Tenure Review Portfolio (Year 1)

Victor P. Corona, Ph.D.
Social Sciences Division
West Los Angeles College

November 7, 2024

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Self-Evaluation

Victor P. Corona, Ph.D.

I. Introduction

Since joining West as a probationary faculty member in February 2024, I have taught several sections of "Introduction to Sociology" in both face-to-face and online modalities, as well as "Sociology of Gender" online sections. I have crafted rigorous educational experiences that demonstrate the power and possibility of the sociological imagination. It is my hope that this self-evaluation and portfolio reflect my commitment to teaching and service as a West sociology instructor.

While my portfolio includes samples of syllabi, assignments, and final exams, this self-evaluation outlines core elements of my pedagogical approach at West, discusses my service to the Social Sciences Division, the College, and the sociology discipline, and suggests areas for future growth and development.

II. Teaching

At the core of my face-to-face pedagogical approach are my PowerPoint-based lectures. The visual content of the lecture slides is meant to connect textbook material to relevant and interesting "real world" examples. The lectures are aligned with the course student learning outcomes and geared toward the weekly Friday quizzes and the final examination or cumulative assignments.

In an informal survey conducted at the end of the spring 2024 semester, one student in an in-person class wrote, "I enjoyed the amount if [sic] effort put into the slides." Another student commented, "The part I liked the most about this course is the examples that were giving [sic] to explain each topic talked about."



Image 1. Sample lecture slides.

My lectures are meant to be interactive reviews and explanations of the course material. Rather than speak *to* my students, I engage in dialogue *with* them about the material being covered. Another student mentioned that they enjoyed "[t]he part where the instructor engages the class to participate," while their classmate stated that they liked "the way how the instructor made sure everyone understood the class and was prepared for the final."

Other aspects of my courses build on the lecture experience. Weekly discussion boards encourage students to describe and apply concepts in their own words. In addition to these serving as preparation for the final or cumulative assignments, they also help to develop composition abilities. As another student wrote, "This class made me think and brought out my strong writing skills while expanding my capabilities."

Two pedagogical activities are designed to improve knowledge retention, foster engagement, and encourage the building of social ties among students, which I believe are strongly associated with student success. The first activity is the sociology edition of Family Feud that I developed. Toward the end of the semester, students are divided up into teams. This is not done randomly. I mix high-performing students with underperforming students on each team. We then proceed through nine rounds of the competition; each round consists of seven questions worth one point each and a bonus question worth five points. The winning team earns five extra-credit points on the final exam, while the losing side earns two points. I have enjoyed seeing students rise to the occasion in a friendly yet competitive spirit, often exchanging phone numbers and sharing flashcards in preparation for the game. In my West on-campus class last spring, I gave the winning side small "gold" medals, which they decided to proudly display in a group photo taken after class.

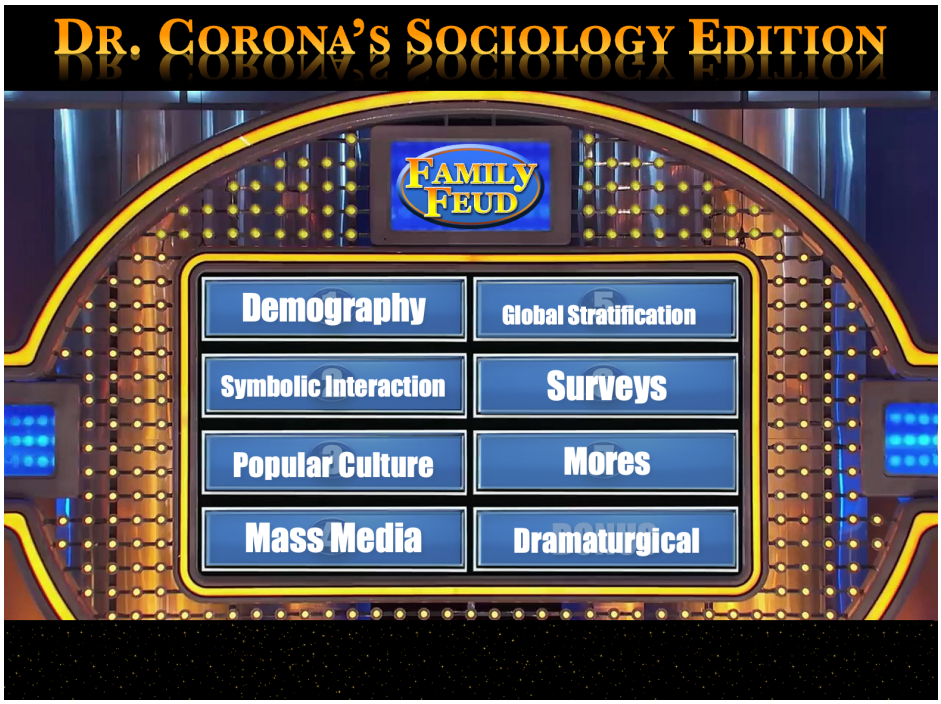


Image 2. Sample gameboard from an in-class Family Feud competition.

The second activity that I would like to highlight here consists of the informal, ungraded group projects that occasionally occur at the end of class. Since classroom environments work best when social ties among students are strong, these group projects provide opportunities for casual but meaningful exchange, in-depth conversations about course material, and even the formation of friendships, a dividend that is especially important in a commuter school like ours. I was pleased that a student noted, "I was interested in the group

projects towards the end of each class. In the groups we actually got to apply our knowledge of the theories and paradigms we were freshly taught prior to real world examples, including our experiences."

In online classes where I cannot lecture live or host my Family Feud competition, I record lectures via Canvas Studio Screencast-o-Matic and work hard to achieve regular and substantive interaction with students. To help in assessing my ability to do this, the table below reports information about my five course assignments in fall 2024, including student interactions reports (SIR) generated by Canvas, as of November 6, 2024.

Course	Modality	SIR Score (%)	Enrolled Students (*n*)
SOC 001 (17427)	Online (1st 8 Weeks)	76.35	23
SOC 001 (13791)	Online	76.55	29
SOC 001 (17697)	Hybrid	64.20	23
SOC 001 (19874)	Online (2nd 8 Weeks)	78.54	29
SOC 031 (25286)	Online	85.80	20

Table 1. Canvas Student Interactions Reports, November 6, 2024.

There is certainly work to be done to improve these SIR scores. I do respond to student messages within 24-48 hours and always leave meaningful comments when grading, even if I am simply encouraging a student when they earned full credit on an assignment. I would suggest that my hybrid course has the lowest SIR because much of the dialogue with students happens face-to-face before, during, or after class.

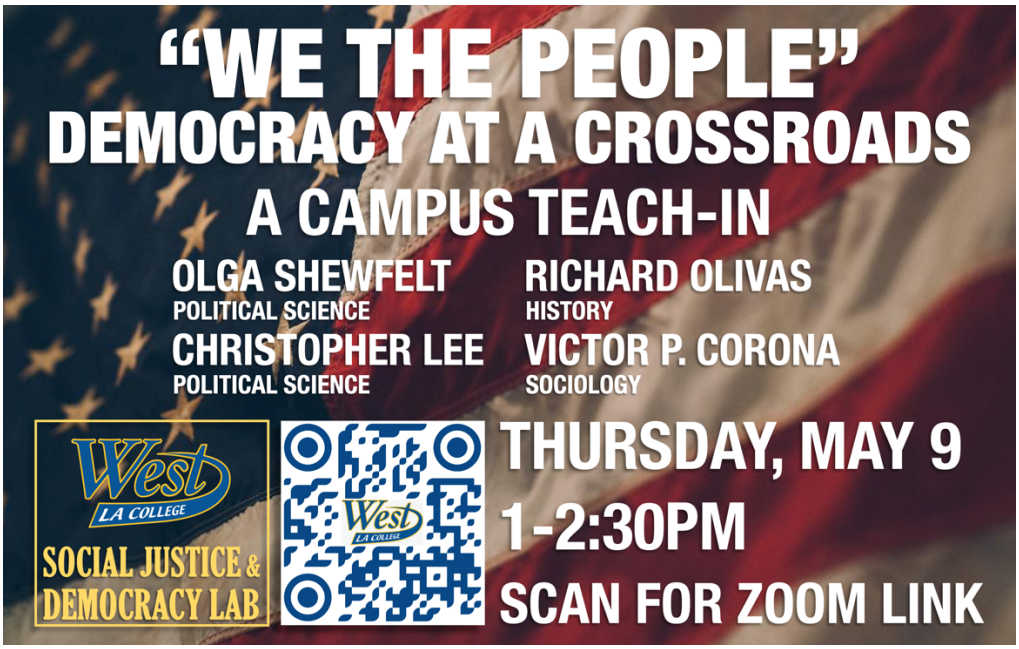
My goal is to motivate students to join me on an educational journey through the sociological discipline. In fifteen years of teaching at various schools in both Los Angeles and New York, I have honed a pedagogical approach that I believe is working well at West. Although it is vital that West instructors be compassionate and equity-minded in our classrooms, it is also important that we be rigorous in the standards we uphold. From the informal survey results (which I'm happy to share with the committee), I was especially pleased to see one comment in particular: "I liked that professor would challenge us !"

