

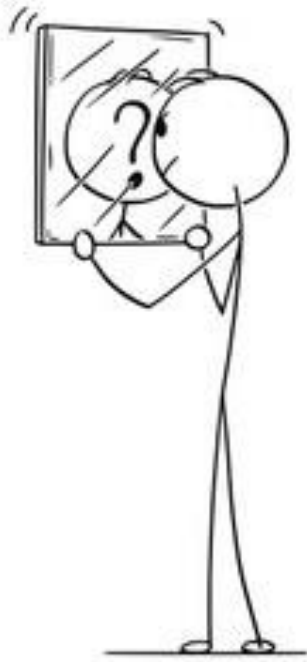
Who Are You? The Sociology of Self

Taught as a Core First-Year "Enduring Questions" Course alongside the paired History of Science course: *Who Are You? The Science of Self* | Boston College, Spring 2021

Course fulfills credits in Social Science and Cultural Diversity

Prof. Nora Gross, PhD

Visiting Assistant Professor, Core and Sociology



WHO ARE YOU? (EQ Paired Course Description)

How do you answer the question of who you are? Are you your body, your IQ, your race, your gender, your personality, your social roles or relationships (e.g., student, sibling), where you grew up? These courses explore the science and sociology of the self. We will examine how the modern sciences have understood the self since the nineteenth century. Scientific knowledge has been used to quantify and compare human traits and make recommendations about how best to live, work, and play. It has also been deployed to reinforce social inequalities and stigmatize minority groups. Similarly, sociologists have theorized the ways people define themselves in relation to others, sort themselves into groups and construct social boundaries, and perform their identities. Sociological thinking also examines the role of institutions (like colleges) in both reproducing and disrupting unequal outcomes for various social groups. Course topics will include racial and sexual science, the social construction of deviant identities, the self in relation to college life, and the self in the age of social media, self-care, and quarantine.

THE SOCIOLOGY OF SELF (This Course Description)

In this course, we will explore the way that sociologists think about the self in relation to society. In this view, the self is shaped by social categories, others' perceptions, our perceptions of others' perceptions, the institutions we move through, and the moment-to-moment audiences we interact with and situations we find ourselves in. Over the course of our individual development, all of these elements affect the ways we identify ourselves, how others identify us, and the kinds of selves we (believe we) can become. By focusing on core social identity categories like race, gender, and class and examples of social institutions like college and the internet, this course will emphasize the ways that the constraints and opportunities for selfhood are often unequal. We'll talk about some of the patterned ways that certain social categories, social groups, institutions, contexts/situations make certain kinds of selves possible and/or foreclose other kinds of selves. We'll also discuss the ways that individuals submit to and resist these social constraints on their identity and the consequences of this. In the process, we'll explore various sociological theories of the self, such as: the looking-glass self, double consciousness, the performance of self and impression management, intersectionality, stigma, and stereotype threat.

LEARNING GOALS

By the end of the course, students should be able to:

- Understand the dynamic interplay between the individual self and society, including when and how individuals make choices about their own identities and when and how identities are chosen for them.
- Think critically about the causes and consequences of social inequality. Specifically, to understand the ways that socially constructed categories and institutions can create or reinforce inequalities in the (un)availability of certain kinds of selves.
- Learn how to effectively formulate sociological research questions, interpretations, and arguments – and to identify them in scholarly literature.
- Understand, evaluate, and design empirical sociological research for examining social life – specifically ethnography, and other related qualitative methods.
- Practice and improve skills in public speaking and presentation, group work and collaboration, and the creative presentation of complex academic concepts.
- See connections between sociological texts, current events and popular culture, and your own life; and develop a personal philosophy about your own self in relation to your social world.



LET'S GET META FOR A SECOND...

A syllabus is a story and an argument. When professors design their own syllabi, it inevitably reflects their own interests, biases, and blindspots. A course on the Sociology of Self could be taught in dozens of different ways and using hundreds of different examples or points of focus. The way I have chosen to frame this topic, the aspects of identity I've highlighted (race, most explicitly, but also gender and class) and what has unfortunately been left out or underexplored (many other facets of identity like sexuality, disability, religion, generation, national origin, etc.), and the institutional and social group frameworks I'm using as examples (college life and the internet) are *choices* – and I, or a different person designing this syllabus, could have made different ones.

That said, I urge you to keep your eyes and ears open when you read texts in other courses or see things in the news or popular culture that give you a different window into sociological thinking about the self. Bring those texts and ideas to class or share them with me over email and I'll see if there is a way to incorporate them. Use the current events/pop culture presentation, your institutional analysis writing assignment, and your group project as opportunities to expand the frameworks we're discussing in class to other domains that most interest *you*.

CLASS SCHEDULE

- I am teaching two sections of the “Sociology of Self” course this semester; this syllabus and the Canvas site are shared for both.
- **Section 01 meets M/W/F 9-9:50am in-person in Stokes Hall 111S. Section 02 meets M/W/F 10-10:50am in-person in Stokes Hall 111S.**
 - The “Science of Self” course follows immediately afterwards for each section (over Zoom).
- **Reflection Sessions** will be combined for both sections and will take place on four Thursdays during the semester, 6-8pm over Zoom: 2/11, 3/11, 4/15, and 5/6.
- On select days throughout the semester, particularly towards the end of the semester, our class will be held **jointly with the “Science of Self.”** On those days, unless otherwise noted, class will be held **over Zoom. Section 01 will meet from 9-10:15am and Section 02 from 10:30-11:45am.**

WHAT TO EXPECT IN CLASS

- **Most class sessions will involve a combination of discussions about the readings, collective activities, and mini lectures.** Towards the end of the semester, a few class sessions will be dedicated to group work time for the final project.
- At this time, **class sessions are officially rostered as in-person courses.** We will check in regularly as a class about how this is working and can switch to virtual meetings at any time if/as necessary.
 - If you are sick or quarantined and will not be able to attend class in person, please email me as soon as you can so that I can make sure that we can accommodate you in class virtually.
- **When we have virtual class,** I expect you to be just as present as you are in the classroom. Email me in advance if there is a reason why you are unable to have your camera on.
- **Class Device Etiquette:** If possible, please bring your laptop or tablet to class since we will periodically do exercises that require it. You are also permitted to use your devices for note-taking and to reference readings you have done digitally – though, FWIW, research finds that you learn better when you take notes by hand.¹ **HOWEVER,** you’re not as slick as you think when you use your laptop to online shop, browse the internet, text, or do work for other classes. Likewise, I can see when you use your cell phone in your lap or on top of your laptop keyboard. It is both rude and distracting for others to use your electronic devices for things unrelated to the class and will be reflected in your participation grade.



