De Anza College

Introduction to Sociology (SOC 1) Syllabus

CRN 28172, Fall 2024

Course Description

This course introduces you to the academic study of society. Throughout the term, you will examine fundamental social theories and research methods sociologists use to explore the interactions between social structures and individuals. We will cover topics such as culture, self-development, deviance, media, social inequality, social institutions, and more! The goal of the course is to help you gain a basic knowledge of sociological concepts and techniques, with a focus on the cultivation of your sociological imagination.

This term, we will examine common sense assumptions about culture, politics, history, and psychology. This course will empower you to question what you "know to be true" and replace those assumptions with evidence-based reasoning. Everything we do in this course is immediately relevant to the "real world" and current events.

Course Modality

This course is delivered completely online in the *asynchronous* modality. That means we will *not* meet synchronously unless you wish to meet for virtual student hours. Canvas will be the main platform for communication and course engagement. All assignments, activities, and assessments will be completed in Canvas by the corresponding due dates. You are expected to review the course site regularly to check due dates, access materials, and stay on top of all course-related communications. Please review the introductory module for detailed information on course expectations, answers to common questions, and support resources.

Meet Your Professor

My name is Dr. Tracy DeHaan, but you can call me Dr. T. I will be your professor this term. There are a few ways that you may contact me listed below. I monitor the course regularly. I generally respond to emails within 48 hours Monday through Friday (except on Holidays). I respond to text messages within several hours between the hours of 11am and 11pm every day.

- Name: Dr. Tracy DeHaan (Dr. T)
- Pronouns: she/her/they/them
- Text: 408.755.5446
- Email: dehaantracy@fhda.edu or Canvas Inbox
- Virtual Student Hours: Drop-in on Zoom (with waiting room) on Tuesdays from 4:30-6pm or by appointment.

Required Course Materials and Technology

Textbooks

There is **no required textbook** for this class. All course materials such as assigned readings, podcasts, documentaries, etc. can be found on Canvas. You'll be expected to consume the assigned materials, and **you will perform at your best in the course if you consume the assigned materials regularly**.

Lectures

Each module contains lecture videos to support your learning. These videos explore the assigned materials and help you to understand them better. Treat the lecture videos as you would in-class attendance. Please pay attention, take notes, and ask me questions about the content! **You will do your best in the course if you watch them regularly.**

Internet/Computer Access

To be successful in this course, you will need consistent access to an electronic device with a strong Internet connection, a webcam, and a microphone. Canvas runs best on a desktop/laptop. Please note, there are often glitches in the Canvas app for mobile devices. Therefore, I discourage you from relying solely on your cell phone or tablet to complete the work of the class.

If you need support in accessing technology, you [may qualify for help with computer-related materials](#).

Adobe Reader

If you prefer to download the assigned readings, you will need a program that can open PDF files. [Adobe Reader](#) is a free software program that can open PDF files. It is available on Mac, PC, and most [operating systems](#). For information on how to download the software/app and for support, visit the [Adobe Reader help page](#).

Adobe Scan

If you prefer to take hand-written notes, you'll need access to a scanner for the note-taking assignments. [Adobe Scan](#) is a free app that works on module and tablet devices. It will take a picture of your notes and automatically convert it to a PDF file.

Free Copy of Microsoft Word

Assignments in the course will require you to use word-processing software. As a student, you are entitled to a [free copy of Microsoft Word](#). For additional educational resources provided by Microsoft and technical support, visit the [Microsoft Education Support](#) page.

If you prefer, you can use [Google Docs](#), which is also free. [Visit Google Docs' website](#) for more information on training and help.

Cloud Storage

I highly recommend using a free cloud storage application such as [Dropbox](#) or [Google Drive](#) to store your work in this class. These programs allow you to access your files from any electronic device with Internet access and back them up to the cloud in case your computer is lost, stolen, or damaged. In general, I do not allow makeup due to lost or damaged electronic files, so programs like this can be a real lifesaver.

Visit [Dropbox's help center](#) for more information on storage options or troubleshooting. For more information on getting started with Google Drive and troubleshooting, visit [their help page](#).

Course Assignments

Due Dates

Below, you will find information on the assignments you must submit to be successful in this course. Unless otherwise noted in Canvas, assignments are due by 11:59pm (PDT/PST) on their due date. You can find specific due dates in your Canvas calendar or refer to the course schedule at the end of the syllabus. To perform at your best, you'll want to keep up with the course assignments.

