

Teaching Assistant: Rhiannon Miller (she/her)

Office Hours: Fridays 1pm – 2pm and by appointment (<https://JHUBlueJays.zoom.us/j/8360699085>)

Email: rhiannon.miller@jhu.edu

Section: Fridays, 11:00 – 11:50am EST

Zoom: <https://JHUBlueJays.zoom.us/j/98742073053?pwd=bEJHRjdlejBOaDFpNjFKZUI6L3dzdz09>

Section Objectives

Section is a time to discuss readings and lectures from each week. This an opportunity to elaborate on the themes of the course, to apply them to other contexts not discussed in lecture, and to critically examine the readings. Section is also the primary forum in which you may pose questions about the course material.

Class participation is critical to making section worthy of your time. You are expected to have completed all lectures, readings, and assignments for the week *prior* to the beginning of section. Please come prepared to discuss these materials.

Participation

It is difficult to overstate the importance of active participation in section, particularly in a course with asynchronous lectures a year into a global pandemic. Research has consistently shown that students who participate learn more and retain content longer than students who do not. You are expected to come to class ready to engage with me and your fellow students. In addition to improving and reinforcing your own understanding of the material, you will play a vital role in your peers' education.

I understand (and empathize deeply with) those students who do not enjoy or feel comfortable speaking in class. However, I expect that you will try to contribute to our discussions. I care more about the quality than the quantity of your interventions. Indeed, talking too frequently can discourage others from sharing their perspectives. Here are different ways you may participate in section discussions¹:

- *Initiating:* breaking an initial or interim silence by introducing a new idea or topic for group consideration
- *Information seeking:* asking a factual question to clarify context
- *Explanation seeking:* asking a colleague to clarify or elaborate an argument
- *Information giving:* providing relevant factual information
- *Explanation giving:* introducing or clarifying an evidence-based argument
- *Encouraging participation:* engaging someone who has not recently spoken to participate in the discussion or complimenting a colleague for their contribution to discussion
- *Summarizing:* listening attentively to the contributions of others and offering a clear recapitulation of the main points
- *Comparing ideas:* identifying the relationship between two or more ideas and/or suggestions
- *Synthesizing:* combining two or more ideas to create a novel argument

¹ Criteria borrowed from Christopher Consolino

Using Your Camera

Please try to keep your camera on for section. Discussion and community will be better facilitated being able to see each other's faces and (some) non-verbal communication. We are all mixing our domestic lives with our scholarly lives in these times and that's ok. Please do not feel a need to turn your camera off if you have pets/siblings/parents meandering in the background. My family may make guest appearances from time to time too.

Microsoft Teams

Participation may also include being active through Microsoft Teams. This is a forum through which we can all keep in touch with each other during the week. Participation on Teams may include asking or answering questions related to readings and lectures for the week and/or sharing articles, podcasts, or other material that is relevant to the week's themes.

Attendance

Session attendance is required. You are allowed one unexcused absence during the semester. To receive an excused absence, you must email me at least 12 hours before the beginning of section with an explanation for your absence. The cause of the absence must be a reasonable interference with the course. Please contact me to let me know if you have any circumstances that may interfere with your attendance.

Disabilities

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact Student Disability Services (studentdisabilityservices@jhu.edu, 410-516-4720).

Communication

The best way to reach me is through email. If I receive a message from you before 7pm Monday through Thursday, I will send a response to you that day. Messages sent outside of that time frame will receive a response within 24 hours Sunday through Thursday and within 48 hours Friday through Sunday. I will make myself more available on days leading up to exams.

I understand that you are likely balancing your coursework with responsibilities in employment and/or family life. Other obligations need to be managed within reason so that they do not interfere your participation in the course. Please share any barriers to your work and participation with me as soon as they may present themselves. I can't support you if I don't know what's going on.

Email Etiquette

Email in an academic setting is practice for email communication in your future professional life. I expect you to extend the same courtesies to me that you would to your future (or current) colleagues. Please adhere to the following guidelines in our email communications:

- Include a subject line with the format "230.101.09: TOPIC OF YOUR EMAIL" e.g. "230.101.09: Office hours appointment"
- Begin the email with a polite salutation (Dear/Hello/Good Morning/Hi Rhiannon). Please do not begin your email with "Hey." That is a salutation to be used in your personal communications.
- State the purpose of your email in the first sentence or two (I am writing to let you know I have a doctor's appointment next Friday I have several questions about Chapter 5 and would like to schedule a time to discuss them with you.)
- End with a polite valediction (Thanks/Sincerely/Best, YOUR NAME)

Section Plan

Week 1 – Introduction

- Introductions
- Review

Week 2 – Theories of Society

- [New York Times: It's Time for 'They' by Farhad Manjoo. July 10, 2019](#)
- [The Daily: The GameStop Rebellion. February 1, 2021](#)

Week 3 – Research Methods & Culture

- Gender and Society: Review of Promises I Can Keep by Alison J. Pugh, August 2006

Week 4 – Socialization & Gender and Sexuality

- Exam Review

Week 5 – Midterm 1

- No Meeting

Week 6 – Class and Status & Political Sociology

- [The Atlantic: The 9.9 Percent Is the New American Aristocracy by Matthew Stewart. June 2018](#)

Week 7 – Poverty and Inequality

- [New York Times: The Upshot: Some Colleges Have more Students from the Top 1 Percent Than the Bottom 60. January 18, 2017](#)
- [The Daily: A Safety Net for American Children. March 9, 2021](#)

Week 8 – Race and Ethnicity & Immigration

- [Trevor Noah talks Race and Identity in America](#) with Get with the Times, from 10:53 to 19:34
- [The Daily: Why Did New York's Most Selective Public High School Admit Only 7 Black Students. April 2, 2019](#)
- [New York Times: The Upshot: Extensive Data Shows Punishing Reach of Racism for Black Boys. March 19, 2018](#)

Supplementary:

- [Responses](#) to New York Times reader questions on Chetty's findings
- A brief history of [Segregation in New York City Public Schools](#) from the New York Times (complimentary print article to The Daily podcast above)
- A summary of the [Students for Fair Admissions vs. Harvard](#) case from Vox
- A primer on the history of racism against Asian Americans from [PBS New Hour](#)
- Discussion of recent attacks on Asian-Americans on [All Things Considered](#) on NPR

Week 9 – Globalization & Global Inequality

- [Act II of Episode 303: David and Goliath from This American Life.](#)
- [The New Yorker: The Cost of Caring by Rachel Aviv. April 11, 2016](#)

Week 10 – Midterm 2

- Exam Review

Week 11 – Education & Family

- [The Atlantic: *Marriage Has Become a Trophy*, by Andrew Cherlin. March 20, 2018](#)

Review

- [New York Times: *The Upshot: Extensive Data Shows Punishing Reach of Racism for Black Boys*. March 19, 2018](#)
- [The Atlantic: *The 9.9 Percent Is the New American Aristocracy* by Matthew Stewart. June 2018](#)

Week 12 – Challenger Disaster & Networks and Organizations

- Read the details of a recent scandal within an organization

Week 13 – Workplace & School Shootings

- [Vox: *America's deeply unequal economic recovery, explained in 7 charts*, by Rani Molla and Emily Stewart. February 5, 2021](#)
- [The Daily: *The Parkland Students, One Year Later*. February 14, 2019](#)