¹ If you want to check out the research about laptop use during class, here’s a good place to start:

- Sana, F., Weston, T., & Cepeda, N. J. 2013. “Laptop multitasking hinders classroom learning for both users and nearby peers.” *Computers & Education* 62: 24-31. (<http://www.sciencedirect.com/science/article/pii/S0360131512002254>)
- Mueller, P. A., & Oppenheimer, D. M. 2014. “The pen is mightier than the keyboard: Advantages of longhand over laptop note taking.” *Psychological Science* 25(6): 1159-1168. (<http://journals.sagepub.com/doi/abs/10.1177/0956797614524581>)

COMMUNICATION AND ADDITIONAL SUPPORT

If you can't tell from this syllabus, I am an over-communicator. Brevity is not my strong suite, but hopefully this means that clarity is. ☺ Please read my emails and Canvas messages/ announcements carefully so that I don't have to repeat myself in class and we can make the best use of our 50 minutes together each session.

- **CANVAS:** Our Canvas page will be the primary location for communication about the Class. This syllabus will likely evolve over the course of the semester, so always check Canvas for the most up-to-date reading list and assignment descriptions.
- **EMAIL:** The best way to reach me is through email: nora.gross@bc.edu. You can generally expect a response within 24 hours on weekdays. If you don't hear from me in 48 hours, feel free to reply to the email with a gentle nudge.
 - If you have a question about the syllabus, an assignment, or some aspect of course technology, ask a peer in class first. I encourage you to create a GroupMe, Slack channel, or something else for the class for this purpose.
 - Check out [this lesson](#) in **email etiquette** – it is snarky, but accurate, and will serve you well, not only for emailing me, but in all your classes and future professional activities. :)
- **OFFICE HOURS:** If you want to meet with me one-on-one, or with a small group of peers, you should sign up for my **virtual office hours on Mondays, 1-3pm**. Go to <http://calendly.com/nora-gross/office-hours> to sign up for a 15 minute slot.
 - If you're wondering what office hours are, check out [this funny video](#).
 - If you think you need more than 15 minutes, you can't make Monday afternoons, or all my slots for the week are full, email me and tell me what you'd like to meet about and your availability for the rest of the week. I'll do my best to accommodate you.
 - When it's time for your appointment, join this Zoom room: <https://bccte.zoom.us/j/91747698141>.

OUR EXPECTATIONS OF EACH OTHER

- **BASIC NEEDS:** First and foremost, I believe that your basic needs are more important than anything going on in class. Please reach out to me at any time if you need to talk or if there is a way I can help you connect to resources on campus. If you are facing challenges securing food, shelter, or personal safety, you should contact the office of [Student Affairs](#) and, if you are comfortable, let me know as well. Additionally, you can find a number of resources for your mental and physical health on the Canvas page: Health Services & Resources.
- **COMMON GOOD:** I know the last year has been hard, and perhaps lonely, and all the rules and restrictions are not how you expected your college experience to begin. But you attended Boston College, at least in part, because you believe in the school's mission of the Common Good. In this case, there is no greater Common Good than keeping your peers, professors, college staff and workers, and all of their families safe. To that end, I expect everyone to be taking the *Eagles Care* pledge you signed seriously and following guidelines from BC and Massachusetts at all times. **If you are not being safe, please don't come to class and put others at risk. Instead email me about joining us over Zoom instead.** And

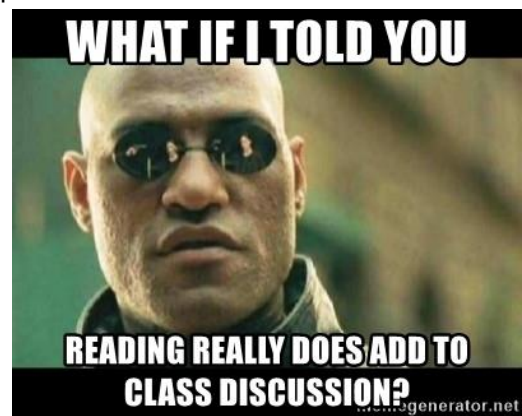
please don't put me in a position where I need to police you about wearing masks properly, physical distancing, etc. in the classroom.

- **BE KIND, PATIENT, DO THE BEST YOU CAN – AND EXPECT THE SAME FROM OTHERS:** Be kind to your professors, your peers, and yourself. And be patient as we all continue to adjust to new technology and new ways of interacting. This is a year like no other and I would like us all to hold the baseline assumption that we are all doing the best we can. Be okay rolling with the punches, but also don't be shy about reaching out if you are not doing okay, if you need help, or if you notice someone else is struggling. I am new to BC too so I will be learning the ropes of campus and campus resources with you, but if you have a question, ask me. If I can't answer it, then we'll go hunting for the answer together!
- **BE RESPECTFUL OF OTHERS' VIEWS, EXPERIENCES, AND EMOTIONS:** I will do my best to foster an environment in which each class member is able to hear and respect each other, and feels heard and respected, but each of you can do your part by showing respect for all worldviews and life experiences expressed in class. This doesn't mean that you can't push back on ideas you don't agree with, but we should approach each other with respect and care and focus our disagreements on differing ideas or opinions rather than others' character. Additionally, it's possible that some of the material in this course may require you to reflect on aspects of your identity or life experiences that are challenging or evoke strong emotions. If you need to take a beat to process your own feelings, that's fine. On the flip side, be respectful of others' emotions. It's never okay to police other people's feelings or tell someone how they should or shouldn't feel.
- **RAISING CONCERNS:** Please let me know if something said or done in the classroom, by either myself or a peer, is particularly troubling or causes discomfort or offense. If you do not feel comfortable discussing the issue directly with me or bringing it up in class, I encourage you to seek out another, more comfortable avenue to address the issue – perhaps an academic advisor, another faculty member, a peer, or someone on the list of resources provided on Canvas.
- **GIVING KUDOS:** With masks, distancing, and much more virtual communication, there may be a lot that goes unnoticed this semester. I've created a portal online (a [Google Form](#)) you can use to recognize a classmate for extra unseen work they did over the course of the semester. This might include helping you understand concepts, making you feel comfortable in class, or offering feedback on an assignment. You can also recognize peers for sharing notes, updating you if you missed class, posing good questions, making helpful jokes, offering emotional support, etc. You can also use this space if you'd like to acknowledge a peer for their resilience or overcoming particular hardships of the semester (though no need to share specific details if you have not received permission to).



