



Reedley College
Humanities, Social Sciences, Fine Arts, & Library Division
Department of Sociology



COURSE: CRITICAL THINKING ABOUT SOCIAL PROBLEMS

COURSE #/UNITS: SOC 1B–3 units (56151)–Spring 2021

DATES/TIME: Wednesdays, 8:00 – 9:20 p.m.

INSTRUCTOR: Dr. Matthew Ari Jendian

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ADVISORY:

- SOC 1A and ENGL 1A/1AH Recommended

CATALOG DESCRIPTION:

This course will discuss contemporary social problems in society. The course reviews various explanation of causes, consequences and possible solutions for contemporary sociological issues using theoretical perspectives. The course applies critical thinking skills using inductive and deductive reasoning to analyze and discuss the issues while strengthening social awareness.

COURSE OVERVIEW:

The focus of this course is critical thinking, not social problems or social issues—the issues are the vehicle for teaching critical thinking. Critical thinking is an important component of sociology. “To understand social life, we must understand the intersection between biography and history.” The **sociological imagination**—a term coined by C. Wright Mills (1959)—requires us to step back, to ask questions, to identify and examine unstated assumptions, and to evaluate evidence.

Through reading, writing, lecture, activities, videos, discussion, and service to our community, this course applies a **sociological perspective** in examining social issues from everyday life. Sociology provides individuals with tools to understand their own lives in relation to larger social forces. Together we will critically analyze social problems and consider ways we might act to address various social problems in our society.

REQUIRED MATERIALS: (This course uses NO COST/FREE digital course materials)

- *Social Problems: Continuity and Change*. 2016. Minneapolis, MN: University of Minnesota Libraries Publishing. ISBN 13: 9781946135230. Accessible here: <https://open.umn.edu/opentextbooks/textbooks/141>
- An email account & online access (including use of the campus' Learning Management System, LMS-Canvas)

RECOMMENDED MATERIALS:

- Berger, Peter L. 1963. *Invitation to Sociology: A Humanistic Perspective*. Garden City, NY: Doubleday.
- Mills, C. Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press.
- ASA Style Guide, 4th edition (American Sociological Association 2010)
<https://www.asanet.org/teaching-learning/undergraduate-student-resources>
http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Demonstrate an understanding of major social problems concerning the United States.
2. Place local, regional, and national social problems in a global context.
3. Identify and distinguish between causes and consequences of social problems.
4. Analyze social problems using sociological approaches and concepts.
5. Analyze and interpret qualitative and quantitative information about social problems.
6. Identify and evaluate policies that address social problems and assess the policies' impact on society.

STUDENT LEARNING OUTCOMES (SLOs):

This course has been designed to provide you, the student, with the opportunity to:

1. Identify, define, and apply the elements of critical thinking.
2. Evaluate social problems from both microsociological & macrosociological perspectives and discuss which perspectives are most useful under different conditions.
3. Support a position regarding a social problem using logical argument and evidence.

DROP POLICY:

If you do not complete the "Sociology vs. Common Sense Survey" and the "FLIPGRID Introduction" assignment on Canvas by the due date and do NOT notify the instructor in advance, you will be administratively dropped from the course. After the first week, if you have not completed the required assignments (without having notified the instructor), you may be administratively dropped from the course.

COURSE REQUIREMENTS:

PARTICIPATION & QUIZZES:

- A. ONLINE SESSION ATTENDANCE/LECTURE HIGHLIGHTS (34 points). All students are expected to attend synchronous online class sessions held via ZOOM, and everyone is expected to login with their cameras turned on for the start of class (if this is an issue for you, please email me in advance of class). At the end of each session, each student will submit an "exit ticket" to receive credit. If you are absent, you are expected to watch the recorded ZOOM class session uploaded on Canvas within 24 hours, post a 100-word highlight on something specific from the lecture, and respond to at least one peer in at least 50 words (in order to earn partial credit [up to 88%]). Visitors are welcome to attend class sessions, but they must be introduced to the professor prior to the beginning of the class session.
- B. PARTICIPATION (25 points). VERY IMPORTANT! All students are expected to introduce themselves via FLIPGRID, REGULARLY (at least twice weekly) check campus email, log into Canvas, and submit assignments on Canvas on time. Even in an online environment, we can create an exciting and lively classroom and it depends upon you keeping up with the readings, asking questions you have about the readings and material discussed, and sharing your own experiences, as they are relevant to our discussions of different topics. Together, we need to promote an atmosphere conducive to learning and understanding. This includes maintaining respect for the ideas and experiences of everyone.
- C. KAHOOT ONLINE GAME (36 points, including the "Sociology vs. Common Sense Survey"). Please download the Kahoot app or be able to use a device to login at www.kahoot.it. It is important to **login with your roster name** in order to receive credit for participating in Kahoot (top 3 scorers each week will earn 1 point extra credit, up to 5 points max).

