

Introduction to Sociology
SOC-S100.12060, Spring 2017
TTh 11:15-12:30pm
MY 130

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Course Description

The theme of this class is listen and learn. Each week, we will use episodes of popular podcasts like *This American Life*, *Hidden Brain*, and *The Sparkful* to explore sociological theories and concepts. We will also learn how sociologists observe, analyze, and improve the world around them and complete hands-on projects aimed at putting those skills into action. Specific topics will include culture and socialization, deviance and social norms, institutions (e.g., family, education, work, politics), power and inequality (by class, race, gender, and sexual orientation), social problems, social movements, and social change.

Course Objectives

By the end of the course, you will be able to:

1. Read, write, and think sociologically.
2. Think critically, creating your own informed perspective on social structure and human agency, with the capability to support your arguments.
3. Discern the patterns, rules, and logic that undergird a social system and the consequences of these for those who are part of such systems.
4. Learn basic sociological concepts and how to use them in everyday life, including ideas that will be elaborated on in additional sociological courses.

Course Materials

Students are expected to complete all assigned readings and listen to all assigned podcasts. These reading/listening assignments must be completed before class. That means that if a book chapter and a podcast are listed for Class 3 on January 17th, they must be completed before class on January 17th. Completing the required reading/listening before class will ensure that students are prepared for in-class discussions and activities and for any unannounced quizzes.

Reading Materials

In this class, reading assignments will be used to introduce students to sociological theories, concepts, and evidence. Students are expected to read all assigned readings and come to class prepared to discuss those readings and their connections to assigned podcasts and in-class activities. Most readings will come from the textbook. Any additional assigned readings will be posted as PDFs on Canvas.

- *What books do I need for the class?*

The required textbook for this course is Dalton Conley's (2015) *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. 4th Edition. New York: Norton.

- *Where can I find the book for this class?*

The required textbook is available from the IU bookstore. It can also be purchased/rented online (e.g., from Amazon.com). If you choose to purchase an older edition, you are responsible for ensuring that you read the correct pages.

Listening Materials

In this class, podcasts will be used to illustrate key sociological concepts. Students are expected to listen to (or read transcripts of) all assigned podcasts and come to class prepared to discuss their connections to the assigned readings. Links to podcast audio (and written transcripts) can be found on Canvas or in the syllabus.

- *How do I listen to audio files?*

Students may listen to podcast audio using any device of their choosing (smart phone, tablet, laptop, etc.). Students may download the podcasts or stream them from the web. Taking notes is encouraged. Links to podcast audio can be found on Canvas or under the Course Schedule section of the syllabus. (There will usually be a “play” button on the side and/or an option to download the audio file). Students may also use a podcast app to listen to the required podcasts, but they will be responsible for locating the correct podcast on their own.

- *What if I cannot listen to audio files?*

Hearing-impaired students and students who are unable to listen to audio files can read the transcripts of the podcasts, instead. Full transcripts for the assigned podcasts can be found using the links in the Course Schedule section of the syllabus and on Canvas.

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system to verify attendance and complete in-class polls. Top Hat allows students to submit answers to in-class questions using smartphones, tablets, laptops, or through text message.

An email invitation will be sent to you by email, but if you don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/661494>

Note: our Course Join Code is **661494**

You will need to create a Top Hat account that is linked to your IU account. That can be done by following the instructions here: <https://success.tophat.com/s/article/Indiana-University-Single-Sign-On-Account-Setup>

Note: When creating accounts, students must be sure to correctly enter their student IDs (i.e., jcalarco).

Top Hat will require a paid subscription. IU students receive a discount off of the normal Top Hat price. The cost for a license is \$20/semester, \$30/year, or \$55/lifetime.

Students who experience difficulties accessing, registering for, or using Top Hat should contact the support team by email (support@tophat.com), by using the in app support button, by calling 1.888.663.5491, or by using the support forums: <https://success.tophat.com/s/> The instructor is unable to assist with technical difficulties related to Top Hat.

- *How do I participate in Top Hat polls?*

At the start of each class, the professor will open a Top Hat session with instructions for participation. Students must log in to Top Hat and follow the instructions. Attendance polls will close 5 minutes after class starts.