READINGS AND CLASS DISCUSSIONS

- **This is a reading heavy course.** However, there will be no required course texts to purchase. All readings will be posted to Canvas and will include excerpts from academic books and journals, pieces of journalism, and occasionally chapters from textbooks that offer theoretical syntheses. I have also incorporated a number of audio-visual texts into the syllabus – so as you plan your reading for the week, keep in mind that some of the “reading” might be a podcast or a video.
- **Readings and assignments are due on the day of Lab under which they are listed,** unless specifically noted otherwise.
- **On Fridays, I will send a reading guide for the following week’s reading** to give you a sense of what to expect from the readings, what you should be looking for or thinking about as you read, any tips for how to read effectively and/or sections that might be skimmable, as well as guiding questions.
- **This class will be heavily discussion-based.** To be prepared for the class discussions, you’ll need to do the readings! As you read, you should take notes on what stands out for you, what connections you’re seeing to other texts we’ve read or ideas we’ve discussed, and your responses to questions I will provide in the reading guide. You should be able to talk confidently about these connections as well as the main ideas of each text. This does not mean you are expected to understand everything you read the first time – some of this material is hard! So definitely also bring to class any questions or sources of confusion.
- I may periodically cold call on students during class discussion. This is not a test, but a way to engage all voices in the conversation. Additionally, if it is not clear that students are doing the readings regularly, I will request more regular discussion board posts or other writing connected to the reading.



ASSIGNMENTS

- **There are no exams** because I do not feel that testing memorization or your ability to write timed essays are the best way to measure your learning.
- Instead, there are a combination of reading responses, research-based essays, presentations, personal reflective writing and exercises, and a final project that includes both group and individual work. **Details about each of the major assignments will be available on Canvas,** but below is the basic gist.
 - Note: The two written assignments during the first half of the semester (Mini Ethnography and Institutional Analysis Paper) build toward the final group project and will help you develop the skills to be successful on that project, so treat them and the feedback you get on them as learning experiences.

ENGAGEMENT (30% of grade)

Attendance – Being in present in class, whether in person or virtual, and not more than five minutes late. Good communication about any absences or the need to attend an in-person class virtually. When class is virtual, attending with your camera on (unless you have previously communicated about why this is not possible).

Participation – Being prepared for and engaged in class discussions, which includes contributing your thoughts and ideas, developing comfort taking risks in discussions, referencing readings when relevant, expressing openness to new ideas, showing respect for peers’ contributions, and participating in small group conversations with peers. Participation also includes small exercises we do during or between classes, including discussion board posts and responses to your peers.

Pop Culture/Current Events Presentation – Once during the semester, in pairs, students will do a brief (5-10 minutes) presentation to the class about a piece of pop culture (song, video, movie, game, etc.) or current event (news story, celebrity gossip, Twitter beef, political development, etc.) that connects to the topics of the course. The presenters will post links or videos the day before class to Canvas and then, in class, share or summarize the idea or event and discuss how it illuminates a sociological perspective on the self. Each presentation will also have a pair of discussants. Presenters are highly encouraged to sign up for office hours the week before to discuss their ideas. A more complete description of the assignment and possible dates/topics is available on Canvas.

Reading Responses – Three times during the semester (at the conclusion of Units II, III, and IV), students will submit a reading response that synthesizes the main ideas of the unit, drawing out the aspects that were most compelling, surprising, or provocative in response to a specific prompt. The first two responses will focus specifically on the sociological perspectives of the self, while the third will be submitted for both classes and will integrate ideas from sociology and the history of science. More detailed descriptions of the expectations for each reading response and the deadlines is available on Canvas.

JOINT REFLECTION ASSIGNMENTS (10% of grade)

Self-Reflective Writing – In advance of the first reflection session, each student will write a personal reflection in response to the title of the course, Who are you? This reflection will be the basis for part of our conversation during the first Reflection Session. At the end of the semester, in advance of the final Reflection Session, students will revisit this writing and respond to it. A more detailed description of this progressive assignment is available on Canvas.

Reflection Session Exercises – Over the course of the semester, we will be meeting on Thursday evenings four times for a Reflection Session. These will be combined for both “Who Are You?” courses *and* both sections, meaning all 38 students taking this Enduring Questions paired course this semester will attend together. Each Reflection Session may have a small exercise or activity to be completed in advance of the session, during the session, or after. More details will be forthcoming.

PAPERS (25% of grade)

Mini Ethnography – After an introduction to the sociological method of ethnography and reading several examples, students will conduct a mini ethnographic observation, write up fieldnotes, and analyze them. The observation will explore the way a person (preferably a friend or roommate, but could also be oneself) prepares themselves for the social world. With permission, ethnographers will watch this person get ready for their day or for a specific event/activity, noting their rituals, practices, and performances. After writing up their fieldnotes from the observation (~1 page, double spaced), students will analyze their fieldnotes using at least one theory/approach to the self we have discussed in class so far (1-2 pages, double spaced). A more detailed description of this assignment is on Canvas.

Institutional Analysis Paper – As we discuss the relationship between the self and society, we’ll be noting all the ways that the institutions we pass through shape possibilities for selfhood in patterned ways. Unit III on College Selves will take higher education as a prime example of this – but there are so many other institutions and contexts that shape selves and life chances. In this 5-6 page deconstructed research paper, students will explore one institution of their choosing and analyze the way it impacts’ people’s development or expression of self along at least one social identity category, preferably one we have not discussed in class. This assignment will give students a lot of choice in exploring areas not covered in class and will be an opportunity to practice library searching, research, and analysis. Students will have a chance to workshop their research question in class. A more detailed description of this assignment is available on Canvas.

FINAL PROJECT (35%)

The final project for this class will be a combined project for both sections of the Enduring Questions paired courses and it will include both group and individual work. In groups of 3-5 students will choose a topic related to science, medicine, or health (broadly conceived) on or connected to the BC campus or college life. Groups will develop a research question about how this domain of college life relates to a core social identity category. To answer this research question, groups will 1) conduct historical research to contextualize the issue under consideration and 2) use two sociological methods to investigate this issue in the present day (interview/oral history, ethnography, survey). Groups may choose to write a collaborative research paper or select a creative outlet to collaboratively share their work, e.g. a film, podcast, photo-essay. Final group projects will be presented to the class during the second to last week of the semester. The final product and presentation should synthesize findings from both the historical research and the sociological data collection into a cohesive argument about how certain kinds of selves are constructed in the college context. Individually, students will also produce a final paper inspired by their group’s research question that dives deeper into a particular aspect of that question that they found most interesting. More details about both parts of the final project will be made available later in the semester and, once the groups have been formed, there will be a number of intermediate check-points along the way for feedback and to make sure groups are on track.