- D. READING CHECKS (120 points). To assess your understanding of each week's assigned reading, students will complete a brief quiz on Canvas. Each Reading Check is worth 10 points (only your top 12 scores will count; 4 points extra credit if ALL 16 Reading Checks completed). Each quiz will consist of usually five "multiple-choice," "true-false," and/or "fill-in-the-blank" questions on the assigned readings. When a Reading Check becomes available on Canvas, you must complete it **prior to** the day and time specified; otherwise, you will receive zero points. Each question will appear one at a time, and you may NOT go back after you have submitted your answer for a particular question. You have 15-20 minutes to complete a reading check, and you MUST complete the reading check the FIRST TIME you log on (no exceptions).
- E. CANVAS DISCUSSIONS (120 points). To assess your application of the ideas and concepts from the assigned readings, you will participate in a weekly online discussion board (only your top 12 scores count; 4 points extra credit if ALL 16 Canvas Discussions completed). Students are required to watch the assigned video related to the social issue under investigation and post answers to guided questions, generate a thought-provoking open-ended question about what they saw, and respond to one or more of their peers' posts. The scoring of individual posts is based on two main criteria: **Presentation**: the clarity and presentation of a post are highly correlated to the quality of posts and the value they bring to the learning community. **Effort**: since many of the questions are open-ended and do not have a single right answer, a well-documented, well-articulated and well-supported response is far more valuable than one that it simply provides a cut-and-dry answer. The effort is graded by studying whether the writer gave the most straightforward answer to the question, or if they added new and unique value to the community by explaining their argument fully, sharing a story, and/or including a link to a video or an image to illustrate the point.

SERVICE-LEARNING COMPONENT:

- F. SERVICE-LEARNING PROJECT. In this class, we discuss various social problems facing and the importance of civic engagement to address those issues and strengthen civil society, where people act in their own interests as well as for the common good. Service-learning is a method where students learn by active participation in organized service that addresses community needs and is linked to academic study through structured reflection. To complement your classroom learning, each student will participate in a minimum of 15 hours of service to the community (about 1 hour per week arranged at your convenience). A "Service-learning Plan" (5 points), an introductory reading, and a "Service-Learning Log" form & "Service-learning Evaluation/ Verification" form (submitted upon completion of your hours; 10 points). The service-learning activity will provide you with a broader understanding of sociological theories, social issues, community needs, and your personal opinions. It may also aid in building professional contacts and job skills.

COMMUNITY PARTNER ORGANIZATIONS (Choosing a "Service-Learning Site"):
Typically, there are literally hundreds of possible organizations with which a student can partner to meet the service-learning requirement. Due to the COVID-19 pandemic, **we are focusing on VIRTUAL service opportunities**. Each student will create an account at <https://www.volunteermatch.org> to search for opportunities. Sample organizations include but are not limited to [Community HousingWorks](#) and [Koreatown Youth & Community Center](#) (Tutoring), [Tulare County Free Library](#) (Adult Tutoring), [Jewish Home for the Aging of Orange County](#), [Housing Rights Center](#) (Housing Discrimination Tester), [Salinas Public Library System](#) (Citizenship Support & Bridge the Digital Divide), [California Prison Focus](#) (Music Video Editing), [The Eight](#) (Check Your Risk Diabetes Awareness Team), [Good Dog! Service Canines](#) (Puppy Raiser, 12-month commitment), [DoSomething.org](#) (No-sew Masks & Senior Homies), [Habitat for Humanity Fresno/Madera](#), [Habitat for Humanity Tulare/Kings](#), [American Red Cross of Central California](#), [Central California Community Food Bank](#)

(Groceries2Go), [Listos@The Fresno Center](#), and [The kNOw Youth Media](#) (Mentoring). These organizations are able to accommodate a variety of schedules (more details discussed during our virtual class session). All service-learning projects are subject to instructor approval. Feel free to inquire with me, if you have any questions.