- *What if I don't have a device that can be used with Top Hat?*

Top Hat can be used with any internet-enabled device (smart phone, laptop, tablet, etc.). Students can also submit answers via text message/SMS. Students who do not have one of these devices must inform the instructor during the first week of class to make alternate arrangements.

- *What if I forget my phone/laptop/tablet?*

Students are expected to bring devices to class every class period. Students who forget their devices or fail to register their accounts correctly will not receive credit for their attendance or poll answers that day.

Course Requirements

Attendance

Students are expected to attend class regularly. Attendance will be taken each class period using the Top Hat (see above). Attendance is worth 100 points. Students can miss up to 3 classes with no grade penalty. Each additional absence will result in a loss of 5 points from the attendance grade. Excused absences will only be granted for religious observances, for required attendance at university-sponsored events, and for job interviews or graduate school visits. Students seeking excused absences must submit documentation (in person or via email to the GA) at least 24 hours prior to the class that will be missed.

Participation

Students are expected to be active listeners and active participants in class discussions and activities. Participation is worth 200 points. Participation grades will be based on the completion of in-class polls and written reflections about in-class activities. In-class polls must be completed using Top Hat. Written reflections about in-class activities must be submitted through Canvas.

- *How will participation grades be calculated?*

Over the course of the semester, there will be at least 60 in-class polls. Completion of each poll will be worth 2 points. Only the top 50 polls will be counted in students' participation grades.

Over the course of the semester, students will be asked to complete 10 in-class writing assignment in which they reflect on in-class activities. Writing assignments must be submitted through Canvas. Students are responsible for ensuring that their submission is received. Completion of each reflection assignment is worth 10 points.

Students may also lose participation points if they are found to be disrupting others or engaging in off-task behavior during class (e.g., checking email/Facebook/text messages). The first disruption will result in a warning. Each subsequent disruption will result in a loss of 5 points from the participation grade.

- *What if I miss class? Can I make up the polls or the reflection assignments?*

Students who miss class will not be permitted to make up polls or reflection assignments. Extra polls are built in so that missing up to 3 classes will not adversely affect students' participation grades.

In-Class Quizzes

Students will complete 13 unannounced, in-class quizzes. Quizzes will be based on the assigned reading and listening material. Quizzes must be completed using the Quizzes tool on Canvas. Students will have 10 minutes (and only 10 minutes) to complete the quizzes. Students will be permitted to use notes/textbooks during the quizzes and to consult with other students nearby, but answers must be submitted individually. Each quiz is worth 10 points. Students' 3 lowest quiz scores will be dropped from their final grades.

- *What if I miss class on a quiz day? Can I make up the quiz?*

Students will not be permitted to make up quizzes (this is why the 3 lowest quiz grades will be dropped from students' final grades). Students who miss quizzes because of a religious observance or university-sponsored event will be permitted to complete an alternate assignment, instead, but only if the GA receives notice of the student's absence, via email, at least 24 hours prior to the student's absence.

Midterm Exams

Students will complete 2 in-class midterm exams. Each midterm is worth 200 points.

- *What will be covered on each exam? Are the exams cumulative?*

The first midterm will cover material from Parts I and II of the course. The second midterm will cover material from Parts III and IV of the course. Exams may include questions about aspects of the readings/podcasts that are not discussed in class. Exams may also include questions about class discussions and activities that were not directly related to the readings/podcasts.

- *What is the format of the exams?*

Exams will include ScanTron multiple choice questions (100 points total), a set of short-answer questions (50 points total), and a short essay question (50 points total).

- *Can we use books or notes?*

Students will not be permitted to use books or consult other students during exams. Students may bring and use one (8.5X11") sheet of notes. Notes may be typed or handwritten (front side only) and must be submitted with students' other materials at the end of the exam.

Final Project: The Social Problems Podcast

Students will work in assigned teams of 5 to identify a social problem on campus and create an audio story that informs listeners about that social problem and convinces them to care. Each team member will play an assigned role. Final projects will be worth 200 points, with half of the grade determined by the instructor and half of the grade determined by team ratings of each member's contributions to the project. Final projects must be submitted, via Canvas, by the group's executive producer, by **8:00am** on the due date listed in the course timeline below. Rating forms for group members' contributions must also be completed by all group members and submitted, via Canvas, by **8:00am** on the due date listed in the course timeline below. Late projects will not be accepted.