GRADING

The assignments are weighted toward your final grade as follows:

Engagement (30%)	
Attendance and Participation	10%
Current Events/Pop Culture Presentation	5%
Reading Responses	15%
EQ Joint Assignments (10%)	
Self-Reflective Writing	5%
Reflection Session Exercises	5%
Papers (25%)	
Mini Ethnography	10%
Institutional Analysis Paper	15%
Final Project (35%)	
Group Presentation	20%
Individual Paper	15%

NOTES ABOUT GRADING

Grace period: Each student will have three days of extension for assignments. You may apply these extension days to any assignment except for the group project submissions. You may also divide them up however you wish (e.g., turning in one assignment three days late or three assignments one day late each, or one assignment two days late and another assignment one day late). You do not need to ask to use your late days, but you must note on the first page of your assignment and how many late days have been used.

Disruptions: If you experience a serious personal disruption this semester that prevents you from attending class or doing your work for more than a week, please update me ASAP so that we can work out an arrangement for your assignments that is both fair and doable.

Questions about grades: If you have a question about a grade you received on an assignment, I ask that you wait 24 hours after receiving the feedback before emailing me about it or requesting a meeting.

ACADEMIC INTEGRITY

Academic integrity is a standard of utmost importance in this class. Guidelines for academic integrity are posted on the Boston College website at: https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#academic_integrity_policies. If you have any questions pertaining to the academic integrity guidelines or citation practices in Sociology, please talk to me *before* an assignment is due. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

LEARNING RESOURCES & ACCOMMODATIONS

Details about tutoring, writing support, and ESL resources are available on Canvas. As a former college Writing Center tutor (and tutee), I *highly* recommend taking advantage of these resources – even if you already think of yourself as a strong writer. Information about disability and religious accommodations are also available on the same Canvas page.

Who Are You? The Sociology of Self WEEKLY SCHEDULE – SPRING 2021

*Note: This schedule is subject to change.
Please rely on Canvas for the most up-to-date course schedule.*

WEEK 1: Introduction to Course Topics

<p>FRIDAY 1/29</p> <p>Combined Class - Zoom</p>	<p>Introductions and Syllabus Review – <u>COMBINED CLASS</u></p> <p>Before class:</p> <ul style="list-style-type: none"> • Read syllabi for both courses and come with questions • The week classes begin, you’ll receive an email with some links to a few short videos and articles to check out before class to inform our first conversation. <p>Note: the first class will meet via Zoom, not in person. Look out for an email with the Zoom link.</p>
---	---

UNIT 1: SOCIOLOGICAL THINKING ABOUT THE SELF

WEEK 2: THINKING LIKE A SOCIOLOGIST

<p>MONDAY 2/1</p> <p>In-person</p>	<p>Who Are You?</p> <p>Before you read:</p> <ul style="list-style-type: none"> • Make a list of twenty answers to the question “Who am I?” and bring this to class on Monday, preferably as a hard copy. Each answer should be a word or short phrase. There is a template on Canvas you can use. <p>Reading and Listening:</p> <ul style="list-style-type: none"> • <i>A Sociology Experiment</i> – “Social Structure and The Individual” (pgs. 3-4, 15-21) • <i>Freakonomics</i> Podcast, “How Much Does Your Name Matter?” - originally broadcast April 8, 2013 (51 mins) https://freakonomics.com/podcast/name-rebroadcast/ <p>**Complete the Beginning-of-Semester Course Survey by the end of the day **</p>
<p>WEDNESDAY 2/3</p>	<p>The Sociological Imagination</p>

<p>In-person</p>	<p>Reading:</p> <ul style="list-style-type: none"> • <i>The Sociological Imagination</i> (1959) by C. Wright Mills – “The Promise” (pgs. 3-13) <ul style="list-style-type: none"> ◦ <u>Optional</u> video summarizing Mills’ concept of the sociological imagination: “Sociological Imagination,” Sociology Live! (6 mins) https://www.youtube.com/watch?v=BINK6r1Wy78 • <i>A Sociology Experiment</i> – “Social Structure and The Individual” (read the remaining sections: pgs. 5-14, 21-26)
<p>FRIDAY 2/5</p> <p>In-person</p>	<p>The Social Self</p> <p>Reading:</p> <ul style="list-style-type: none"> • “The Looking-Glass Self” by Charles Horton Cooley in <i>Social Theory</i> (pg. 142) • “Who Am I? Race, Ethnicity, and Identity” by Hazel Rose Markus (read 167- 173 – up until the section on race/ethnicity) • “The Concept of ‘Other’ in Sociology.” ThoughtCo. https://www.thoughtco.com/concept-of-other-in-sociology-3026437 <p>**“Who Are You?” HIST/SOCY Joint Reflection due Friday 2/5 by 11:59pm**</p>

WEEK 3: THE PERFORMANCE OF SELF AND SOCIAL ROLES

<p>MONDAY 2/8</p> <p>In-person</p>	<p>The Performance of Self in Everyday Life</p> <p>Reading, Listening, and Viewing:</p> <ul style="list-style-type: none"> • “How Do we Manage Impressions in Everyday Life.” Giddens et al. <i>Essentials of Sociology</i>. • “Erving Goffman and the Performed Self.” BBC (2 mins). https://www.youtube.com/watch?v=6Z0XS-QLDWM • <i>The Social Breakdown</i> Podcast, “Life is but a Stage: Goffman and Dramaturgy” – April 4, 2018 (33 mins) https://www.thesocialbreakdown.com/2018/04/04/soc124-life-is-but-a-stage-goffman-and-dramaturgy/
<p>WEDNESDAY 2/10</p> <p>In-person</p>	<p>Understanding Impression Management through Ethnography</p> <p>Reading:</p> <ul style="list-style-type: none"> • “What Is Ethnography?” ThoughtCo. https://www.thoughtco.com/ethnography-definition-3026313 • Choose one of the two ethnographic examples of Goffman’s approach to understanding the performance of self in everyday life: <ul style="list-style-type: none"> ◦ <i>On the Make: The Hustle of Urban Nightlife</i> by David Grazian – Excerpt from “Winning Bar: Nightlife as a Sporting Ritual” (pgs. 93-109) ◦ <i>Streetwise</i> by Elijah Anderson - “The Black Male in Public” excerpted in <i>The Urban Ethnography Reader</i> (pgs. 185-203)