PLEASE NOTE: A few types of service activities are NOT eligible for credit. These include, but are not limited to: work for a private, for-profit company; work for an animal shelter; work for a church; work for a political candidate/campaign (you may work for an elected official, but cannot work on any type of campaign/election effort). ALSO, you may NOT use hours that you have volunteered prior to enrolling in this sociology course or are using for credit in for another class or in a sorority/fraternity.

PAPERS:

- G. SERVICE-LEARNING REFLECTION PRÉCIS** (120 POINTS). This 750-900 word* "Service-Learning" précis relates your experiential learning of community service and civic engagement to the course content. Separate instructions are on Canvas.
- H. "REFLECTION PRÉCIS" (100 points). A "reflection précis" is, literally, a written summary of the ideas discussed combined with your own personal reflection. These reflections follow a three-part structure. In Part 1, summarize key concepts about the topic (refer to readings, authors, and discussions explicitly). For Part 1, write the summary for someone who had not heard lectures nor read the chapters. In Part 2, reflect & critically react to some ideas discussed in Part 1. In Part 3, single out the most important or interesting thing & relate how this has impacted your thoughts & behaviors about a particular issue. See "Reflection Précis" format guide & refer to attached sample précis. Each reflection précis, worth 25 points, is 300-500 words*, typed, double-spaced & will cover 1-2 chapters (of your choosing) for each of the first 3 Units (25 more points assigned based on the average score &/or improvement). Students are required to post the assignment—proofread by Grammarly or PaperRater—as an attachment (.doc, .docx., .pdf, .rtf) on Canvas by the due date.
- I. CULMINATION PAPER (50 points). This MANDATORY** paper (400-600 words*) is a reflection and celebration of what you have learned from the class and is due on the day of the Final. Pick some of the more interesting, important, and helpful things you learned about sociology and reflect on the following questions: Has your understanding of yourself, others, or society been enhanced? Have you changed any of your thinking or behavior because of this class? Has your interaction with others been altered? What were the most important, meaningful, or helpful parts of this class? What aspects of the course meant the most or stretched your mind the most? Explain why these phenomena are interesting, important, or helpful to you. Is there something you think that you will take with you and have in your life a year from now? Five or more years from now? How will this impact your life? Will your relationships with others or with the community and larger society be different? Has the way you feel about yourself now changed from how you felt before this class? If so, how? What do you wish for yourself, for your fellow classmates, for your society? These personal reflections are an important part of who you are.

FINAL EXAM:

- J. FINAL (100 points). The Final includes two MANDATORY** components: 1) comprehensive final exam covering the main topics discussed during the semester (75 points) and 2) a 3-minute FLIPGRID narrative video highlighting the most important thing you learned (25 points).

***WORD LIMITS ARE STRICTLY ENFORCED & POINT DEDUCTIONS APPLY IF YOU ARE OVER OR UNDER!**

****MANDATORY means an A/B course grade is not possible without submitting the assignment.**

ALL ASSIGNMENTS MUST BE SUBMITTED ON CANVAS (do NOT send via email)

ASSIGNMENTS MAY NOT BE ACCEPTED AFTER THE AVAILABLE UNTIL DATE ON CANVAS.¹

¹ I encourage each of you to contact me if you have concerns about the course or your work.
Please don't hesitate to inform me of extreme emergencies.