III. Service

I am grateful to work alongside friendly and enthusiastic colleagues in the Social Sciences Division. During my first semester here, I contributed to a deep dive into data on the Division's Sociology program as part of our Program Review process. This work involved collaborating with Professor Tiffany Lanoix on data analysis, report writing, and composition of tables.

Together with colleagues, I co-organized and participated in two teach-ins sponsored by the Social Sciences Division's Social Justice and Democracy Lab led by Professor Olga Shewfelt. During a truly historic election cycle, these events have served as opportunities for Social Sciences faculty to share research and theoretical perspectives that may inform students' understanding of contemporary political and social issues. In addition to presenting at both teach-ins held via Zoom in 2024, I designed the flyers for both events, as well as the logo for the Lab.





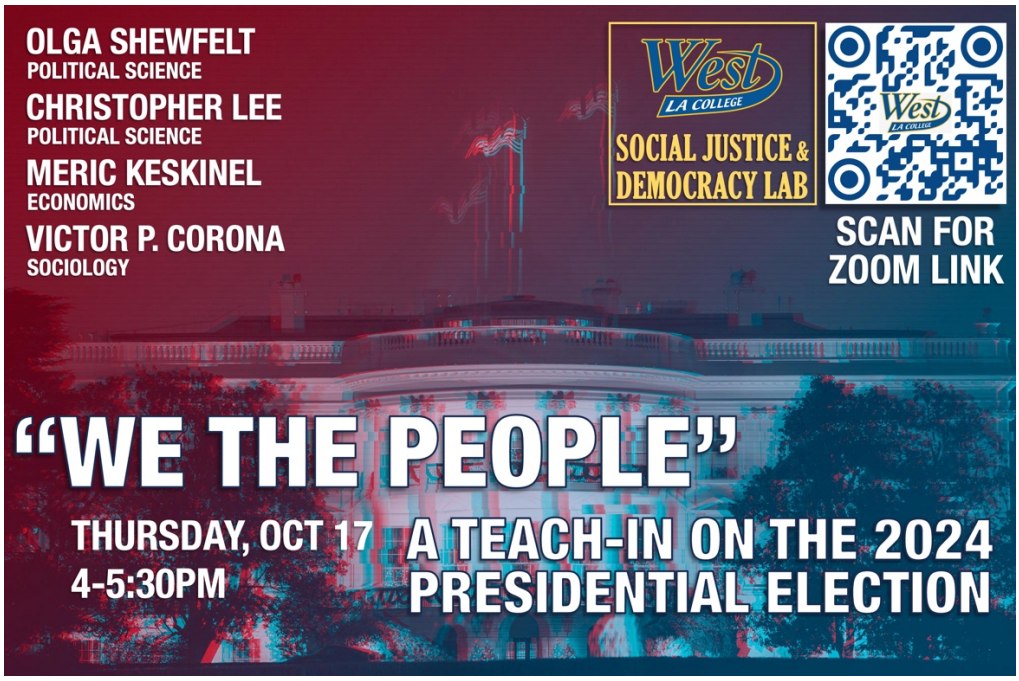


Image 3. Logo and flyers designed for SJDL.

I am also working to contribute to the College via committee work. I sit on AFT Local 1521's Professional Growth Committee and serve as Social Sciences Representative to the Curriculum Committee. Although both have been rewarding experiences so far, the latter of these has especially afforded a great window into the inner workings of the College's curricular development process.

Outside of the College, I contribute to the sociological discipline. I served as a "Sociological Studies of Culture" session organizer and presider at the California Sociological Association meeting in November 2024 in Pomona. My panel included fascinating papers about West Hollywood musicians, tattoo artists, and "models" of civil discourse like Cesar Chavez. I have also submitted a paper based on my research on Hollywood paparazzi to the Pacific Sociological Association meeting in March 2025.



Image 4. My culture panel at CSA.

IV. DEIA Implementation (Alternate Appendix F)

During a time of profound reckonings with systemic racism, misogyny, transphobia, and other forms of discrimination, being a college professor means understanding the structural barriers to excellence that our students face. I am committed to an inclusive learning style where dialogue occurs freely and vigorously but no bigotry or exclusion of any kind is tolerated. Being an anti-racist who implements DEIA practices in the classroom is a process of consistent self-reflection and action. To undertake this journey, I engaged in two professional learning programs aimed at nurturing effective attention to diversity, equity, inclusion, and accessibility.

During summer 2024, I participated in the Culturally Responsive Curriculum Professional Development program facilitated by Dr. LeeAnne McNulty of Allen Hancock College. The goal was to develop ways of making our courses more culturally responsive and thereby reduce equity gaps in student success. Among the course modifications I proposed were the inclusion of a Welcome Message and "safe space" language in my syllabi, as well as the addition of a course module highlighting the work of Dr. Patricia Hill Collins's *Black Feminist Thought*. The aim of this latter addition is to expose students to the building blocks of theories that address the oppression, struggles, and liberation of Black women.

During the fall 2024 semester, I began participating in the Culturally Responsive Pedagogy and Practices Grant co-organized by Professor Lanoix. To be completed in spring 2025, my aim is to adopt equity-minded practices in my classes with the goal of improving the retention and success of Black students.

V. Goals for 2024-2025

I am eager to explore ways in which I can develop, grow, and innovate as a West instructor. I look forward to conferring with the tenure review committee about their findings and receiving any guidance on how to improve my work. Alongside my intention to fully address the committee's suggestions, I can lay out three goals for the upcoming year below. My goal here is clear: to engage in a transformative pedagogy and carry out equity-minded practices.

1. Refine my Sociology of Gender course—Although I have taught gender and sexuality courses since 2012, I am dissatisfied with the way it is currently structured. As of this semester, it is arranged as follows: five modules focused on learning basic concepts in gender studies by reading a rather basic OER textbook, followed by several modules consisting of case studies ranging from Black feminism and dating to politics and nightlife, each with two discussion boards. The aim here is to first introduce students to theoretical building blocks and then ask them to apply this knowledge to interesting cases that are relevant to them. I think that the course has done well in achieving its stated objectives, but needs to do more. I am therefore considering recording lectures, finding a better textbook to use, and recording short half-hour guest lectures to supplement the material.

2. POCR—During Flex Week 2024, I attended the information session for West's POCR Academy led by Professor Miryan Nogueira. Although a very valuable training, it became clear that it was a significant time commitment; the entire process lasts fifteen weeks and requires substantial work. I did not feel able to commit to it this fall but intend on completing POCR training in either spring or summer 2025.

3. New course adoptions—During the Program Review process in spring 2024, Professor Lanoix and I discussed the development of three new courses for the Division's Sociology program: Research Methods, Sociology of Culture, and Urban Sociology. I would like to discuss with her and others the feasibility of working on at least one of these courses. My short time on the Curriculum Committee has demonstrated to me the extensive work required for course adoptions, but I would like to contribute to at least one of these course's development and adoption.

INTRODUCTION TO SOCIOLOGY | SOC 001

SOC 001-W07 (17697) Fall 2024: August 26-December 15, 2024

Hybrid-Partially Online Instruction; 3 Units

Instructor: Victor P. Corona, Ph.D.