Early Submissions

You may always submit assignments early. However, I only release module content a few days in advance, as I prefer you to stay on schedule with your cohort. Further, to maintain fair grading practices, I do not grade assignments until after the end of the grace period. So, working too far ahead without meaningful feedback could negatively affect your outcome in the course.

Extra Credit

I do not offer extra credit in my classes. While I can understand the appeal of extra credit assignments, they do not foster the learning of the assigned materials and they create a lot of additional labor for your instructors. Make sure you keep up with the due dates in the course. Also, reach out early if you are underperforming so I can offer you guidance on how to improve in the course.

Assignment Schedule and Weights

Be sure to note the assignment weights listed below. Some assignments are worth a larger portion of your grade. How you perform on heavily weighted assignments can have a drastic impact on your overall course grade. I recommend putting in considerably more time on assignments that are worth more weight.

More information about assignments may be found under the "Assignments" link on Canvas.

Assignment	Due Date	% of Total Grade
Introductory Assignments	Week 1 – See Schedule	10.5%
Module Kahoot! Warm-ups	Most Mondays – See Schedule	8%
Module Notes	Most Wednesdays – See Schedule	16%
Module Quizzes	Most Thursdays – See Schedule	24%
Reflect and Connect Discussions	Most Fridays Weeks 2-6	8%
Self-Assessment Surveys	October 17, November 7, and November 27	3%
Course Project – Part 1	November 8	3%
Course Project – Part 2	November 22	1.5%
Course Project – Part 3	November 25	3%
Course Project – Part 4	December 2	12%
Course Project – Part 5	December 11	11%

Assignment Descriptions

Introductory Assignments

There are six introductory assignments due the first week of class. These are low-risk assessments, and they will be easy to complete with no knowledge of sociology. The goals of these assignments include introducing you to the course, introducing you to the common features of Canvas we'll use throughout the term, and helping you get to know me and your classmates better.

Module Kahoot! Warm-ups

Kahoot! Is a game-based learning platform that encourages engagement and cognitive priming. You'll have a Kahoot! due at the start of each module. The goal of these low-risk assignments is to get you logged into the course, "warm you up," and get you ready for the module's materials. Don't stress, as you will receive full credit for completing it, even if you get all the answers wrong! You can also retake the Kahoot! if you've forgotten to answer any of the questions.

There are 10 possible content modules with Kahoot! warm-up activities. You must complete 8 for full credit, which means you may miss 2 without penalty to your course grade.

Reflect and Connect Discussions

In the first five content modules of the course (weeks 2-6), you'll participate in a discussion with your peers and me. I'll provide you with a prompt that will help you apply what you've learned and deepen your understanding of important key concepts within the module.

There will be a total of 5 discussions. You must complete 4 for full credit, which means you may miss 1 without penalty to your course grade.

Module Notes

For each module, you'll be asked to submit notes on the module's learning objectives. These assignments have two goals. To encourage you to engage with the materials in meaningful ways and to

prepare you for the module quizzes. The note assignments are credit/no credit. I encourage you to produce these notes in a way that works best for you.

There are 10 possible content modules with notes assignments. You must complete 8 for full credit, which means you may miss 2 without penalty to your course grade.

Module Quizzes

Each module will have a quiz that tests your comprehension of the corresponding module's materials. There are six questions per quiz, and you will have unlimited time to complete each quiz before it closes. You will only have one attempt to take the quiz; there are no retakes.

There will be a total of 10 content module quizzes. You must complete 8 for a chance at full credit, which means you can miss 2 quizzes without penalty to your course grade.

Keep in mind that ***even if you miss a quiz, you are expected to consume the module materials***. The course is designed in a way that will require you to have the knowledge contained within each module to do well on future modules, as well as the course project.

How to Do Well on the Module Quizzes

It is in your best interest to prepare for the quiz before beginning. Here are my suggestions for doing well on the quizzes:

- Take the module Kahoot warm-ups.
- Highlighting key terms as you consume the assigned readings.
- Take notes in the margins of the readings that will help you locate key sociological arguments.
- Take the knowledge check on the assigned reading page.
- Take notes during the lecture videos.
- Refer to the study guide posted to Canvas for help with processing key terms.
- Complete the module notes assignment.
- Don't use generative AI.