GRADING:

Percentage of total grade	Assignment	Points possible
18.8%	Service-Learning Component [^]	135 points**
16.6%	Reading Checks (top 12 scores at 10 points each)	120 points
16.6%	Canvas Discussion Boards (top 12 scores at 10 points each)	120 points
13.8%	Reflection Précis (3 scores at 25 pts ea. + average score/improvement)	100 points
13.8%	FINAL (EXAM + FLIPGRID Narrative Video)	100 points**
6.9%	Culmination Paper	50 points**
5.0%	Kahoot Online Game for each Chapter & Common Sense Quiz	36 points
4.7%	Zoom Lecture/Discussion Attendance/Highlights	34 points
3.5%	Participation (i.e., networking, asks & responds to questions)	25 points

[^]S-L Plan (5 pts.); S-L Reflection Précis (120 pts.); S-L Log & Evaluation/Verification Forms (10 pts.)

**=MANDATORY (an A or B course grade is not possible without submitting the assignment)

720 total points are possible in this course. Grades follow the standard scale & will NOT be curved.

A=720 – 648 points; B=647.5 – 576 points; C=575.5 – 504 points; D=503.5 – 432 points; F=0 – 431.5 points

Up to 15 points of extra credit available by completing ALL Reading Checks (+4), ALL Canvas Discussion Boards (+4), and finishing in the TOP 3 scores for Kahoot (+1, up to five times).

I want students to be aware of the grade symbols. Many people devalue the symbols and distort their meaning. The grade descriptions are presented below with the differences from an A, B, C, & D noted in CAPS.

A (90-100%) — EXCELLENT. Performance of the student has demonstrated the HIGHEST level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a VERY HIGH degree of intellectual initiative.

B (80-89.9%) — VERY GOOD to GOOD. Performance of the student has demonstrated a HIGH level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a HIGH degree of intellectual initiative.

C (70-79.9%) — FAIR. Performance of the student has demonstrated a SATISFACTORY level of competence, showing AN ADEQUATE LEVEL OF UNDERSTANDING of course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

D (60-69.9%) — BARELY PASSING. Performance of the student has BEEN LESS THAN SATISFACTORY, showing INADEQUACY IN MEETING BASIC course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

F (<60%) — NOT PASSING. Fails to meet course objectives. Work at this level does not meet requirements for credit towards a degree.

CAUTION:

"People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in Sunday School, who like the safety of the rules and maxims of what Alfred Schutz has called 'the world-taken-for-granted,' should stay away from sociology." (Peter Berger, *Invitation to Sociology*, 1963:24)

POLICY STATEMENTS:

Students with Disabilities: Fresno City College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic accommodations or auxiliary aids, students must be registered with the DSP&S Office on campus. DSP&S can be reached at 559-442-8237 and is located in Building 1. If you are already registered with the DSP&S Office, please provide your Notice of Accommodation form to your instructor as soon as possible.

Student Conduct Standards: Students are expected to conduct themselves as responsible citizens whenever they are on the campus or representing Fresno City College in any activity. The Board of Trustees has adopted specific rules and regulations governing student behavior along with applicable penalties for violations. The student conduct standards and discipline policy is available at this link: [Board Policy No. 5500](#).

Academic Honesty Policy, Cheating, & Plagiarism: "Academic integrity is the foundation of an academic community." Academic misconduct includes, but is not limited to cheating, fabrication, plagiarism, altering graded exams for additional credit, having another person take an examination for you, or facilitating academic dishonesty or as further specified in campus regulations.

Cheating is the unauthorized use of information or study guides in any academic exercise. Cheating includes: copying from others during an examination; sharing answers for a take-home examination; notes without permission during an examination; taking an examination for another student; asking or allowing another student to take an examination for you; tampering with an examination after it has been corrected, then returning it for more credit than deserved; submitting substantial portions of the same academic work for credit in more than one course without consulting the second instructor; preparing answers or writing notes in a blue book before an examination; and allowing others to do the research and writing of an assigned paper (for example, using a commercial term paper service or downloading a paper from the internet).

Plagiarism refers to the use of another's ideas or words without proper attribution or credit. An author's work is his/her property and should be respected by documentation. Credit must be given: for every direct quotation; when a work is paraphrased or summarized in whole or in part in your own words; and for information which is not common knowledge.

Collusion is when any student knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism. Students who collude are subject to discipline for academic dishonesty. No distinction is made between those who cheat and plagiarize and those who willingly facilitate its occurrence.