Email | Zoom

Office: GC 380E

Phone: 310-287-4230

Office hours: Thursday, 10a-1:35p; Friday, 1-3p, or by appointment

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Welcome!

Welcome to our Introduction to Sociology course! I am here to support your educational journey and work with you to achieve academic success. Please consider my classroom a safe space and a place for dialogue, learning, and growth. If you feel that you are struggling with the course, please reach out to me as soon as possible.

Course Description

An introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics typically include the analysis and explanation of social structure, group dynamics, socialization, social stratification, culture and diversity, social change, and global dynamics. Students will learn how to apply sociological ideas to everyday life.

Course Objectives

1. Define sociology, describe the scientific method and three major sociological perspectives
2. Define culture, describe its basic components and understand effects of diversity
3. Describe theories of lifespan development
4. Analyze the relationship between primary and secondary groups
5. Understand and apply theories of deviance and social control
6. Define stratification and assess levels of inequality
7. Discuss and define race, ethnicity and minority and dominant groups
8. Evaluate the major theories of gender inequality
9. Identify and describe family and kinship in a cross-cultural perspective
10. Describe and explain sociological perspectives on health, illness and health care.
11. Define religion and discuss the basic elements of major religions
12. Describe the history of public education and understand theories of educational inequality
13. Evaluate the effects of mass media on social institutions
14. Compare and contrast power, authority and describe types of government
15. Compare and contrast types of economic systems
16. Explain demographic transition, and the consequences of overpopulation and urbanization
17. Analyze the preconditions of collective behavior and discuss riots, revolutions and social movements
18. Discuss theories of social change and evaluate the influence of global modernization

Course Student Learning Outcomes

At the end of the course, a successful student will be able to:

- define the "sociological imagination" and use it to describe patterns of social behavior
- contrast the three major sociological perspectives

Required Textbook

Introduction to Sociology, 3rd Edition
Available for free online

Assessment

Task	Description	% of Final Grade
Attendance and Participation	Arrive to class on time and participate actively during class. The schedule below lists readings for each week. This means that you finish the readings before coming to class and are ready to ask questions and offer comments.	**18% of total**
Discussion Boards	Each course session will have a corresponding discussion board. Be thorough in your answers and then read your classmates' responses. There are 14 discussion boards available throughout the semester; you must complete 12.	12/14 discussion boards worth 3% each: **36% of total**
Quizzes	Every week you will complete quizzes testing you on the content from the week's assigned chapters. There are 14 quizzes available throughout the semester; you must complete 12.	12/14 quizzes worth 2.5% each: **30% of total**
Final Examination	Two essay questions covering material from throughout the semester	**16% of total**

Grading Policy

Out of fairness to all students in the class, I cannot accept late work submitted without prior approval by me.

Written material will be graded primarily according to four criteria:

1. Are you demonstrating that you have read and understood the material?
2. Have you evaluated the reading in light of course themes, discussions, and your own critical thinking?
3. Are you articulating a reasonable set of arguments based on our class lectures and discussions?
4. Have you taken the time to proofread what you are submitting? In other words, is your work free of typos and errors?

Final Grading Scheme

Letter Grade	Range
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% and below

Safe Space Classroom

Our classroom is a safe space for dialogue, learning, and growth for all students. Respect is necessary for all communication among participants in the course, including both in-class participation and online exchanges. No discrimination of any kind will be tolerated. I would like to emphasize that this includes any form of misogynistic, homophobic, transphobic, or racist commentary or slurs.

Disabled Students Programs and Services

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog). For any questions, please contact the Office of Disabled Student Programs and Services (DSP&S) at the Heldman Learning Resources Center (HLRC), Room 119, (310) 287-4450. Or feel free to inquire about program eligibility and services at: http://www.wlac.edu/dsps/index.aspx

Academic Dishonesty Policy

Please refer to the LACCD Student Code of Conduct as it relates to student dishonesty (Board Rule 9803.28): "Violations of academic integrity of any type by a student provides grounds for disciplinary action by the instructor or college. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more information on the Standards of Student Conduct refer to the college catalog available in the hardcopy and online at www.wlac.edu." Or please feel free to look at the following links:
http://wlac.edu/academics/pdf/WLAC_Catalog_Academic.pdf
http://www.wlac.edu/academicsenate/documents/BPP_Academic%20Integrity%20Classroom.pdf

The faculty and administration regard plagiarism as fraud and the College's policies will be strictly enforced. **Please note that the use of Artificial Intelligence like ChatGPT is prohibited.**

About Your Instructor

I'm a sociologist and author of a 2017 book about New York nightlife. My B.A. (Yale, 2003) and Ph.D. (Columbia, 2009) are both in sociology. I was born in Mexico City and raised in Westchester County, New York. **Please address me as either "Professor Corona" or "Dr. Corona." I use he/him/his pronouns. I will address you by whichever name and pronouns you prefer.**

Important Dates

- Last date to enroll with a permission number: September 8, 2024
- Last date to drop this class without a "W": September 8, 2024
- Last date to drop with a refund/no fee owed: September 8, 2024 *
- Last date to drop with a "W": November 17, 2024

* Some fees are not refundable even if the class is dropped on or before this date.

Schedule

Week 1. 8/27	Introductions, discussion of syllabus and requirements, overview of course Chapter 1: An Introduction to Sociology DISCUSSION BOARD #1 DUE 8/30 AT 10PM QUIZ #1 DUE 8/30 AT 10PM
Week 2. 9/3	Chapter 2: Sociological Research DISCUSSION BOARD #2 DUE 9/2 AT 10PM QUIZ #2 DUE 9/6 AT 10PM
Week 3. 9/10	Chapter 3: Culture DISCUSSION BOARD #3 DUE 9/9 AT 10PM QUIZ #3 DUE 9/13 AT 10PM
Week 4. 9/17	Chapter 4. Society and Social Interaction DISCUSSION BOARD #4 DUE 9/16 AT 10PM QUIZ #4 DUE 9/20 AT 10PM
Week 5. 9/24	Chapter 5. Socialization DISCUSSION BOARD #5 DUE 9/23 AT 10PM QUIZ #5 DUE 9/27 AT 10PM
Week 6. 10/1	Chapter 6. Groups and Organization DISCUSSION BOARD #6 DUE 9/30 AT 10PM QUIZ #6 DUE 10/4 AT 10PM
Week 7. 10/8	Chapter 7. Deviance, Crime, and Social Control DISCUSSION BOARD #7 DUE 10/7 AT 10PM QUIZ #7 DUE 10/11 AT 10PM
Week 8. 10/15	Chapter 8. Media and Technology DISCUSSION BOARD #8 DUE 10/14 AT 10PM QUIZ #8 DUE 10/18 AT 10PM
Week 9. 10/22	Chapter 9. Social Stratification in the United States Chapter 11. Race and Ethnicity DISCUSSION BOARD #9 DUE 10/21 AT 10PM QUIZ #9 DUE 10/25 AT 10PM
Week 10. 10/29	Chapter 14. Relationships, Marriage, and Family Chapter 15. Religion DISCUSSION BOARD #10 DUE 10/28 AT 10PM QUIZ #10 DUE 11/1 AT 10PM
Week 11. 11/5	Chapter 16. Education Chapter 17. Government and Politics DISCUSSION BOARD #11 DUE 11/4 AT 10PM QUIZ #11 DUE 11/8 AT 10PM
Week 12. 11/12	Chapter 18. Work and the Economy Chapter 19. Health and Medicine DISCUSSION BOARD #12 DUE 11/11 AT 10PM QUIZ #12 DUE 11/15 AT 10PM

Week 13. 11/19	Chapter 20. Population, Urbanization, and the Environment DISCUSSION BOARD #13 DUE 11/18 AT 10PM QUIZ #13 DUE 11/22 AT 10PM
Week 14. 11/26	Chapter 21. Social Movements and Social Change DISCUSSION BOARD #14 DUE 11/25 AT 10PM QUIZ #14 DUE 11/29 AT 10PM
Week 15. 12/3	Final Examination

INTRODUCTION TO SOCIOLOGY | SOC 001

SOC 001-W04 (13791) Fall 2024: August 26-December 15, 2024

Online Instruction; 3 Units

Instructor: Victor P. Corona, Ph.D.
Email | Zoom
Office: GC 380E
Phone: 310-287-4230
Office hours: Thursday, 10a-1:35p; Friday, 1-3p, or by appointment

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Assessment

Task	Description	% of Final Grade
Discussion Boards	Each course session will have a corresponding discussion board. Be thorough in your answers and then read your classmates' responses. There are 15 discussion boards available throughout the semester; you must complete 14.	14/15 discussion boards worth 4% each: **56% of total**
Quizzes	Every week you will complete quizzes testing you on the content from the week's assigned chapters. There are 15 quizzes available throughout the semester; you must complete 14.	14/15 quizzes worth 2.5% each: **35% of total**
Office Hours	Visit my office hours **at least once** during the semester. My West office, Zoom room, and office hours schedule are listed above.	**9% of total**

Grading Policy

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http://wlac.edu/academics/pdf/WLAC_Catalog_Academic.pdf
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- Last date to drop this class without a "W": September 8, 2024
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- Last date to drop with a "W": November 17, 2024

* Some fees are not refundable even if the class is dropped on or before this date.