- *What counts as a social problem?*

For our purposes, a social problem is an issue that is or could be perceived as troubling in some way. Possible examples include (but are not limited to) traffic on 10th street, the quality of dining hall food, the prevalence of underage drinking on campus, grade inflation, etc.

- *How will teams and roles be assigned?*

Students will be assigned to "news teams," with each student playing a different role (1 executive producer, one engineer, and three reporters). Students will be asked to submit preference forms ranking their preferred roles and identifying any preferred team members. Preference forms will be completed, via TopHat, in class on **Class 4**. The instructor will then assign teams, taking into account students' preferred roles and team members. Students who do not submit preference forms will be randomly assigned to roles and teams.

- *What does each role involve?*

All team members will work together to identify a social problem and develop the outline of the story.

- Executive Producers will write the story, identify the various types of information/audio that will be needed to tell the story, assign the task of collecting those pieces of information/audio to reporters, review the transcripts of the collected audio, decide if any additional audio is needed, meet with the engineer to discuss how those audio files should be edited and compiled to create the final audio story, meet with the engineer to review the final audio story, and submit the final project once it is complete.

- Reporters take reporting assignments from the executive producer, meet as a group to discuss which reporters will collect which pieces of information/audio, identify sources of information/audio to use in the story, collect the audio required for the story using a digital recording device, create/find any additional audio needed for the story (e.g., introductions, transitions, explanations of facts, background sounds), transcribe the collected audio files, and deliver the audio files and transcripts to the executive producer.
- Engineers will collect audio files and transcripts from the executive producer, meet with the executive producer to discuss how the audio files should be combined and edited, combine and edit the audio files using Adobe Audition (or Audacity), identify any additional audio needed for the story (and inform the executive producer so that they can send follow-up assignments to reporters), meet with the executive producer to review the final audio story and make any final changes to the audio file.
- *How will grades be determined?*
 - Half of the grade (100 points) will be based on the quality of the work submitted. The instructor will evaluate students' audio stories using a rubric that will be provided to students well in advance of the project due date. Projects will be evaluated primarily on their content, with less emphasis on production quality. All group members will receive the same grade for work quality.
 - Half of the grade (100 points) will be based on group members' assessments of their own and their team members' contributions to the project. Group members will have to complete a rating form for themselves and for each other group member. Those ratings will be combined to produce each group member's contribution grade. Each group member will receive a separate grade for their contribution to the project. Group members who do not complete rating forms will receive a 0/100 for their own contribution grade.
- *What if someone doesn't do their job?*

In the real world, coworkers do not always carry their weight. If one or more group members fail to complete their assigned tasks, other group members will have to pick up the slack. That said, hard-working group members will have the opportunity to penalize "slackers" using the rating forms for group member contributions. To avoid these problems, students are strongly encouraged to start the final projects as soon as possible and not leave work for the last minute.

Course Policies

Academic Integrity

Academic dishonesty of any time (including, but not limited to, plagiarism, sharing, copying, or cheating on exams and assignments) will not be tolerated. In accordance with the Indiana University Code of Student Rights, Responsibilities, and Conduct, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. For more information, see: <http://studentaffairs.indiana.edu/ethics-misconduct-legal/index.shtml>

Late Work

All students are expected to submit assignments at the specified time on the appointed day. A 10 point late penalty will immediately apply to any late assignments. An additional penalty of 10 points will apply for each additional 24 hours that pass from the submission deadline. Assignments submitted more than 72 hours after the submission deadline will not be accepted and will receive a grade of 0.

Make-Up Exams

Make-up exams will be given **ONLY IF** the situation meets **ALL** of the following criteria: 1) the student will miss the exam due to truly extraordinary circumstances, 2) the student is able to provide documentation of those circumstances, and 3) the student notifies the professor at least 12 hours in advance of the exam (by email or in person).

