form dyads if most beneficial. Get Dr. V's approval. Absences result in late points towards final project total percentage.	
WK 15		4/28 Final Project Workday (no class)	4/30 Final Project Workday (no class)	
FINALS WK		5/5 Last Day for students to submit their presentation videos by 11:59 PM.	5/7 10:30AM-1PM **Final Project Video Screenings and Graded Peer Reviews** *Potluck encouraged	

Reading responses will prepare students for our class meetings and discussions, and thus **must be submitted in Canvas by 11:59pm the Monday before class**. Select TWO readings from Tuesday and TWO readings from Thursday and answer the following questions:

a. WHOA: What is at least one new thing/detail you have learned or that stood out to you, and why? Be specific about why: including your upbringing, educational background, identity. Include the page number of where your WHOA is located in the textbook to avoid point deductions.
b. HMM: Which statement/s made you pause, either because you want to mull over it some more, and why? Be specific about why: including your upbringing, educational background, identity. Include the quote and page number. Include the page number of where your HMM is located in the textbook to avoid point deductions.

The required readings tend to be scholarly analysis and have definitions of key concepts. There are also required readings that are firsthand accounts of lived experiences that help demonstrate the key concepts. If assigned, there are specific laws, acts, amendments, doctrines, and court cases that institutionalize or "make official" social attitudes or perspectives about particular matters/issues.

Format your Reading Response submissions this way:

TUESDAY'S SELECTED READING #1 [Author/s of selected reading]

WHOA QUOTE 1: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY WHOA 1: [Explain in 150-200 words why this key concept/moment/quote was selected as a WHOA.]

HMM QUOTE 1: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY HMM 1: [Explain in 150-200 words why this key concept/moment/quote was selected as a HMM.]

TUESDAY'S SELECTED READING #2 [Author/s of selected reading]

WHOA QUOTE 2: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY WHOA 2: [Explain in 150-200 words why this key concept/moment/quote was selected as a WHOA.]

HMM QUOTE 2: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY HMM 2: [Explain in 150-200 words why this key concept/moment/quote was selected as a HMM.]

THURSDAY'S SELECTED READING #1 [Author/s of selected reading]

WHOA QUOTE 1: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY WHOA 1: [Explain in 150-200 words why this key concept/moment/quote was selected as a WHOA.]

HMM QUOTE 1: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY HMM 1: [Explain in 150-200 words why this key concept/moment/quote was selected as a HMM.]

THURSDAY'S SELECTED READING #2 [Author/s of selected reading]

WHOA QUOTE 2: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY WHOA 2: [Explain in 150-200 words why this key concept/moment/quote was selected as a WHOA.]

HMM QUOTE 2: [Complete quote and page number—this portion does not count for the 150-200 words requirement.]

WHY HMM 2: [Explain in 150-200 words why this key concept/moment/quote was selected as a HMM.]