Schedule

Week 1. 8/26-8/30	Chapter 1: An Introduction to Sociology DISCUSSION BOARD #1 DUE 8/28 AT 10PM QUIZ #1 DUE 8/30 AT 10PM **Students who do not complete Discussion Board #1 will be designated as "no shows" and dropped from the course.**
Week 2. 9/2-9/6	Chapter 2: Sociological Research DISCUSSION BOARD #2 DUE 9/4 AT 10PM QUIZ #2 DUE 9/6 AT 10PM
Week 3. 9/9-9/13	Chapter 3: Culture DISCUSSION BOARD #3 DUE 9/11 AT 10PM QUIZ #3 DUE 9/13 AT 10PM
Week 4. 9/16-9/20	Chapter 4. Society and Social Interaction DISCUSSION BOARD #4 DUE 9/18 AT 10PM QUIZ #4 DUE 9/20 AT 10PM
Week 5. 9/23-9/27	Chapter 5. Socialization DISCUSSION BOARD #5 DUE 9/25 AT 10PM QUIZ #5 DUE 9/27 AT 10PM
Week 6. 9/30-10/4	Chapter 6. Groups and Organization DISCUSSION BOARD #6 DUE 10/2 AT 10PM QUIZ #6 DUE 10/4 AT 10PM
Week 7. 10/7-10/11	Chapter 7. Deviance, Crime, and Social Control DISCUSSION BOARD #7 DUE 10/9 AT 10PM QUIZ #7 DUE 10/11 AT 10PM
Week 8. 10/14-10/18	Chapter 8. Media and Technology DISCUSSION BOARD #8 DUE 10/16 AT 10PM QUIZ #8 DUE 10/18 AT 10PM
Week 9. 10/21-10/25	Chapter 9. Social Stratification in the United States Chapter 11. Race and Ethnicity DISCUSSION BOARD #9 DUE 10/23 AT 10PM QUIZ #9 DUE 10/25 AT 10PM
Week 10. 10/28-11/1	Chapter 14. Relationships, Marriage, and Family Chapter 15. Religion DISCUSSION BOARD #10 DUE 10/30 AT 10PM QUIZ #10 DUE 11/1 AT 10PM
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Week 12. 11/11-11/15	Chapter 18. Work and the Economy Chapter 19. Health and Medicine DISCUSSION BOARD #12 DUE 11/13 AT 10PM QUIZ #12 DUE 11/15 AT 10PM
Week 13. 11/18-11/22	Chapter 20. Population, Urbanization, and the Environment DISCUSSION BOARD #13 DUE 11/20 AT 10PM QUIZ #13 DUE 11/22 AT 10PM
Week 14. 11/25-11/29	Chapter 21. Social Movements and Social Change DISCUSSION BOARD #14 DUE 11/27 AT 10PM QUIZ #14 DUE 11/29 AT 10PM
Week 15. 12/2-12/6	CUMULATIVE DISCUSSION BOARD #15 DUE 12/4 AT 10PM CUMULATIVE QUIZ #15 DUE 12/6 AT 10PM

INTRODUCTION TO SOCIOLOGY | SOC 001

SOC 001-W03 (17427) Fall 2024: August 26-October 20, 2024

1st 8 Week Session; Online Instruction; 3 Units

Instructor: Victor P. Corona, Ph.D.

Email | Zoom

Office: GC 380E

Phone: 310-287-4230

Office hours: Thursday, 10a-1:35p; Friday, 1-3p, or by appointment

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4. Analyze the relationship between primary and secondary groups
5. Understand and apply theories of deviance and social control
6. Define stratification and assess levels of inequality
7. Discuss and define race, ethnicity and minority and dominant groups
8. Evaluate the major theories of gender inequality
9. Identify and describe family and kinship in a cross-cultural perspective
10. Describe and explain sociological perspectives on health, illness and health care.
11. Define religion and discuss the basic elements of major religions
12. Describe the history of public education and understand theories of educational inequality
13. Evaluate the effects of mass media on social institutions
14. Compare and contrast power, authority and describe types of government
15. Compare and contrast types of economic systems
16. Explain demographic transition, and the consequences of overpopulation and urbanization
17. Analyze the preconditions of collective behavior and discuss riots, revolutions and social movements
18. Discuss theories of social change and evaluate the influence of global modernization

Course Student Learning Outcomes

At the end of the course, a successful student will be able to:

- define the "sociological imagination" and use it to describe patterns of social behavior
- contrast the three major sociological perspectives

Required Textbook

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Available for free online

Assessment

Task	Description	% of Final Grade
Discussion Boards	Each course session will have a corresponding discussion board. Be thorough in your answers and then read your classmates' responses. There are 15 discussion boards available throughout the semester; you must complete 14.	14/15 discussion boards worth 4% each: **56% of total**
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Office Hours	Visit my office hours **at least once** during the semester. My West office, Zoom room, and office hours schedule are listed above.	**9% of total**

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http://wlac.edu/academics/pdf/WLAC_Catalog_Academic.pdf
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- Last date to drop with a "W": October 6, 2024

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Schedule

Week 1. 8/26-8/30	Chapter 1: An Introduction to Sociology DISCUSSION BOARD #1 DUE 8/28 AT 10PM QUIZ #1 DUE 8/28 AT 10PM **Students who do not complete Discussion Board #1 will be designated as "no shows" and dropped from the course.** Chapter 2: Sociological Research DISCUSSION BOARD #2 DUE 8/30 AT 10PM QUIZ #2 DUE 8/30 AT 10PM
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Week 4. 9/16-9/20	Chapter 7. Deviance, Crime, and Social Control DISCUSSION BOARD #7 DUE 9/18 AT 10PM QUIZ #7 DUE 9/18 AT 10PM Chapter 8. Media and Technology DISCUSSION BOARD #8 DUE 9/20 AT 10PM QUIZ #8 DUE 9/20 AT 10PM
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Week 6. 9/30-10/4	Chapter 16. Education Chapter 17. Government and Politics DISCUSSION BOARD #11 DUE 10/2 AT 10PM QUIZ #11 DUE 10/2 AT 10PM Chapter 18. Work and the Economy Chapter 19. Health and Medicine DISCUSSION BOARD #12 DUE 10/4 AT 10PM QUIZ #12 DUE 10/4 AT 10PM
Week 7. 10/7-10/11	Chapter 20. Population, Urbanization, and the Environment DISCUSSION BOARD #13 DUE 10/9 AT 10PM QUIZ #13 DUE 10/9 AT 10PM Chapter 21. Social Movements and Social Change DISCUSSION BOARD #14 DUE 10/11 AT 10PM QUIZ #14 DUE 10/11 AT 10PM

Week 8. 10/14-10/18	CUMULATIVE DISCUSSION BOARD DUE 10/18 AT 10PM CUMULATIVE QUIZ DUE 10/18 AT 10PM

INTRODUCTION TO SOCIOLOGY | SOC 001

SOC 001-W23 (19874) Fall 2024: October 21-December 15, 2024

2nd 8 Week Session; Online Instruction; 3 Units

Instructor: Victor P. Corona, Ph.D.

Email | Zoom

Office: GC 380E

Phone: 310-287-4230

Office hours: Thursday, 10a-1:35p, Friday, 1-3p, or by appointment

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Welcome!