Digital Devices

Students are expected to bring a laptop, smart phone, or tablet to every class (except on Exam days). Those devices must be loaded with a registered version of Top Hat (or be able to send text message or access a web browser). Students who forget their devices or fail to register them correctly will receive a 0 for assignments that require digital submissions (e.g., in-class polls, in-class activity reflections, and in-class reading quizzes).

Students should be sure to use the IUSecure network while on campus. IUSecure is free for students to use and it is the fastest and most reliable way to connect to the internet in class. To connect with IUSecure, students must register their devices using their IU login credentials. IUSecure does experience brief interruptions and slow-downs, but these usually last a few seconds to a minute at most. Students experiencing longer technical difficulties should contact UITS Support.

Classroom Etiquette

We will be discussing sensitive issues in this class, including race, class, gender, and politics. Each person comes to the class with a unique background and perspective. I encourage students to draw on those perspectives in class discussions. Please keep in mind that sharing opinions and experiences is a valuable but sometimes uncomfortable experience. Everyone must make the commitment to create an atmosphere of respect for each person's contribution. Varying points of view are welcome and expected. Please be respectful and open-minded when listening to viewpoints different from your own. If you disagree with an argument, criticize the evidence that supports a stance, or the negative implications of a viewpoint, ask questions that challenges certain assumptions, but please do not criticize the individual who holds that view. Lack of courtesy will not be tolerated and may result in a student being asked to leave and counted absent.

Communication

Students who have questions course assignments, course content, course procedures, and course grades should first consult the syllabus. Students whose questions cannot be answered using the syllabus should contact the GA via email (and not through Canvas). GAs will forward the student's email to the professor if they are unable to answer the question.

Students wishing to meet with the professor during office hours should schedule a time using the following web link: <http://jesscalarco.simplybook.me>

Recommendation Letters

Requests for recommendation letters must be submitted via email to the professor at least 30 days before the letter submission deadline. The professor will only consider writing recommendation letters only for students who:

- Attend office hours at least once during the semester in which they are enrolled in the class
- Have at least an A- average in the class at the time of the recommendation letter request

Canvas

All supplemental readings, grades, assignments, attendance rosters, and other course materials will be posted on the course Canvas website (canvas.iu.edu). Reading updates, schedule changes, other announcements will be made through Canvas and Indiana.edu email accounts. Students are responsible for regularly checking both Canvas and email.

Special Needs

In compliance with the Americans with Disabilities Act (ADA), IU seeks to provide reasonable accommodations for qualified individuals with documented disabilities. It is the student's responsibility to inform the instructor and to contact the Disability Student Services Office (812.855.7578; <http://studentaffairs.iub.edu/ds>) about any special learning or study needs related to a documented disability. If you need individual accommodations to meet course objectives, please see the instructor as soon as possible so that we can ensure your full participation in class and a fair assessment of your work.

Religious Observations

In accordance with the Office of the Vice Provost for Faculty and Academic Affairs, students who wish to receive an excused absence from class must submit a request form available at the link below for each day they will be absent. This form must be presented to the course instructor by the end of the second week of the semester. A separate form must be submitted for each day. The form must be signed by the instructor, a copy retained by the instructor, and the original returned to the student. Information about the policy on religious observation can be found [here](#).

Grading

Final grades will be calculated based on the point distribution below.

• Top 10 Reading Quizzes @ 10pts each	100pts
• 2 Midterm Exams @ 200pts each	400pts
• Final Project (Instructor Graded Portion)	100pts
• Final Project (Group Member Ratings)	100pts
• Attendance @ 100pts	100pts
• Top 50 Participation Polls @ 2pts each	100pts
• Top 10 Activity Reflections @ 10pts each	<u>100pts</u>
<u>Total:</u>	1000pts

There are 1000 possible points for the course. Letter grades will be assigned as follows:

980-1000	A+
930-979	A
900-929	A-
880-899	B+
830-879	B
800-829	B-
780-799	C+
730-779	C
700-729	C-
680-699	D+
630-679	D
600-629	D-
599 or Less	F

Course Schedule (Subject to Change)