Self-Assessment Surveys

Throughout the term, I will require 3 anonymous self-assessment surveys. These provide you with an opportunity to reflect on your learning process and set goals as we move forward in the class. There are no "wrong" answers, so feel free to answer them honestly. These are there to help you succeed, and I will not judge you if you're falling short of your personal goals.

The Course Project

For the course project, you will perform a content analysis of magazine advertisements. You will collect data, analyze it, and present your findings to the class. The project is worth a total of 30.5% of your course grade. However, it is broken into five smaller segments to provide you with space for continued improvement as you move through the project. Be sure to check out the Course Project Overview page on Canvas for a better understanding of how this project will unfold.

Classroom Policies

Attendance

Attendance in this course means logging onto Canvas and interacting with module materials. According to the [De Anza College Catalog,](#) instructors may drop any student who does not attend the first class or who has missed more than one week of class during the quarter.

If you're not logging into Canvas regularly, I may reach out and talk to you about dropping the class because this might not be the best quarter for you to take it.

Late Assignment Policy

The Introductory Reflect and Connect Discussion may not be submitted late because it serves as attendance for your first day of class. Students who do not submit the assignment properly may be dropped from the course for non-attendance. If you know you will miss this assignment and wish to stay enrolled, please email me before the end of the day on Friday, September 27.

Late Grace Period

Due dates are important! They help to keep you on track and allow you to learn along with your cohort. So, whenever possible, you should submit assignments by their due dates. However, I know that "life" happens, and you can't always submit work before the deadline. Sometimes we just forget to do the work! Therefore, all other assignments may be submitted up to 3 days late without penalty. ***This is a grace period everyone receives; you never need to request it.***

Note: Canvas will flag the assignment as late after the due date/time. Unfortunately, I cannot change the settings to prevent this. Despite this designation on Canvas, I will not apply late penalties until after the grace period has ended.

Late Penalty Period

After the 3-day grace period, the following late penalty period rules apply:

- Kahoot! warm-ups, notes, discussions, quizzes, and surveys may ***not*** be submitted past the grace period.
- All other assignments may be submitted up to 3 days past the grace period with a 10% per day penalty.

Symptomatic COVID-19 Late Policy

If you have contracted symptomatic COVID-19, and experience symptoms that interfere with your ability to continue in the class, please notify me immediately. You will be asked to submit one of the following:

1. A dated doctor's note stating you have tested positive.
2. A dated, positive PCR test result with your name visible.
3. A picture of a positive antigen (at-home) test next to your student ID and a dated slip of paper (you may also write the date on the test cartridge).

Upon approval, you will have all assignment due dates for the next five days after the positive test date extended by five days without penalty. Symptoms persisting beyond the five-day range should be reported to the DSP&S on campus for potential quarter-long health accommodations.

If you contract symptomatic COVID-19 at the end of the quarter, and you've completed most of the work with a passing grade before infection, you will be provided the option to take an "incomplete" in the course.

Requesting an Exception to the Late Policy

Because I have incorporated both flexibility and drop schemes into the course, I do not generally make exceptions to my late policy without disability accommodations through the DSP&S on campus. However, if you have extenuating circumstances that have prevented you from completing a major component of the course without a drop scheme in place (introductory assignments, surveys, the course project assignments), please reach out to discuss your options. I will work to accommodate you *if* it's in your best for your learning process.

Sharing Course Materials

Please consider all materials I create and post to Canvas as my intellectual property. This includes all written text on the Canvas pages, the course syllabus, and my lecture videos. I do not consent to students sharing materials outside our classroom environment. If you have a need or desire to share content, please seek my consent in writing (email is OK).

Academic Dishonesty

Academic dishonesty includes acts that the Foothill-De Anza College District finds to be undesirable and counteractive to learning. These behaviors include any action that results in an unfair advantage, or which compromises the integrity of the academic standards of the college. The two most common forms of academic dishonesty are cheating and plagiarism.

Occasionally, you may feel overwhelmed by the amount of work you need to accomplish. Some students turn to academic dishonesty to alleviate this pressure. Taking this route devalues your degree or certificate, and when you enter the workforce or transfer and cannot meet the expectations, you will struggle further. So, please don't choose this path when confronted with academic stress. If you cheat, you may get a warning, receive no credit for the assignment, or be referred to the administration for disciplinary action.