Welcome to our Introduction to Sociology course! I am here to support your educational journey and work with you to achieve academic success. Please consider my classroom a safe space and a place for dialogue, learning, and growth. If you feel that you are struggling with the course, please reach out to me as soon as possible.

Course Description

An introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics typically include the analysis and explanation of social structure, group dynamics, socialization, social stratification, culture and diversity, social change, and global dynamics. Students will learn how to apply sociological ideas to everyday life.

Course Objectives

1. Define sociology, describe the scientific method and three major sociological perspectives
2. Define culture, describe its basic components and understand effects of diversity
3. Describe theories of lifespan development
4. Analyze the relationship between primary and secondary groups
5. Understand and apply theories of deviance and social control
6. Define stratification and assess levels of inequality
7. Discuss and define race, ethnicity and minority and dominant groups
8. Evaluate the major theories of gender inequality
9. Identify and describe family and kinship in a cross-cultural perspective
10. Describe and explain sociological perspectives on health, illness and health care.
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15. Compare and contrast types of economic systems
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17. Analyze the preconditions of collective behavior and discuss riots, revolutions and social movements
18. Discuss theories of social change and evaluate the influence of global modernization

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At the end of the course, a successful student will be able to:

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Required Textbook

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The faculty and administration regard plagiarism as fraud and the College's policies will be strictly enforced. **Please note that the use of Artificial Intelligence like ChatGPT is prohibited.**

About Your Instructor

I'm a sociologist and author of a 2017 book about New York nightlife. My B.A. (Yale, 2003) and Ph.D. (Columbia, 2009) are both in sociology. I was born in Mexico City and raised in Westchester County, New York. **Please address me as either "Professor Corona" or "Dr. Corona." I use he/him/his pronouns. I will address you by whichever name and pronouns you prefer.**

Important Dates

- Last date to drop with a refund/no fee owed: October 25, 2024 *
- Last date to enroll with a permission number: October 30, 2024
- Last date to drop this class without a "W": October 30, 2024
- Last date to drop with a "W": December 1, 2024

* Some fees are not refundable even if the class is dropped on or before this date.

Schedule

Week 1. 10/21-10/25	Chapter 1: An Introduction to Sociology DISCUSSION BOARD #1 DUE 10/23 AT 10PM QUIZ #1 DUE 10/23 AT 10PM **Students who do not complete Discussion Board #1 will be designated as "no shows" and dropped from the course.** Chapter 2: Sociological Research DISCUSSION BOARD #2 DUE 10/25 AT 10PM QUIZ #2 DUE 10/25 AT 10PM
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Week 4. 11/11-11/15	Chapter 7. Deviance, Crime, and Social Control DISCUSSION BOARD #7 DUE 11/13 AT 10PM QUIZ #7 DUE 11/13 AT 10PM Chapter 8. Media and Technology DISCUSSION BOARD #8 DUE 11/15 AT 10PM QUIZ #8 DUE 11/15 AT 10PM
Week 5. 11/18-11/22	Chapter 9. Social Stratification in the United States Chapter 11. Race and Ethnicity DISCUSSION BOARD #9 DUE 11/20 AT 10PM QUIZ #9 DUE 11/20 AT 10PM Chapter 14. Relationships, Marriage, and Family Chapter 15. Religion DISCUSSION BOARD #10 DUE 11/22 AT 10PM QUIZ #10 DUE 11/22 AT 10PM
Week 6. 11/25-11/29	Chapter 16. Education Chapter 17. Government and Politics DISCUSSION BOARD #11 DUE 11/27 AT 10PM QUIZ #11 DUE 11/27 AT 10PM Chapter 18. Work and the Economy Chapter 19. Health and Medicine DISCUSSION BOARD #12 DUE 11/29 AT 10PM QUIZ #12 DUE 11/29 AT 10PM
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Week 8. 12/9-12/13	CUMULATIVE DISCUSSION BOARD DUE 12/11 AT 10PM CUMULATIVE QUIZ DUE 12/13 AT 10PM

SOCIOLOGY OF GENDER | SOC 031

SOC 031-W01 (25286) Fall 2024: August 26-December 15, 2024

Online Instruction; 3 Units

Instructor: Victor P. Corona, Ph.D.
Email | Zoom
Office: GC 380E
Phone: 310-287-4230
Office hours: Thursday, 10a-1:35p; Friday, 1-3p, or by appointment

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Welcome!

Welcome to our Sociology of Gender course! I am here to support your educational journey and work with you to achieve academic success. Please consider my classroom a safe space and a place for dialogue, learning, and growth. If you feel that you are struggling with the course, please reach out to me as soon as possible.

Course Description

This course is a sociological analysis of gender from both a micro and macro level perspective. This analysis will include the role of gender in socialization, cross-cultural expectations, interpersonal interactions, its expanding definition and the gender hierarchy. A particular emphasis is placed on the political, social and economic status of various genders from an intersectional perspective.

Course Objectives

1. Define the sociological perspective and scientific method including theoretical perspectives and research methods relating to sex/gender; analyze intersections with race, ethnicity, social class, and sexual orientation.
2. Discuss the biological and social constructions of gender and sex (chromosomes, hormones, cultural norms); sex and gender fluidity and variations including cross cultural differences and similarities.
3. Assess childhood influences by agents of socialization including education, religion, the family and mass media; including cross cultural differences and similarities
4. Discuss the interaction of media and society, including the sexualization of young girls, women and men of color, links between violence and masculinity including cross cultural differences and similarities.
5. Evaluate gender roles, housework, parenting, family structure. Define and discuss sexual orientation, the roles of heteronormativity including cross-cultural similarities and differences.
6. Analyze workplace issues (e.g., harassment and discrimination), work and family balance, class stratification and poverty including cross-cultural similarities and differences.
7. Analyze the intersections of gender and politics/government, political representation and gender categorization including cross-cultural similarities and differences.
8. Analyze the intersection of the criminal justice system and gender; rates and experiences of crime, including domestic and dating violence, rape, stalking, criminality and victimization including cross-cultural similarities and differences.
9. Discuss reproductive issues, health care, and health issues as they affect differently gendered bodies; including cross-cultural similarities and differences.

Course Student Learning Outcomes

At the end of the course, a successful student will be able to:

- Apply theories and research in the field of the sociology of gender to interpret the construction of gender in the US.
- Apply theories and research in the field of the sociology of gender to interpret the intersection of power and gender dynamics in the US.

Required Textbook

Introduction to Gender Studies
Available for free online

Assessment

Task	Description	% of Final Grade
Discussion Boards	Each course session will have corresponding discussion boards. Be thorough in your answers and then read your classmates' responses. There are 29 discussion boards available throughout the semester. You must complete 25 of them.	25/29 discussion boards worth 3% each: **75% of total**
Quizzes	For the first 5 weeks of the semester, you will complete quizzes testing you on the content from the week's assigned chapters. You must complete all 5 quizzes.	5 quizzes worth 5% each: **25% of total**