Individuals found responsible for violating campus policies or regulations regarding academic honesty may receive one or more of the following sanctions: Warning, Disciplinary Probation, Loss of Privileges and Exclusion from Activities, Suspension, and/or Dismissal from the College.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).

Course web sites (e.g., Canvas) and ZOOM sessions contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site or video recordings may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

CLASSROOM ETIQUETTE: This is a running list to which we may add.

1. Class sessions will be held via ZOOM—a VIDEO and AUDIO Conferencing software that allows participants to see and hear each other. Please log into ZOOM with your full roster name and your video on (FYI, the sessions will be recorded to be uploaded on Canvas); thus, please be "presentable" and have a neutral background--i.e., nothing offensive visible. Students will be able to see the Powerpoint slides, hear me and each other talk (I'm going to ask that you MUTE your microphone until you are called on to speak), participate in interactive discussion via breakout rooms, and also ask/answer questions in the chat box. Class begins and ends promptly at the designated time, and there will be an "exit ticket" for each session. If you have an extra-ordinary reason to leave the session early, please let me know prior to class. And, while I appreciate your courtesy to explain why you are late or why you missed class or why you have to leave early, please understand that the tardy/absence/early exit still counts. To receive full credit in the LIVE sessions, students are expected to be present for the entirety of the designated class time, and there will be an "exit ticket" for each session. All sessions will be recorded and posted to Canvas. If you are unable to be present for the LIVE session, you are required to watch the recorded session and post a "LECTURE HIGHLIGHT" to earn partial credit (up to 88%).
2. Turning in assignments with errors I have corrected on earlier assignments. When I give feedback (and I try to give a lot), I expect you to take note of my comments and incorporate them into your future assignments.
3. Disruptive Behavior. I encourage students to participate in the online ZOOM class sessions both by unmuting themselves and participating orally as well as by entering comments or questions in the CHAT box. Feel free to speak your mind or relate your position to the class WHEN you are called upon to share. "The classroom—whether it's in a physical classroom or a virtual online classroom—is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the classroom."

MY STATEMENT ON TEACHING AND LEARNING:

“Education = A Drawing Forth”

I have a strong personal commitment to education. My philosophy of education is based on the word “educate,” derived from the Latin *educare*, meaning “to draw forth.” One of the definitions of “educate” is: “To develop the innate capacities of, especially by schooling or instruction.” This orientation influences my pedagogical style—how I lecture by posing questions for students to consider and respond, how I moderate discussion during interactive class sessions (virtual or in-person), my emphasis on active and engaged learning strategies, the assignments I create, and my method of assessing and evaluating student learning. Education, literally “a drawing forth,” implies not so much the communication of knowledge as the discipline of the intellect and the establishment of principles.” While I do recognize we must instruct our students in the “body of knowledge” within the discipline of sociology, I also see students as possessing a wealth of personal experience that, if tapped into and connected to the “body of knowledge,” is a potential source of “deeper” and, ultimately, longer-lasting learning. Hence, in addition to imparting knowledge and information to our students while they “upload” and take notes, university faculty must also, in my opinion, allow time for students to “download” information and reflect how they have seen various sociological theories or concepts operating in their lives and the world around them. Applying my philosophy of education to the lecture means using active learning strategies to get students to think critically about how their lived experiences can be understood by the concepts and theories developed in sociology. For example, I make use of “free writing” at different times during class discussions, engage students in “service-learning,” utilize “break-outs” or “pair and share” to allow for oral exchanges regarding assigned readings and topics discussed, and pause after asking questions to allow students the time to think about how they might respond (and, even then, I ask how many people have a response before calling on students to respond).

“Students don’t care to learn until they learn you care.”

Furthermore, to get students to share their knowledge with the rest of the class, a professor must demonstrate respect, care, and concern for the students and honor their contributions to the classroom discussion. Even when a “wrong” answer is given or when the application is incorrect, the professor can respond in a way that shows appreciation for the student’s willingness to share and, perhaps, the professor can make the “right” connection to illustrate a different sociological construct or theory without shaming the student and stunting the willingness of others to share in the future. Also, in presenting lecture material, I always attempt to use relevant examples with which students are able to identify. Without something concrete, the constructs remain abstract and students are disconnected from the concepts.