Part I: The Study of Sociology		
1.10.17	Class 1	Introductions and Expectations
	Read Before Class:	None
	Listen Before Class:	None
1.12.17	Class 2	Thinking Like a Sociologist
	Read Before Class:	Textbook, Chapter 1, pg. 2-28
	Listen Before Class:	This American Life. "Three Miles." http://bit.ly/1GQncYm (13 March 2015)
	Optional Listening:	99 Percent Invisible, "Turf Wars of East New York" http://99percentinvisible.org/episode/turf-wars/ (16 May 2016)
1.17.17	Class 3	Theories of Social Order
	Read Before Class:	Textbook, Chapter 1, pg. 29-41
	Listen Before Class:	Planet Money. 2015. "The Square Deal." http://n.pr/1WDyBn8 (17 April 2015)
1.19.17	Class 4	Consuming Sociological Research
	Read Before Class:	Textbook, Chapter 2, pg. 42-56
	Listen Before Class:	Hidden Brain. "The Scientific Process." http://www.npr.org/2016/05/24/477921050/when-great-minds-think-unlike-inside-sciences-replication-crisis (24 May 2016)
	Optional Listening:	Freakonomics, "Are Payday Loans Really as Evil as People Say?" (6 April 2016) http://freakonomics.com/podcast/payday-loans/
1.24.17	Class 5	Producing Sociological Research
	Read Before Class:	Textbook, Chapter 2, pg. 56-71
	Listen Before Class:	Give Methods a Chance. "C.J. Pascoe on Ethnographic Research." http://bit.ly/29Jirqi (31 January 2016)
Part II: The Individual and Society		
1.26.17	Class 6	Culture and Society
	Read Before Class:	Textbook, Chapter 3, read pg. 72-89; skim section on media
	Listen Before Class:	Sporkful. "Other People's Food Pt. 2: What's 'Poor Peoples Food?'" http://bit.ly/1RpePaY (28 March 2016)
	Optional Listening:	Hidden Brain. "How What Makes You Laugh (And Cringe) Reveals Your Hidden Biases." http://n.pr/1NTJKw8 (8 December 2015) Pop Culture Happy Hour. "Nerd Culture and the Return of Regrettable TV" http://n.pr/1su3UU5 (25 January 2013).
1.31.17	Class 7	Socialization
	Read Before Class:	Textbook, Chapter 4, pg. 112-132
	Listen Before Class:	Stuff Mom Never Told You. "Are There Feminist Role Models in Children's Literature?" http://bit.ly/2aa3NWN (12 May 2010)
	Optional Listening:	Invisibilia. "How to Become Batman." http://www.npr.org/podcasts/510307/invisibilia (22 January 2015). Invisibilia. "The Power of Categories." http://www.npr.org/podcasts/510307/invisibilia (5 February 2015)

2.2.17	Class 8	Social Interactions and Social Media
	Read Before Class:	Textbook, Chapter 4, pg. 132-147
	Listen Before Class:	This American Life. "Captain's Log," Act Two, "Romancing the Phone." http://bit.ly/1uExqv (26 June 2015).
	Optional Listening:	This American Life. "If You Don't Have Anything Nice to Say, SAY IT IN ALL CAPS." http://bit.ly/1CqVHRG (23 January 2015) RadioLab. 2015. "Smile My Ass." http://www.radiolab.org/story/smile-my-ass/ (6 October 2015). Invisibilia. "Our Computers, Ourselves." http://n.pr/1zzHrRm (12 February 2015)
2.7.17	Class 9	Groups, Networks, and Organizations
	Read Before Class:	Textbook, Chapter 5
	Listen Before Class:	StartUp. "Diversity Report" (17 December 2015). http://bit.ly/1RttjHB
	Optional Listening:	StartUp. "Disorg Chart" http://bit.ly/1TKgPHC (7 January 2016) Reply All. 2015. "The Takeover." https://gimletmedia.com/episode/29-the-takeover/
2.9.17	Class 10	Podcasting Crash Course
	Read Before Class:	Instructions for Final Project Group Assignments for Final Project
	Listen Before Class:	StartUp. "The Secret Formula." http://bit.ly/1Nvlg9L (5 November 2015)
2.14.17	Class 11	Social Control and Deviance
	Read Before Class:	Textbook, Chapter 6
	Listen Before Class:	Embedded. "The Police." http://n.pr/2aoQmWF (21 April 2016)
	Optional Listening:	This American Life. "Cops See it Differently, Part One." http://bit.ly/16Fiey7 (6 February 2015) This American Life. "Cops See it Differently, Part Two." http://bit.ly/1DYq2Z0 (13 February 2015) 99 Percent Invisible. "Of Our Own Making: Inmates Redesign Prisons for Rehabilitation." http://bit.ly/1SDiuSo (1 February 2016) The Gist. "Philly, in Black and White" http://slate.me/1vBfx6k (2 July 2014)
2.16.17	Class 12	Exam Review & In-Class Work Session
	Read Before Class:	None
	Listen Before Class:	None
2.21.17	Class 13	Exam 1
	Read Before Class:	None
	Listen Before Class:	None
Part III: Structures of Power and Inequality		
2.23.17	Class 14	Income and Wealth
	Read Before Class:	Giddens et al. 2016. "Stratification, Class, and Inequality," Chapter 8 in <i>Introduction to Sociology</i> . pg. 167-196.
	Listen Before Class:	Radiolab Presents: On the Media: Busted, America's Poverty Myths. http://bit.ly/2iOyvqz (18 January 2017). Transcript see: http://bit.ly/2j6LLqK and http://bit.ly/2j6Rcpl
	Optional Listening:	Planet Money. "The Trouble with the Poverty Line." http://n.pr/2av6Prk (20 September 2013)