Artificial Intelligence (AI) Policy

AI software, such as ChatGPT, Copilot, Gemini, Grammarly Pro, etc. has gained popularity among college students. AI tools can help clarify concepts or help you deepen your understanding of a theory. However, the information contained in these databases is not always accurate. So, you should not confidently rely on them if you wish to be successful in this class.

You must also refrain from using AI software to answer quiz questions or craft answers for our class assignments. Doing so is a form of cheating, which will be treated as academic dishonesty in our class. ***AI submissions are very easy for me to spot***. I also use Turnitin's AI detector to confirm my suspicions. So, please do not take the risk. It's not worth it!

Communications Protocols

How You Can Contact Me

I am here to help, so please don't hesitate to reach out for support! There are several ways you may contact me:

- Email: dehaantracy@deanza.edu or use Canvas Inbox
- Text: 408.755.5446
- Virtual Student Hours – Tuesdays 4:30-6pm or by appointment on Zoom (see Canvas for link).

I reply to emails within 48 hours on weekdays unless there's a holiday. I will reply to your text within 2 hours any day of the week between the hours of 11am-11pm. Be sure to introduce yourself the first time you text so I'll know who you are.

How I Will Contact You

Canvas Announcements

At a minimum, I will post a "Weekly Digest" every Friday with information on our class. I will also use Announcements to notify you of changes to the course or due dates, remind you of impending due dates, promote events on campus, and provide you with additional context for course materials we'll cover in the following week.

Canvas Inbox

I may reach out via Canvas Inbox to check in with you. I check your attendance weekly, so you may hear from me if you haven't logged on during the previous week. I also send Canvas Inbox reminders (and sometimes kudos) around the major course project assignments.

Canvas Reflect and Connect Discussions

I will participate in Reflect and Connect discussions. I'll post at least two replies per discussion group.

Grading Feedback

Generally, I aim to provide meaningful feedback on all substantive assignments (discussions and course project assignments) within 14 days of the due date. I use both rubrics and free-form comments to give you insights into how you performed and how you could improve moving forward. You will not receive personalized feedback on your quizzes, notes, Kahoots, or anonymous self-assessment surveys.

For additional information and questions on how to view your feedback, you may review the following Canvas Student Guides:

- How do I view assignment comments from my instructor?
- How do I view rubric results for my assignment?

Preferred Name and Pronouns

If you'd like to be known by a name different from the name on the roster, or if you have a personal pronoun, please contact me, and I will make every effort to call you by the name and pronoun you use.

You can identify your pronoun in Canvas as well. Here are directions: [How do I select personal pronouns in my user account as a student?](#)

If you'd like to learn more about personal pronouns, go to [mypronouns.org](#).

Canvas Notifications

You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. Be sure to [confirm your settings](#) so you receive communication from the class.

Communicating about Grades

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email. If you have concerns over an assigned grade or would like more personal feedback about your performance in the class, please reach out to me through Canvas Inbox or make an appointment for a one-on-one virtual meeting with me.

Netiquette Guidelines

- **Think before you post**. Be aware of who may be able to view your posting and how your post may be interpreted. Try to maintain a fair and objective tone.
- **Stay on topic**. Make sure your communication is related to the subject/task at hand and does not wander off-topic.
- **Write clearly**. Even though the online environment may seem more informal, this is still an academic course. As such, intelligible, mature communication is expected. Correct spelling and grammar are required. Proper composition and punctuation are expected. Avoid all forms of shorthand or "text talk."
- **Use appropriate language and style**. Avoid using offensive language. You should also avoid using ALL CAPS and repeated punctuation (???? Or !!!!).
- **Be considerate of others**. Do not make derogatory, condescending, or harassing remarks. Communication should be well-intentioned, well-articulated, and aimed at fostering a positive learning environment. Be aware of how sarcasm may be interpreted by your readers.
- **Allow for misunderstandings**. Keep in mind that writing can convey an incorrect tone or intention in the absence of nonverbal communication. Therefore, you should make allowances. What you may perceive as rudeness may be unintended.
- **Cite your sources**. If you post work that is not your own, be sure to put the passage in quotation marks and cite both the author and the page number. If you are paraphrasing an author's arguments, make sure you cite them by name.