“Assessing Student Learning through Reflection and Encouraging Deep Thinking”

I gauge my success by the amount of student learning taking place, by the number of “aha” experiences students have. I measure or assess that learning by having students write. I try to avoid relying on multiple-choice or true-false tests, because I do not believe these methods adequately represent what the student knows or has learned. In an essay format, not only do students get the opportunity to work on and improve their written communication skills (one of the most important abilities), but they also have a chance to “process” the ideas and express what they have learned. Also, in my essay instructions, in addition to having students “regurgitate” or describe the theories or concepts we have read about and discussed, I often require that students personally reflect on those ideas and attempt to connect those constructs to their lived experience. While grading written responses may not be as convenient and easy as using a scantron, I feel the time is well worth it, and I always attempt to give the students plenty of feedback, not only about what they are doing incorrectly, but also what they are doing well.

I derive immense satisfaction from seeing students develop new awareness, increase their knowledge, expand their social network, and improve their skills. Delivering an inspiring lecture, moderating an edifying discussion, and assisting students in their academic and career planning are personally gratifying. I am committed to remaining approachable and accessible to my students. Personal experience with thousands of students has convinced me that the advisor/mentor role is an invaluable one, and I prioritize that role. I have a passion for teaching, decades of classroom experience, and excellent success, judging from my peer and student evaluations.

SOC1B TOPICS AND READINGS SYLLABUS*

Date	ASSIGNED TOPIC & READING	ASSIGNMENT DUE
Week 1 - 1/13	UNIT I: Critical Thinking & Social Problems Introduction to Sociology & this course	Sociology vs. Common Sense Survey Flipgrid Introduction Video
Week 2 - 1/20	What is Critical Thinking?	Reading Check Kahoot Discussion
Week 3 - 1/27	Chapter 1. Understanding Social Problems	1/22 – Last day to drop (refund) Reading Check Kahoot Discussion
	UNIT I: Reflection Precis 1 (DUE 2/2)	1/31 – LAST DAY to add/drop w/out a W
Week 4 - 2/3	Unit II: Social Institutions Politics: American Democracy in Crisis	Service-Learning Plan Due Reading Check Kahoot Discussion
Week 5 - 2/10	Chapter 12. Work & The Economy	Reading Check Kahoot Discussion
Week 6 - 2/17	Chapter 10. The Changing Family	Reading Check Kahoot Discussion
Week 7 - 2/24	Chapter 11. Schools & Education	Reading Check Kahoot Discussion
Week 8 - 3/3	Chapter 13. Health & Health Care	Reading Check Kahoot Discussion
	UNIT II: Reflection Precis 2 (DUE 3/9)	
Week 9 - 3/10	UNIT III: Inequality Chapter 2. Poverty	3/12: Last day to drop w/ W & no grade Reading Check Kahoot Discussion
Week 10 - 3/17	Chapter 3: Racial & Ethnic Inequality	Reading Check Kahoot Discussion
Week 11 - 3/24	Chapter 4: Gender Inequality	Reading Check Kahoot Discussion
3/29 – 4/4	SPRING BREAK	
Week 12 - 4/7	Chapter 5: Sexual Orientation & Inequality	Reading Check Kahoot Discussion
	UNIT III: Reflection Precis 3 (DUE 4/13)	
Week 13 - 4/14	Unit IV: Deviance Chapter 7: Alcohol & Other Drugs	Reading Check Kahoot Discussion
Week 14 - 4/21	Chapter 8: Crime & Criminal Justice	Reading Check Kahoot Discussion
	Service-Learning Reflection Precis (DUE 4/27)	
Week 15 - 4/28	Unit V: Life and Death Chapter 15. Population & Environment	S-L Log/Verification Forms Due Reading Check Kahoot Discussion
Week 16 - 5/5	Chapter 16. War & Terrorism	Reading Check Kahoot Discussion
Week 17 - 5/12	Fixing the Future (Reading & Documentary)	Reading Check Kahoot Discussion
FINALS - 5/19	FINAL EXAM	Culmination Paper & FLIPGRID Video DUE 5/17

*Syllabus is tentative & subject to change.