	<ul style="list-style-type: none"> • <u>Optional</u>: “C.J. Pascoe on Ethnographic Research.” <i>Give Methods a Chance</i> Podcast. 2016 (45 mins): https://thesocietypages.org/methods/2016/01/31/c-i-pascoe-on-ethnographic-research/ <p>In class: Introduction to Mini Ethnography Assignment</p>
<p>THURSDAY 2/11 – 6pm</p> <p>Zoom</p>	<p>**REFLECTION SESSION 1: Who Are You?*</p> <p><i>Exit Ticket due immediately after the Reflection Session.</i></p>
<p>FRIDAY 2/12</p> <p>Zoom class – because we have a guest!</p>	<p>(Gendered) Social Roles and Identity Performance</p> <p>Reading:</p> <ul style="list-style-type: none"> • **Crunch Time: How Married Couples Confront Unemployment by Aliya Rao - “Why Don’t Unemployed Men Do More Housework?” (pgs. 145-170) • “Doug Emhoff: A Husband and a (Second) Gentleman.” Antonia Hitchens, <i>Town & Country</i>, January 18, 2021. https://www.townandcountrymag.com/society/politics/a35230147/doug-emhoff-kamala-harris-vp-second-gentleman-marriage-story/ <p>**<u>Professor Rao</u> will be visiting our class to talk more about her work and answer your questions. Please post at least one question for her to the Canvas Discussion Board by the end of Thursday 2/11.</p>

UNIT 2: CORE SOCIAL IDENTITIES

WEEK 4: GENDER AND RACE AS SOCIALLY CONSTRUCTED IDENTITIES

<p>MONDAY 2/15</p> <p>In-person</p>	<p>Sociological Frameworks for Understanding Gender Identity</p> <p>Reading:</p> <ul style="list-style-type: none"> • “Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages” by Sara Crawley, Lara Foley, and Constance Shehan. In <i>Race, Gender, Sexuality, and Social Class</i> (pgs. 31-43). • “Are Gender Differences Due to Nature, Nurture, or Both?” Giddens et al. <i>Essentials of Sociology</i>. <p><u>Optional</u>, but highly recommended if you’re feeling confused about the difference between sex and gender:</p> <ul style="list-style-type: none"> • “The Biology of Sex.” <i>TED Radio Hour</i>, NPR. Re-aired August 14, 2020. (52 mins) https://www.npr.org/2020/08/06/899845707/listen-again-the-biology-of-sex • “The Spectrum: An Introduction to Sex and Gender.” <i>The Social Breakdown</i> Podcast. October 17, 2018. (33 mins)
--	--

	https://www.thesocialbreakdown.com/2018/10/17/soc204-the-spectrum-an-introduction-to-sex-and-gender/
<p>WEDNESDAY 2/17</p> <p>In-person</p>	<p>The Social Construction of Racial Categories/Selves</p> <p>Reading and Listening:</p> <ul style="list-style-type: none"> • “Who Am I? Race, Ethnicity, and Identity” by Hazel Rose Markus (review previous section and read 173-176) • <i>Race in America</i> by Matthew Desmond and Mustafa Emirbayer - “Whiteness,” “Race is a Social Reality,” and “Ethnicity and Nationality” (pgs. 25-41) • “Science is Racist. Here’s How to Fix it.” <i>Science Rules! With Bill Nye</i>, Podcast – interview with Dorothy Roberts. (54 mins) https://omny.fm/shows/science-rules-with-bill-nye/fixing-sciences-biggest-failure <p><u>Optional</u>, but highly recommended – especially if the social construction of race is a new idea for you:</p> <ul style="list-style-type: none"> • “Rethinking Race: The Sociology of American Indian Identity.” https://cla.umn.edu/sociology/news-events/story/rethinking-race-sociology-american-indian-identity • Additional excerpts from <i>Race in America</i> by Matthew Desmond and Mustafa Emirbayer - “A Biological Reality?” (pgs. 18-25) • “The History of White People in America” (3-part animated, musical series) from the WORLD Channel, Independent Lens – total <20 minutes: https://www.youtube.com/playlist?list=PL-7a7eUvdMmijjPA1MauPmMpAEtN50_Go
<p>FRIDAY 2/19</p> <p>In-person</p>	<p>Gendered and Racialized Socialization</p> <p>Reading:</p> <ul style="list-style-type: none"> • “Using Racial and Ethnic Concepts: The Critical Case of Very Young Children” by Debra Van Ausdale and Joe Feagin (pgs. 213-221) • Meadow, Tey. “Deep down where the music plays’: How parents account for childhood gender variance.” <i>Sexualities</i>14, no. 6 (2011): 725-747. <p>**Mini Ethnography Assignment due Friday 2/19 by 11:59pm**</p>

WEEK 5: RACE, INTERSECTIONALITY, AND DEVIANCE

<p>MONDAY 2/22</p> <p>In-person</p>	<p>The Racialized Performance of Self and Standards of Beauty</p> <p>Reading:</p> <ul style="list-style-type: none"> • “Double-Consciousness and the Veil” by W. E. B. DuBois (pgs. 126-130) • <i>Race in America</i> by Matthew Desmond and Mustafa Emirbayer - “The Self and Identity Formation” (pgs. 377-390) • “The Homogenization of Asian Beauty.” C.N. Le. <i>The Society Pages</i>, June 4, 2014. https://thesocietypages.org/papers/homoeigenization-of-asian-beauty/ • <u>OPTIONAL</u>: <i>Rough Translation</i> Podcast episodes:
--	---