Course Grades

My Grading Philosophy

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In our class, grades are an evaluation of context-specific assignments measured against the course learning objectives. I view grades as a form of communication that leads to meaningful learning when combined with critical feedback. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued effort.

Canvas as a Grading Tool

Canvas is an online tool used to help you succeed in this class. All grades are posted to Canvas, and you should calculate your *current* course grade using that tool. While I post grades for individual assignments to Canvas, you should **not** rely on these automatic calculations for a full understanding of your position in the class. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed and dropped assignments do not affect your grade until a "0" is entered; this can make your grade look inflated. In short, your "current" grade may not reflect your overall position/potential in the class.

Assigning a Letter Grade

All assignments will be given point scores. These scores will be turned into percentages and weighted according to the table above to average your course grade. Percentages are rounded to the nearest whole number. For example, if you receive an 87.5% your grade will be rounded to 88 as a B+. If you receive an 87.4% your grade will be rounded to 87 as a B.

The course percentages will be assigned a letter grade as follows:

Percentage	Letter Grade
90-100%	A
88-89%	B+
80-87%	B
78-79%	C+
70-77%	C
68-69%	D+
60-67%	D
Below 60%	F

Course Student Learning Outcomes

Catalog Description

The sociological approach to the study of human behavior from a variety of perspectives. Explores the important concepts in sociology, including culture, social structure, socialization, social institutions, social interaction, social inequality, intersectionality, collective behavior, and social change in human societies.

Student Learning Outcomes

1. Develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional, and stratification processes on groups and individuals, including one's own experiences.
2. Distinguish the sociological perspective from other sciences, including its methods, theories, and empathetic standpoint.

Assessments: Quiz questions, reading notes, discussions, and the course project.

Campus Policies

Campus Policy in Compliance with the American Disabilities Act

Colleges are required by law to offer appropriate accommodations to qualified students. At De Anza, mandates are adhered to rigorously and accommodation and support services are well established. The DSP&S Division oversees the programs that coordinate and deliver these services, many of which are the responsibility of Disability Support Services (DSS). If you have a disability for which you wish to request accommodations and have not already done so, please contact DSP&S as soon as possible. You may also contact me privately regarding your needs in this course.

Student Code of Conduct

Foothill and De Anza Colleges consider the following principles essential to their educational mission and community life:

1. Mutual respect between students, faculty and staff;
2. Pursuit of studies with honesty and integrity;
3. Respect for College and personal property; and
4. Compliance with all rules and regulations.

These standards are intended to promote responsible student conduct and fair play. Students shall be subject to College discipline *(as outlined in* [Administrative Procedure 5520: Student Due Process and Discipline](#)*)* for code violations.

Course Schedule – Introduction to Sociology – Fall 2024

Here is a full list of all assigned materials in the class. The course schedule is subject to change with fair notice. Changes will be announced on Canvas. All assigned materials may be found under the "Modules" link on Canvas as they become available (about a week in advance).

Note that items labeled "Submit" will show up in the Canvas Calendar. All "Submit" items are due by 11:59pm (PDT/PST) on the date they are due. All other items are not assigned on a specific date, so you'll want to add them to your personal Canvas Calendar or to-do list.

Week 1 – September 23-27
Module 0 – Introductory Module
- Review: Introductory Module on Canvas
- Submit: Module Navigation Quiz – September 23
- Submit: Canvas Notification Assignment – September 23
- Submit: Canvas Headshot Assignment – September 23
- Submit: Introductory Kahoot! – September 23
- Submit: Introductory Module Quiz – September 26
- Submit: Introductory Reflect and Connect Discussion – September 27 – This cannot be late!