2.28.17	Class 15	Social Class and Status
	Read Before Class:	Textbook, Chapter 7 (only pg. 256-261) Calarco, Jessica McCrory. 2014. "Coached for the Classroom." <i>American Sociological Review</i> .
	Listen Before Class:	This American Life. "Back to School." http://bit.ly/S7qReg (14 September 2012)
	Optional Listening:	Cracked. "Why Class in American Isn't Just about Income," http://bit.ly/239lqZZ (28 March 2016)
3.2.17	Class 16	Gender
	Read Before Class:	Textbook, Chapter 8
	Listen Before Class:	Freakonomics. "The True Story of the Gender Pay Gap." http://bit.ly/1Rs87RZ (7 January 2016)
	Optional Listening	Stuff Mom Never Told You, "The Gendered Chef" http://www.stuffmomnevertoldyou.com/podcasts/the-gendered-chef/ (2 November 2015) Hidden Brain. "How Poker Player Annie Duke Used Gender Stereotypes to Win Matches." http://n.pr/1OCY0Zv (28 September 2015)
3.7.17	Class 17	In-Class Work Session Final Project Work Session
3.9.17	Class 18	Ethnicity and Race
	Read Before Class:	Textbook, Chapter 9
	Listen Before Class:	Hidden Brain. "#AirbnbWhileBlack: How Hidden Bias Shapes the Sharing Economy" http://n.pr/1TvtaSR (26 April 2016).
	Optional Listening:	Freakonomics. "How Much Does Your Name Matter?" (8 April 2013). http://bit.ly/1TKfbWB Hidden Brain. "What Does Time Perception Have to Do with Racial Disparities?" http://n.pr/25X832x (12 April 2016)
3.14.17	No Class	Spring Break
3.16.17	No Class	Spring Break
Part IV: Institutions and Inequalities		
3.21.17	Class 19	Government and Politics
	Read Before Class:	Textbook, Chapter 15
	Listen Before Class:	This American Life. "Red State Blue State." http://bit.ly/1TKJY5 (2 November 2012)
	Optional Listening:	Political Gabfest. "The 'I'll Disown You if You Marry a Republican' Edition." http://slate.me/1vu3rM5 (31 October 2014). Reply All. "Quit Already!" https://gimletmedia.com/episode/47-quit-already/ (3 December 2015). Reply All. 2015. "DMV Nation." https://gimletmedia.com/episode/34-dmv-nation/ (6 August 2015)