Grading Policy

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Schedule

Week 1. 8/26-8/30	**Chapter 1: Introduction** **Chapter 2: Sex and Gender – What's the Difference?** DISCUSSION BOARD #1 DUE 8/28 AT 10PM QUIZ #1 DUE 8/30 AT 10PM **Students who do not complete Discussion Board #1 will be designated as "no shows" and dropped from the course.**
Week 2. 9/2-9/6	**Chapter 3: Know Your Role! An Exploration into Gender Roles** **Chapter 4: Gender Inequality** DISCUSSION BOARD #2 DUE 9/4 AT 10PM DISCUSSION BOARD #3 DUE 9/6 AT 10PM QUIZ #2 DUE 9/6 AT 10PM
Week 3. 9/9-9/13	**Chapter 5: Gender, Language, and Media** **Chapter 6: Gender, Emotions, and Relationships** DISCUSSION BOARD #4 DUE 9/11 AT 10PM DISCUSSION BOARD #5 DUE 9/13 AT 10PM QUIZ #3 DUE 9/13 AT 10PM
Week 4. 9/16-9/20	**Chapter 7: Gender, Sex, and Sexuality** **Chapter 8: Gender and Education** DISCUSSION BOARD #6 DUE 9/18 AT 10PM DISCUSSION BOARD #7 DUE 9/20 AT 10PM QUIZ #4 DUE 9/20 AT 10PM
Week 5. 9/23-9/27	**Chapter 9: Gender and Work** **Chapter 10: Gender, Deviance, Crime, and Punishment** DISCUSSION BOARD #8 DUE 9/25 AT 10PM DISCUSSION BOARD #9 DUE 9/27 AT 10PM QUIZ #5 DUE 9/27 AT 10PM
Week 6. 9/30-10/4	**Case Study #1: Black Feminism** Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment* (excerpts available on Canvas) DISCUSSION BOARD #10 DUE 10/2 AT 10PM DISCUSSION BOARD #11 DUE 10/4 AT 10PM
Week 7. 10/7-10/11	**Case Study #2: Dating** Kristen Roupenian, "Cat Person," *The New Yorker* Adam Popescu, "Why People Ghost — and How to Get Over It," *New York Times* DISCUSSION BOARD #12 DUE 10/9 AT 10PM DISCUSSION BOARD #13 DUE 10/11 AT 10PM
Week 8. 10/14-10/18	**Case Study #3: Sex Work** Yasmina Katsulis, "Gender, Sex Work, and Social Justice," Sociologists for Women in Society Ronald Weitzer, "Sociology of Sex Work," *Annual Review of Sociology*, p. 213-221 DISCUSSION BOARD #14 DUE 10/16 AT 10PM DISCUSSION BOARD #15 DUE 10/18 AT 10PM

Week 9. 10/21-10/25	**Case Study #4: Gender in Nightlife** Ashley Mears, *Very Important People: Status and Beauty in the Global Party Circuit*, Princeton University Press (excerpt) Mary Nell Trautner, "Doing Gender, Doing Class: The Performance of Sexuality in Exotic Dance Clubs," *Gender & Society* (available on Canvas) DISCUSSION BOARD #16 DUE 10/23 AT 10PM DISCUSSION BOARD #17 DUE 10/25 AT 10PM
Week 10. 10/28-11/1	**Case Study #5: Drag Queens and Drag Kings** BBC, "The Fabulous History of Drag" William Berlind, "Is Murray Hill's Showbiz Dream Finally Coming True?" *New York Times* DISCUSSION BOARD #18 DUE 10/30 AT 10PM DISCUSSION BOARD #19 DUE 11/1 AT 10PM
Week 11. 11/4-11/8	**Case Study #8: Trans* Feminism** Jack Halberstam, "Toward a Trans* Feminism," *The Boston Review* DISCUSSION BOARD #20 DUE 11/6 AT 10PM DISCUSSION BOARD #21 DUE 11/8 AT 10PM
Week 12. 11/11-11/15	**Case Study #6: Gender and Political Representation** Grace Segers, "How Gender Redefined the 2024 Election," *The New Republic* Claire Cain Miller, "Many Gen Z Men Feel Left Behind. Some See Trump as an Answer," *New York Times* DISCUSSION BOARD #22 DUE 11/13 AT 10PM DISCUSSION BOARD #23 DUE 11/15 AT 10PM
Week 13. 11/18-11/22	**Case Study #7: Gender and Reproduction** Christine Overall, "Think Before You Breed," *New York Times* Centers for Disease Control and Prevention, "About Teen Pregnancy" DISCUSSION BOARD #24 DUE 11/20 AT 10PM DISCUSSION BOARD #25 DUE 11/22 AT 10PM
Week 14. 11/25-11/29	**Case Study #5: Gender and Religion** Pew Research Center, "The Gender Gap in Religion Around the World" DISCUSSION BOARD #26 DUE 11/27 AT 10PM DISCUSSION BOARD #27 DUE 11/29 AT 10PM
Week 15. 12/2-12/6	**Case Study #9: The Futures of Gender Studies** Johanna Alonso, "Student Interest in Gender Studies on the Rise, Despite Political Hostility," *Inside Higher Ed* DISCUSSION BOARD #28 DUE 12/4 AT 10PM DISCUSSION BOARD #29 DUE 12/6 AT 10PM

Sample Assignments

Below are sample discussion board assignments for my "Introduction to Sociology" and "Sociology of Gender" courses in fall 2024.

Introduction to Sociology

Due Sep 9 10pm Available until Sep 9 3 points possible

20 Replies, 20 Unread

Discussion Board #3

Instructions

Do not delete or edit your response after submitting. (I can tell if you have done so.)

Chapter 3 outlines key terms related to human **culture**. A big part of culture involves the norms that we observe. Two types of norms are discussed. What are the 2 types? Give one example of each that you have directly observed.

This topic is closed for comments.

Due Sep 23 10pm Available until Sep 23 3 points possible

16 Replies, 16 Unread

Discussion Board #5

Instructions

Do not delete or edit your response after submitting. (I can tell if you have done so.)

We have discussed elements of **culture** and this week we will discuss **socialization**, *how we learn what our culture is*.

Pick an **agent of socialization** from Chapter 5 and pick an element of culture. Give a well-written, clear example of how the agent transmits the element.

This topic is closed for comments.

Due Sep 30 10pm Available until Sep 30 3 points possible

16 Replies, 16 Unread

Discussion Board #6

Instructions

Do not delete or edit your response after submitting. (I can tell if you have done so.)

Pick 1 of the 3 types of formal organizations. Now pick a research method and discuss how you would use it to study the type of formal organization you chose. Be clear and detailed in your example and answer.

This topic is closed for comments.

Due Oct 14 10pm Available until Oct 14 3 points possible

16 Replies, 16 Unread

Discussion Board #8

Instructions

Do not delete or edit your response after submitting. (I can tell if you have done so.)

Choose one of the theoretical perspectives applied to social media in the chapter. Then apply the theoretical perspective you chose to a social media account or meme. Feel free to include screen captures or photos in your DB post.

This topic is closed for comments.

Due Oct 21 10pm Available until Oct 21 3 points possible

18 Replies, 18 Unread

Discussion Board #9

Instructions

Do not delete or edit your response after submitting. (I can tell if you have done so.)

In its exploration of class divisions in society, the chapter introduces the concept of "status consistency." How does this apply to the United States? Feel free to use examples from your own family or LA and California more broadly.

This topic is closed for comments.

Sociology of Gender

Due Sep 4 10pm Available until Sep 4 3 points possible

20 Replies, 20 Unread

Discussion Board #2 due 9/4

According to the textbook, our society socializes people according to a gender binary. List and discuss 3 ways that this happens. Be specific.

This topic is closed for comments.

Due Sep 11 10pm Available until Sep 11 3 points possible

20 Replies, 20 Unread

Discussion Board #4 due 9/11

Identify and discuss a **gender role** that you have observed. How does it relate to the concept of **gender identity** discussed in the chapter?

This topic is closed for comments.

Due Sep 27 10pm Available until Sep 27 3 points possible

21 Replies, 21 Unread

Discussion Board #9 due 9/27

Define the **male gaze** and give 2-3 examples of it in everyday practice.

This topic is closed for comments.

Due Oct 2 10pm Available until Oct 2 3 points possible

19 Replies, 19 Unread

Discussion Board #10 due 10/2

Read Part 1 of Patricia Hill Collins's *Black Feminist Thought* (posted on Canvas). Discuss at least 3 key elements of Black feminist thought. Be detailed in your discussion post.

This topic is closed for comments.

Due Oct 4 10pm Available until Oct 4

3 points possible

17 Replies, 17 Unread

Discussion Board #11 due 10/4

Read Part 2 of Patricia Hill Collins's *Black Feminist Thought*. What are "controlling images"? Give at least 3 examples of what she means by this central concept in her theory.

This topic is closed for comments.

Due Oct 9 10pm Available until Oct 9

3 points possible

18 Replies, 18 Unread

Discussion Board #12 due 10/9

The fictional short story "Cat Person" was a viral hit, later serving as the basis for a book and a movie. Why? Using concepts from our textbook, offer a reasonable set of arguments for why and how "Cat Person" became a viral hit. What themes does it address about gender and sexuality in America today?

This topic is closed for comments.