	<ul style="list-style-type: none"> ○ “Our Boxes, Ourselves.” January 27, 2021 (27 mins): https://www.npr.org/2021/01/27/961208632/our-boxes-ourselves ○ “Boxing Back.” February 10, 2021 (28 mins): https://www.npr.org/2021/02/09/965980941/boxing-back ○ “Brazil in Black and White.” August 14, 2017 (32 mins): https://www.npr.org/2017/10/17/542840797/brazil-in-black-and-white
<p>WEDNESDAY 2/24</p> <p>Zoom class – because we have a guest!</p>	<p>Intersectionality and Phenotype</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • “The Urgency of Intersectionality” – TED Talk by Kimberlé Crenshaw, 2016 (24 mins): https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en • **pilgrim, hale. “I wish I didn’t look so White’: examining contested racial identities in second-generation Black–White Multiracials.” <i>Ethnic and Racial Studies</i> (2020). • <u>OPTIONAL</u>: “The Multiracial Identity Gap.” Pew Research Center. 2015. https://www.pewresearch.org/social-trends/2015/06/11/chapter-3-the-multiracial-identity-gap/#attempts-to-influence-how-others-see-their-appearance <p>**<i>Professor pilgrim</i> will be visiting our class to talk more about her work and answer your questions. Please post at least one question for her to the Canvas Discussion Board by 5pm on Tuesday 2/23.</p>
<p>FRIDAY 2/26</p> <p>Combined Class – via Zoom</p>	<p>The Social Construction of Deviance – <u>COMBINED CLASS</u></p> <p>Reading:</p> <ul style="list-style-type: none"> • <i>A Sociology Experiment</i> – “Deviance, Crime, and Violence” (pgs. 3-8) • Rios, Victor M. "Stealing a bag of potato chips and other crimes of resistance." <i>Contexts</i> 11, no. 1 (2012): 48-53. • <u>OPTIONAL</u>: Gross, Nora. "#IfTheyGunnedMeDown: the double consciousness of Black youth in response to oppressive media." <i>Souls</i> 19, no. 4 (2017): 416-437.

WEEK 6: Class, Place, and Institutional Life

<p>MONDAY 3/1</p> <p>In-person</p>	<p>Social Class</p> <p>Reading, Watching, and (optional) Listening:</p> <ul style="list-style-type: none"> • <i>Unequal Childhoods: Class, Race, and Family Life</i>, Annette Lareau (2003), Chapter 1 (pgs. 1-13) • “For Asian Americans, Wealth Stereotypes Don’t Fit Reality.” NBC News, 2015. https://www.nbcnews.com/feature/in-plain-sight/asian-american-social-class-more-complicated-data-n316616 • “Wealth Inequality in America.” 2012. (6 min) https://www.youtube.com/watch?v=QPKKQnijsM
---	---

	<ul style="list-style-type: none"> • OPTIONAL: “Living in a poor neighborhood changes everything about your life.” Alvin Chang, Vox. 2018. https://www.vox.com/2016/6/6/11852640/cartoon-poor-neighborhoods?fbclid=IwAR3O8bfviOU7ZdfPpWG7EvKMbvQvoe2ZgXHqSLS-sXc2sPLa0aNUx2dwbAQ • OPTIONAL: “Three Miles,” <i>This American Life</i> podcast, 2015 (46 mins): https://www.thisamericanlife.org/550/three-miles • OPTIONAL: “COVID-19 is increasing multiple kinds of inequality. Here’s what we can do about it.” <i>World Economic Forum</i>, 2020. https://www.weforum.org/agenda/2020/10/covid-19-is-increasing-multiple-kinds-of-inequality-here-s-what-we-can-do-about-it/ • OPTIONAL: Friedman, Sam, Dave O’Brien, and Ian McDonald. "Deflecting privilege: class identity and the intergenerational self." <i>Sociology</i> (2020).
<p>THURSDAY 3/4*</p> <p>*No class on Wednesday; Thursday is a Wednesday schedule</p> <p>In-person</p>	<p>Place</p> <p>Viewing (and optional reading):</p> <ul style="list-style-type: none"> • <i>Last Black Man in San Francisco</i>, directed by Joe Talbot, 2019 (120 mins) • OPTIONAL: Review of the film in <i>America: The Jesuit Review</i>: https://www.americamagazine.org/arts-culture/2019/06/21/last-black-man-san-francisco-new-way-look-gentrification
<p>FRIDAY 3/5</p> <p>In-person</p>	<p>Institutional Barriers to/Opportunities for Selfhood</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • “Why You Should Use Your (Sociological) Imagination,” talk by Pawan Dhingra (16 mins): https://www.youtube.com/watch?v=H3W-PDIIUsE • Select at least one of the articles from the <i>Washington Post</i> six-part series on George Floyd: https://www.washingtonpost.com/nation/2020/10/12/george-floyd-america/?arc404=true (PDFs of all six articles are on Canvas, but if you can view them from the <i>Washington Post</i> website, there are embedded videos, audio, and slideshows throughout) <p>In class: Introduction to Institutional Analysis Assignment</p> <p>**SOCY Reading Response 1 due Friday 3/5 by 11:59pm**</p>

UNIT 3: COLLEGE SELVES

WEEK 7: COLLEGE AS A SITE FOR SELF FORMATION

<p>MONDAY 3/8</p> <p>Zoom – because the</p>	<p>Sociological Research Questions</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read the Institutional Analysis Research Paper assignment carefully • Complete steps 1 and 2
--	--

<p>Librarian will be joining us</p>	<ul style="list-style-type: none"> Do a first draft of step 3 – that is, draft 1-2 possible research questions for your paper and post them to the Canvas Discussion Board by Sunday 5pm.
<p>WEDNESDAY 3/10 In-person</p>	<p>Emerging Adulthood and The Role of College</p> <p>Reading and Watching:</p> <ul style="list-style-type: none"> “Emerging Adulthood” by Jeffrey Arnett (summary article and optional video at the bottom): https://nobaproject.com/modules/emerging-adulthood “Is College Still Worth It?” <i>Patriot Act with Hasan Minhaj</i>, 2020. (21 mins). https://www.youtube.com/watch?v=YtF2v7Vvw0 <u>OPTIONAL</u>: Two short Atlantic articles that highlight the “college-for-all?” debate after the previous recession: https://www.theatlantic.com/business/archive/2011/01/is-college-worth-it/69701/ AND https://www.theatlantic.com/business/archive/2015/02/even-with-debt-college-still-pays-off/385668/
<p>THURSDAY 3/11 – 6pm Zoom</p>	<p>**REFLECTION SESSION 2: The Self, Relationships, and BC**</p> <p><i>Post-Reflection Challenge: Friend-Date</i></p>
<p>FRIDAY 3/12 In-person</p>	<p>Transitioning to College Identities</p> <p>Reading:</p> <ul style="list-style-type: none"> <i>Becoming</i> by Michelle Obama (Chapter 6) Kaufman, Peter, and Kenneth A. Feldman. "Forming identities in college: A sociological approach." <i>Research in Higher Education</i> 45, no. 5 (2004): 463-496.