3.23.17	Class 20	Families and Relationships
	Read Before Class:	Textbook, Chapter 12
	Listen Before Class:	Stuff Mom Never Told You. "Do Kids Need Both a Mother and a Father?" http://bit.ly/1oqxFSQ (10 February 2010).
	Optional Listening:	Hidden Brain. "Aziz Ansari: Talking Modern Love with the 'Master of None.'" http://n.pr/1NkuMxc (17 November 2015).
3.28.17	Class 21	Education
	Read Before Class:	Textbook, Chapter 13
	Listen Before Class:	This American Life. "Is This Working?" http://bit.ly/1t12VJk (17 October 2014)
	Optional Listening:	This American Life. "The Problem We All Live With." http://bit.ly/1SgklyH (31 July 2015). This American Life. "The Problem We All Life With – Part 2." http://bit.ly/1lx2X0V (7 August 2015).
3.30.17	Class 22	Work and the Economy
	Read Before Class:	Textbook, Chapter 14
	Listen Before Class:	All Things considered. "On Your Mark, Give Birth, Go Back to Work." http://n.pr/2cR8Pq8 (4 October 2016)
	Optional Listening:	Stuff Mom Never Told You. "Night Shift Moms." http://bit.ly/1OnM5QA (28 December 2014). This American Life. "Cars." http://bit.ly/1egOKJp (13 December 2013). Planet Money. "Why We Work So Much." http://n.pr/1UieYwy (24 July 2015). Planet Money. "Why Did the Job Cross the Road?" http://n.pr/21AsbE4 (4 May 2016).
4.4.17	Class 23	Health and Healthcare
	Read Before Class:	Textbook, Chapter 11
	Listen Before Class:	This American Life. "More is Less." http://bit.ly/19scYyP (9 October 2009)
	Optional Listening:	This American Life. "Someone Else's Money." http://bit.ly/1NsURaK (16 October 2009).
4.6.17	Class 24	Exam Review and In-Class Work Session
	Read Before Class:	None
	Assignment:	Reporters: bring audio files/transcripts to class In Class: review transcripts; finalize project plan
4.11.17	Class 25	Exam 2
	Read Before Class:	None
	Listen Before Class:	None
Part V: Social Problems and Social Change		
4.13.17	Class 26	The Environment
	Read Before Class:	Textbook, Chapter 17 (pg. 656-677)
	Listen Befosre	Hidden Brain. "Why Our Brains Weren't Made to Deal with Climate Change." http://n.pr/1MFxWxy (19 April 2016)
	Class:	

4.18.17	Class 27	Drugs and "Deaths of Despair"
	Read Before Class:	Monnat, Shannon. 2016. "Deaths of Despair and Support for Trump in the 2016 Presidential Election." Research Brief. Penn State University. (see PDF on Canvas) http://aeese.psu.edu/directory/smm67/Election16.pdf
		McGeal, Chris. 2015. "America's poorest white town: abandoned by coal, swallowed by drugs." (November 12 2015) (see link on Canvas) https://www.theguardian.com/us-news/2015/nov/12/beattyville-kentucky-and-americas-poorest-towns?CMP=share_btn_tw
	Listen Before Class:	NPR. 2017. "The Forces Driving Middle-Aged White People's 'Deaths Of Despair'" (March 23 2017). https://n.pr/2o4rzZv
	Optional Listening:	Embedded. 2016. "The House." (31 March 2016). https://n.pr/1W3KVJ8
		WFIU. "How Heroin Made Its Way From Rural Mexico To Small-Town America" (25 March 2015). https://n.pr/1PijR4a
4.20.17	Class 28	In-Class Work Session
4.25.17	Class 29	Social Movements
	Read Before Class:	Textbook, Chapter 18 (pg. 690-721)
	Listen Before Class:	All Things Considered. "Black Lives Matters Founders Describe 'Paradigm Shift' in the Movement." http://n.pr/2fsGU2N (13 July 2016).
	Optional Listening:	Hidden Brain. "The Psychology of Radicalization: How Terrorist Groups Attract Young Followers." http://n.pr/1PaeW9y (15 December 2015).
4.27.17	Class 30	Social Change
	Read Before Class:	Textbook, Chapter 18 (pg. 722-729)
	Listen Before Class:	Hidden Brain. "The Unintended Consequences of Trying to Fix Traffic." http://n.pr/1ZNeaS2 (3 May 2016)
5.3.17	Final Projects Due	
	Time:	8:00am
	Location:	Canvas
		*executive producers should upload final project
		*all group members must complete and upload group member contribution rating forms