Due Oct 25 10pm Available until Oct 25

3 points possible



Victor Corona AUTHOR | TEACHER

20 Replies, 20 Unread

Posted Sep 23 8:28am | Last edited Sep 26 10:13am

Discussion Board #17

Read pages 776 through 782 of Professor Trautner's article about gender and sexuality in strip clubs. What is the relationship between gender and class in the strip clubs studied? Be thorough and detailed in the arguments you make.

This topic is closed for comments.

Due Nov 1 10pm Available until Nov 1

3 points possible



Victor Corona AUTHOR | TEACHER

18 Replies, 18 Unread

Posted Sep 23 8:30am | Last edited Sep 30 7:12pm

Discussion Board #19

William Berlind from the *New York Times* profiles Murray Hill, one of the world's most famous drag kings. What did you learn about how drag kings perform? Why do you think drag kings today are not as famous as drag queens?

This topic is closed for comments.

Due Nov 8 10pm Available until Nov 8 3 points possible



Victor Corona AUTHOR | TEACHER 3 Replies, 3 Unread

Posted Sep 23 8:30am | Last edited Oct 1 5:44am

Discussion Board #21

Keeping in mind gender concepts we have learned in this class and the arguments made by Halberstam, what are the main challenges facing feminism today? What alliances could be forged with the LGBT / queer / trans* / non-binary communities?

Reply

Due Nov 13 10pm Available until Nov 13 3 points possible



Victor Corona AUTHOR | TEACHER 2 Replies, 2 Unread

Posted Sep 23 8:31am | Last edited Oct 2 7:35am

Discussion Board #22

Gender has been a central issue in the 2024 presidential election. In the Segers article, we see an argument about the role of "masculine outrage" in the election. Using concepts from our course textbook, why do you think "masculine outrage" is a powerful force during the current election cycle?

Reply

Due Nov 22 10pm Available until Nov 22 3 points possible



Victor Corona AUTHOR | TEACHER 1 Reply, 1 Unread

Posted Sep 23 8:32am | Last edited Oct 2 8:19am

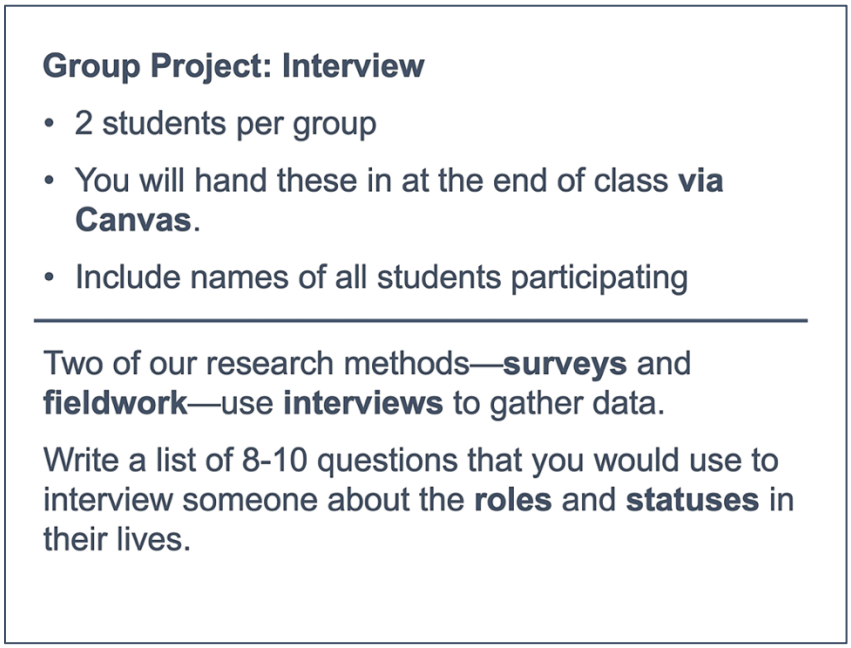
Discussion Board #25

Let's have a look at some CDC data about teen pregnancy. Select 2 key findings from the summary. In light of what you have learned in this course so far, discuss what they mean from a sociological point of view. In other words, what hypotheses can you develop to explain the findings? What other data would you want to know?

Reply

Sample Handouts

In an effort to be "green," I do not print and hand out papers in class. I show material as a projected slide or send it out via Canvas message. When I organize group projects in class, I post the prompt as a slide and leave it up while students are working together. Below are a few examples of these group project prompts.

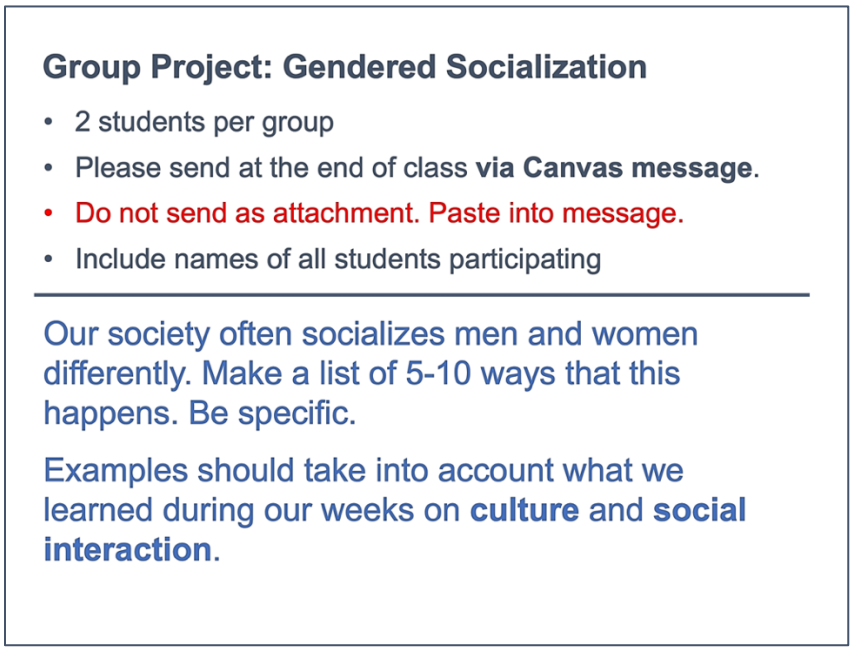


Group Project: Interview

- 2 students per group
- You will hand these in at the end of class **via Canvas**.
- Include names of all students participating

Two of our research methods—**surveys** and **fieldwork**—use **interviews** to gather data.

Write a list of 8-10 questions that you would use to interview someone about the **roles** and **statuses** in their lives.



Group Project: Gendered Socialization

- 2 students per group
- Please send at the end of class **via Canvas message**.
- Do not send as attachment. Paste into message.
- Include names of all students participating

Our society often socializes men and women differently. Make a list of 5-10 ways that this happens. Be specific.

Examples should take into account what we learned during our weeks on **culture** and **social interaction**.

Group Project: Stratification in the U.S.

- 2 students per group
- Please send at the end of class **via Canvas message**.
- Do not send as an attachment. Paste into message.
- Include names of students participating.

Peer groups and **families** are two agents of socialization.

What **class traits** are associated with your peer groups and families?

What **statuses** do they represent?

Think of examples like speech patterns, clothing trends, musical tastes, hobbies, or food preferences.

Group Project: Formal Organizations

- Same groups as last time
- Please send at the end of class **via Canvas message**.
- Do not send as an attachment. Paste into message.
- Include names of all students participating
- Best project will win **exemption prize**

Select a **formal organization**. Describe:

- What type it is: normative, coercive, utilitarian
- 3 organizational norms
- 3 organizational challenges

Sample Exams

Below is the Spring 2024 final exam for my in-person "Introduction to Sociology" course.

Title

Final Examination

Instructions

Answer both questions. You may only use your notes, my lecture slides, and the textbook as resources during the exam.

1 Essay 12.5 points Question #1

The three sociological theories we studied have different perspectives of **norms, values, and beliefs**. Using concepts from **two topics** covered in our textbook chapters, compare a **macro-level theory** and a **micro-level theory** of norms, values, and beliefs.