WEEK 8: SITUATIONAL SELVES

<p>MONDAY 3/15 In-person</p>	<p>Stereotype Threat and Other Interventions</p> <p>Reading and Listening:</p> <ul style="list-style-type: none"> <i>Whistling Vivaldi and Other Clues to How Stereotypes Affect Us</i> by Claude M. Steele (1-15 and 134-151) Select one of the two articles below: <ul style="list-style-type: none"> Stephens, N. M., Townsend, S. S., Hamedani, M. G., Destin, M., & Manzo, V. (2015). A difference-education intervention equips first-generation college students to thrive in the face of stressful college situations. <i>Psychological Science</i>, 26(10), 1556-1566. “Stop Telling Women They Have Imposter Syndrome” by Ruchika Tulshvan and Jodi-Ann Burey. <i>Harvard Business Review</i>. February 11, 2021. https://hbr.org/2021/02/stop-telling-women-they-have-imposter-syndrome
--	---

	<ul style="list-style-type: none"> • OPTIONAL: “How They See Us.” <i>Hidden Brain</i> Podcast. February 8, 2021 (56 mins). https://hiddenbrain.org/podcast/how-they-see-us/
<p>WEDNESDAY 3/17</p> <p>Combined class – via Zoom</p>	<p>The Zimbardo Experiment – <u>COMBINED CLASS</u></p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • <i>The Stanford Prison Experiment</i>, directed by Kyle Patrick Alvarez (122 mins) • Choose one: <ul style="list-style-type: none"> ○ Megan Zahneis, “More Theater Than Science? Philip Zimbardo Defends his Iconic Stanford Prison Experiment (Links to an external site.)” <i>The Chronicle of Higher Education</i> (21 Sept. 2018). ○ “The Real Lessons of the Stanford Prison Experiment.” Maria Konnikova. <i>The New Yorker</i>. June 12, 2015. https://www.newyorker.com/science/maria-konnikova/the-real-lesson-of-the-stanford-prison-experiment • OPTIONAL: The Stanford Prison Experiment, <i>You’re Wrong About</i> (Podcast, 21 Dec 2020, 70m)
<p>FRIDAY 3/19</p> <p>Combined class – Via Zoom</p>	<p>Introduction to Final Project – <u>COMBINED CLASS</u></p> <p>Before Class:</p> <ul style="list-style-type: none"> • Review assignment description and topic ideas. Come to class with some preliminary ideas for a topic so that we can form groups. <p>**Institutional Analysis Paper due Friday 3/19 by 11:59pm**</p>

WEEK 9: CAMPUS SOCIAL GEOGRAPHIES

<p>MONDAY 3/22</p> <p>In-person</p>	<p>Social Organizations and Social Networks on Campus</p> <p>Reading – please read one of the three readings below:</p> <ul style="list-style-type: none"> • Anthony, Amanda Koontz, and Janice McCabe. "Friendship talk as identity work: Defining the self through friend relationships." <i>Symbolic Interaction</i> 38, no. 1 (2015): 64-82. • Park, Julie J. "Clubs and the campus racial climate: Student organizations and interracial friendship in college." <i>Journal of College Student Development</i> 55, no. 7 (2014): 641-660. • Hughes, Bryce E. "'Put the Jesuit Out Front': How a Catholic, Jesuit University Addresses LGBTQ Issues." <i>American Educational Research Journal</i> 57, no. 4 (2020): 1592-1624.
<p>WEDNESDAY 3/24</p> <p>In-person</p>	<p>Gender Roles and Campus Social Geographies</p> <p>Reading – please read one of the three readings below:</p>

	<ul style="list-style-type: none"> • <i>Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus</i> by Jennifer Hirsch and Shamus Khan (Chapter 7 - pgs. 175-198) • Ispa-Landa, Simone, and Mariana Oliver. "Hybrid Femininities: Making Sense of Sorority Rankings and Reputation." <i>Gender & Society</i> 34, no. 6 (2020): 893-921. • “Why College Men Drink: Alcohol, Adventure, and the Paradox of Masculinity,” Rocco L. Capraro in <i>Men’s Lives</i> (pgs. 157-170)
<p>FRIDAY 3/26</p> <p>Combined Class – via Zoom</p>	<p>Final Project Group Work Day – <u>COMBINED CLASS</u></p> <p>Optional reading to support your group work:</p> <ul style="list-style-type: none"> • “Research Methods” in <i>Sociology Experiment</i> (pgs. 3-17) <p>**Research Topic/Question Assignment due Friday 3/26 by 11:59pm**</p>

WEEK 10: SOCIAL (IN)EQUALITY DURING AND AFTER COLLEGE

<p>MONDAY 3/29</p> <p>In-person</p>	<p>Social Inequality and Belonging During College</p> <p>Reading:</p> <ul style="list-style-type: none"> • Read one of these ethnographic accounts: <ul style="list-style-type: none"> ○ <i>Lives in Limbo: Undocumented and Coming of Age in America</i> by Roberto G. Gonzalez (pgs. 149-175) ○ <i>White Guys on Campus: Racism, White Immunity, and the Myth of “Post-Racial” Higher Education</i> by Nolan L. Cabrera (pgs. 111-143) • <u>OPTIONAL</u>: “Meet Gen Z activists: Called to action in an unsettled world.” Alyssa Biederman, Melina Walling, and Sarah Siock. <i>Bucks County Courier Times</i>. September 29, 2020. https://apnews.com/article/climate-race-and-ethnicity-shootings-climate-change-school-violence-01673bd21da246ce942d1e98a08fc96f
<p>WEDNESDAY 3/31</p> <p>In-person</p>	<p>Social Mobility vs. Social Reproduction Post-College</p> <p>Reading:</p> <ul style="list-style-type: none"> • Read at least one of the articles/chapters: <ul style="list-style-type: none"> ○ <i>Paying for the Party: How College Maintains Inequality</i> by Elizabeth A. Armstrong and Laura T. Hamilton, 2013. (Chapter 8, pgs. 209-233) ○ <i>Pedigree: How Elite Students Get Elite Jobs</i> by Laura Rivera, 2015. (Chapter 10, pages 253-266) ○ Gillis, Alanna. 2019. “Identity Exploration or Labor Market Reaction: Social Class Differences in College Student Participation in Peace Corps, Teach for America, and Other Service Programs.” <i>Qualitative Sociology</i> 42(4): 615-638.