Week 2 – September 30-October 4
Module 1 – The Sociological Perspective
- Submit: Module 1 Kahoot! – September 30
- Read: *The Forest and the Trees and the One Thing*
- Read: *Sociological Curiosity*
- Watch: Lecture Videos
- Submit: Module Notes – October 2
- Submit: Module 1 Quiz – October 3
- Submit: Reflect and Connect Discussion – October 4

Week 3 – October 7-11
Module 2 – Cultural Sociology
- Submit: Module 2 Kahoot! – October 7
- Read: *Symbols, Ideas, and the Stuff of Life*
- Read: *Ritual and Renewal*
- Watch: Lecture Videos
- Submit: Module Notes – October 9
- Submit: Module 2 Quiz – October 10
- Submit: Reflect and Connect Discussion – October 11
- (Optional) Submit: Course Feedback Survey – October 11

Week 4 – October 14-18

Module 3 – Social Structures and Socialization

- Submit: Module 3 Kahoot! – October 14
- Read: *The Structures of Social Life*
- Read: *Nazi Doctors at Auschwitz*
- Watch: Lecture Videos
- Submit: Module Notes – October 16
- Submit: Module 3 Quiz – October 17
- Submit: Self-Assessment Survey #1 – October 18
- Submit: Reflect and Connect Discussion – October 18
- Submit: Discussion Content – Modules 1-3 to TurnitIn – October 18

Week 5 – October 21-25

Module 4 – Social Interaction and the Self

- Submit: Module 4 Kahoot! – October 21
- Read: *Us, It, and Social Interaction*
- Read: *The Presentation of Self in Everyday Life*
- Watch: Lecture Videos
- Submit: Module Notes – October 23
- Submit: Module 4 Quiz – October 24
- Submit: Reflect and Connect Discussion – October 25

Week 6 – October 28-November 1

Module 5 – Deviance and Crime

- Submit: Module 5 Kahoot! – October 28
- Read: *The Functions of Crime*
- Read: *The Medicalization of Deviance*
- Watch: Lecture Videos
- Submit: Module Notes – October 30
- Submit: Module 5 Quiz – October 31
- Submit: Reflect and Connect Discussion – November 1
- Submit: Discussion Content – Modules 4-5 to TurnitIn – November 1

Week 7 – November 4-8

Module 6 – Sociological Methods

- Submit: Module 6 Kahoot! – November 4
- Read: *Human Inquiry and Science*
- Read: *Qualitative Content Analysis*
- Watch: Lecture Videos
- Review: Course Project Overview
- Submit: Module Notes – November 6
- Submit: Module 6 Quiz – November 7

- Submit: Self-Assessment Survey #2 – November 8
- Submit: Course Project – Part 1 – Practice Descriptive Stats – November 8

Week 8 – November 11-15 (Veteran's Holiday)

Module 7 – The Social Construction of Gender

- Submit: Module 7 Kahoot! – November 12
- Read: *The Social Construction of Gender*
- Read: *Guyland*
- Read: *The Gender Revolution on Greek Row*
- Watch: Lecture Videos
- Submit: Module Notes – November 13
- Submit: Module 7 Quiz – November 14

Week 9 – November 18-22

Module 8 – Sociology of Media

- Submit: Module 8 Kahoot! – November 18
- Watch: *Killing Us Softly 4*
- Read: *Gender Commercials*
- Read: *Becoming the Man You Always Wanted to Be*
- Watch: Lecture Videos
- Submit: Module Notes – November 20
- Submit: Module 8 Quiz – November 21
- Submit: Course Project – Part 2 – Overview Survey – November 22

Week 10 – November 25-29 (Thanksgiving Holiday)

Module 9 – Sexuality

- Submit: Course Project – Part 3 – Datasheet Preview – November 25
- Submit: Module 9 Kahoot! – November 25
- Read: *Gendered Sexuality in Young Adulthood – Double Binds and Flawed Options*
- Read: *After Experiences of Unwanted Sex, Queer Women See Men as "Stupid"*
- Read: *Social Pressure to Appear Masculine Leads Straight Men to have Unwanted Sex*
- Watch: Lecture Videos
- Submit: Module Notes – November 26
- Submit: Module 9 Quiz – November 27
- Submit: Self-Assessment Survey #3 – November 27

Week 11 – December 2-December 6

Module 10 – The Social Construction of Race and Racism

- Submit: Course Project Part 4 – Data Collection & Analysis – December 2
- Submit: Module 10 Kahoot! – December 2
- Read: *The Souls of Black Folks*
- Read: *Color-Blind Privilege*

- Watch: Lecture Videos
- Submit: Module Notes – December 4
- Submit: Module 10 Quiz – December 5
- (Optional) Submit: End-of-Semester Course Survey – December 6

Finals Week

- Submit: Course Project – Part 5 - Research Presentation Discussion and Replies – December 11