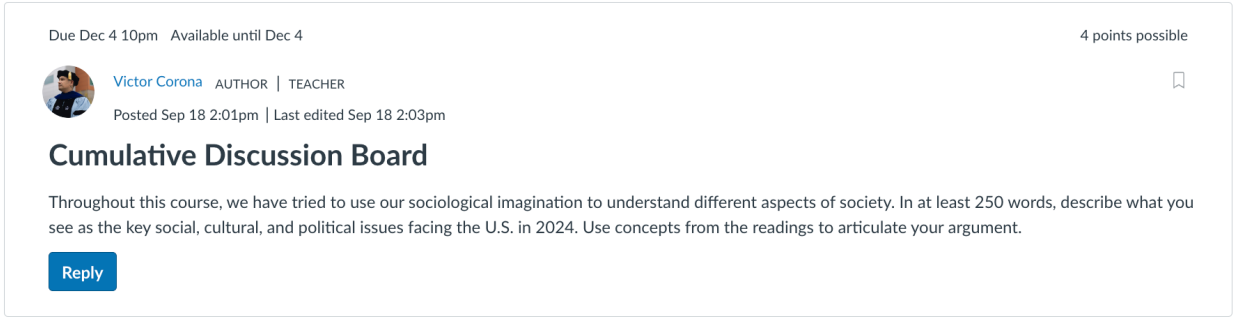
Rubric:
0.5 point - A reasonable attempt at answering the question
2.5 points - Macro-level theory for topic 1 (0.5 point for each concept discussed correctly)
2.5 points - Macro-level theory for topic 2 (0.5 point for each concept discussed correctly)
2.5 points - Micro-level theory for topic 1 (0.5 point for each concept discussed correctly)
2.5 points - Micro-level theory for topic 2 (0.5 point for each concept discussed correctly)
2 points - No grammatical errors

2 Essay 12.5 points Question #2

The three sociological theories we studied have different perspectives of **roles, statuses, and mobility**. Using concepts from **two topics** covered in our textbook chapters (not the same as question #1), compare a **macro-level theory** and a **micro-level theory** of roles, statuses, and mobility.

Rubric:
0.5 point - A reasonable attempt at answering the question
2.5 points - Macro-level theory for topic 1 (0.5 point for each concept discussed correctly)
2.5 points - Macro-level theory for topic 2 (0.5 point for each concept discussed correctly)
2.5 points - Micro-level theory for topic 1 (0.5 point for each concept discussed correctly)
2.5 points - Micro-level theory for topic 2 (0.5 point for each concept discussed correctly)
2 points - No grammatical errors

Below is the Cumulative Assignment for my Fall 2024 online “Introduction to Sociology” courses.



Due Dec 4 10pm Available until Dec 4 4 points possible

Victor Corona AUTHOR | TEACHER

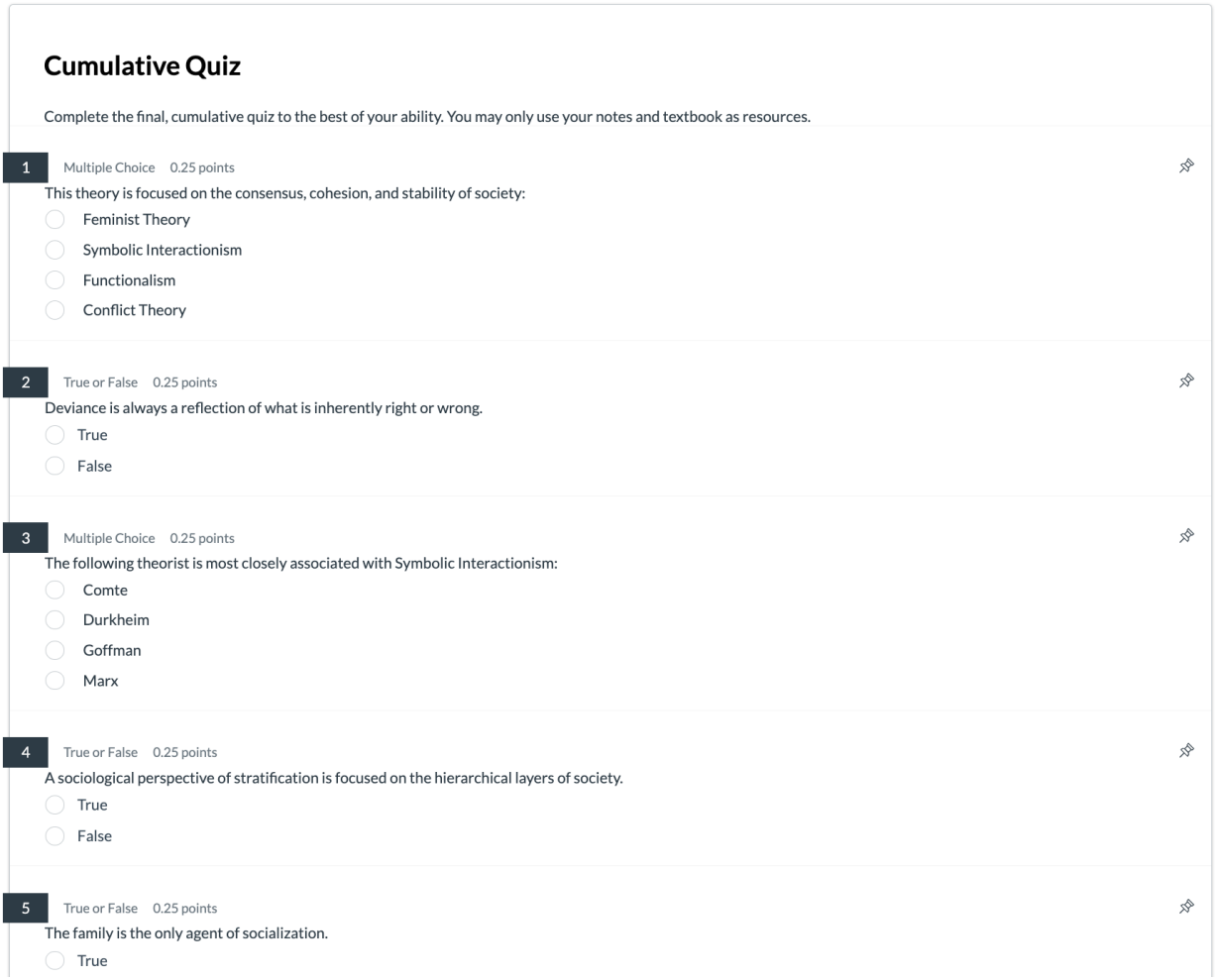
Posted Sep 18 2:01pm | Last edited Sep 18 2:03pm

Cumulative Discussion Board

Throughout this course, we have tried to use our sociological imagination to understand different aspects of society. In at least 250 words, describe what you see as the key social, cultural, and political issues facing the U.S. in 2024. Use concepts from the readings to articulate your argument.

Reply

Below is the Cumulative Quiz for my Fall 2024 online “Introduction to Sociology” courses.



Cumulative Quiz

Complete the final, cumulative quiz to the best of your ability. You may only use your notes and textbook as resources.

1 Multiple Choice 0.25 points

This theory is focused on the consensus, cohesion, and stability of society:

- Feminist Theory
- Symbolic Interactionism
- Functionalism
- Conflict Theory

2 True or False 0.25 points

Deviance is always a reflection of what is inherently right or wrong.

- True
- False

3 Multiple Choice 0.25 points

The following theorist is most closely associated with Symbolic Interactionism:

- Comte
- Durkheim
- Goffman
- Marx

4 True or False 0.25 points

A sociological perspective of stratification is focused on the hierarchical layers of society.

- True
- False

5 True or False 0.25 points

The family is the only agent of socialization.

- True

False

6 Fill in the Blank 0.25 points

The study of populations is known as type your answer... .

7 True or False 0.25 points

When discussing media and technology, functionalists would emphasize issues like the knowledge gap and digital divide.

True

False

8 Fill in the Blank 0.25 points

According to the textbook chapter on culture, types of norms would include formal and informal, and type your answer... and folkways.

9 Fill in the Blank 0.25 points

Being born a Mexican would be an example of an ascribed status but being a college professor would be an example of an type your answer... status.

10 Multiple Choice 0.25 points

For my 2017 book about New York nightlife, I immersed myself in a social setting, observed the ways that people behaved, learned about individuals' identities, and interviewed participants about their lives. This would be an example of the following research method:

survey

census

ethnography

secondary data analysis

Submit