	<ul style="list-style-type: none"> • OPTIONAL: “Make Way for Generation Z in the Workplace.” <i>Knowledge @ Wharton</i>. January 22, 2019. https://knowledge.wharton.upenn.edu/article/make-room-generation-z-workplace/
	No class on Friday 4/2

UNIT 4: DIGITAL SELVES

WEEK 11: PERFORMING THE SELF ONLINE, PART 1

<p>MONDAY 4/5</p> <p>Combined class – via Zoom</p>	<p>Final Project Group Work Day – <u>COMBINED CLASS</u></p> <p>Develop research design, data collection plan, and schedule.</p> <p>**Research Design Assignment due Monday 4/5 by 11:59pm**</p>
<p>WEDNESDAY 4/7</p> <p>Zoom class – because we have a guest!</p>	<p>Online Dating</p> <p>Reading:</p> <ul style="list-style-type: none"> • “Love Me Tinder, Love Me Sweet” by Lundquist & Curington in <i>Contexts</i> • **Adeyinka-Skold, Sarah. "Barriers in Women's Romantic Partner Search in the Digital Age." In <i>Young Adult Sexuality in the Digital Age</i>, pp. 113-137. IGI Global, 2020. <p>**Professor Adeyinka-Skold will be visiting our class to talk more about her work and answer your questions. Please post something that stood out to you from her article and at least one question for her to the Canvas Discussion Board by 5pm on Tuesday 4/6.</p>
<p>FRIDAY 4/9</p> <p>In-person</p>	<p>Selfies and Self-Presentation Online</p> <p>Reading:</p> <ul style="list-style-type: none"> • Nguyen, Linh, and Kim Barbour. "Selfies as expressively authentic identity performance." (2017). <i>First Monday</i>, Volume 22, Number 11. • Yang, Chia-chen, Sean M. Holden, and Mollie DK Carter. "Emerging adults' social media self-presentation and identity development at college transition: Mindfulness as a moderator." <i>Journal of Applied Developmental Psychology</i> 52 (2017): 212-221. • “Why We Selfie.” ThoughtCo. https://www.thoughtco.com/sociology-of-selfies-3026091

	SOCY Reading Response 2 due Friday 4/9 by 11:59pm
--	--

Week 12: PERFORMING THE SELF ONLINE, PART 2

MONDAY 4/12	<i>No Soc of Self Class – only Science of Self at the usual time.</i>
WEDNESDAY 4/14 In-person	<p>Social Media, Imagined Audience, and Context Collapse</p> <p>Reading and Listening:</p> <ul style="list-style-type: none"> • Marwick, Alice E., and danah boyd. "I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience." <i>New media & society</i> 13, no. 1 (2011): 114-133. • “Context Collapse.” <i>The Social Breakdown</i> podcast, November 7, 2018 (26 mins): https://www.thesocialbreakdown.com/2018/11/07/breakaway-episode-4-context-collapse/ • “How Social Media Shapes Our Identity” by Nausicaa Renner in <i>The New Yorker</i> (2019): https://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity
THURSDAY 4/15 – 6pm Zoom	<p>**REFLECTION SESSION #3: Online Selves**</p> <p><i>Exit Ticket due immediately after the Reflection Session.</i></p>
FRIDAY 4/16 Combined class – via Zoom	<p>Final Project Group Work Day – <u>COMBINED CLASS</u></p> <p>Present your project to your peers in class.</p> <p>**Peer Review due by the end of class**</p>

WEEK 13: ISOLATION, CONNECTION, AND SELF-CARE

MONDAY 4/19 In-person	<p>Isolation and Connection During COVID</p> <p>Selection from Reading and Viewing:</p> <ul style="list-style-type: none"> • “The Pandemic Has Erased Entire Categories of Friendship.” Amanda Mull, <i>The Atlantic</i>, January 27, 2021. https://www.theatlantic.com/health/archive/2021/01/pandemic-goodbye-casual-friends/617839/?fbclid=IwAR1hzYcLhDgDNCAEvi8npZWilk11qkNVW24myITtKvOTRUGXZlbZEYiFotg • “No game days. No bars. The pandemic is forcing some men to realize they need deeper friendships.” Samantha Schmidt. <i>The Washington Post</i>.
---	---

	<p>November 30, 2020. https://www.washingtonpost.com/road-to-recovery/2020/11/30/male-bonding-covid/</p> <ul style="list-style-type: none"> • “Club Quarantine,” Aurora Brachman in <i>The New York Times</i> + Op-Doc (7 mins): https://www.nytimes.com/2020/09/22/opinion/club-quarantine-coronavirus.html • "COVID-19 and Sociology’s Mental Health Moment." Bernice A. Pescosolido & Byungkyu Lee, ASA Footnotes, April 2021. https://www.asanet.org/news-events/footnotes/apr-may-jun-2021/features/covid-19-and-sociologys-mental-health-moment
<p>WEDNESDAY 4/21</p> <p>Combined class – hopefully outside!</p>	<p>Practices of Self-Care – <u>COMBINED CLASS</u></p> <p>Meet during Science of Self class time to walk around the reservoir.</p>
<p>FRIDAY 4/23</p> <p>Zoom</p>	<p>Group Work Day</p> <p>Office Hours available, no official class</p> <p>**Final Group Paper due by Sunday, 4/25 11:59pm**</p>

WEEK 14: FINAL PRESENTATIONS

<p>MONDAY 4/26</p> <p>Combined class – via Zoom</p>	<p>Group Work Day – <u>COMBINED CLASS</u></p> <p>Outdoors?</p>
<p>WEDNESDAY 4/28</p> <p>Combined class – via Zoom</p>	<p>Group Work Day – <u>COMBINED CLASS</u></p> <p>Office hours on zoom</p>
<p>FRIDAY 4/30</p> <p>Combined class – via Zoom</p>	<p>Final Group Presentations – <u>COMBINED CLASS</u></p>

WEEK 15: COURSE WRAP-UP

<p>MONDAY 5/3</p> <p>In-person</p>	<p>Wrap Up: <i>Sociology of Self</i> Class</p>
<p>WEDNESDAY 5/5</p> <p>Combined class – via Zoom</p>	<p>Wrap Up: Enduring Questions Paired Classes – <u>COMBINED CLASS</u></p>
<p>THURSDAY 5/6 – 6pm</p> <p>Zoom</p>	<p>**REFLECTION 4: Who Are You Now?*</p> <p>**“Who Are You Now?” HIST/SOC Reflection due Thursday 5/6 by 6pm**</p>

****Final Individual Paper due Tuesday, May 11th at 9am****