**Donald Gregory** Spring, 2024

Classroom: Lawson 104 Office: Tarpley, 216

Dg2@reinhardt.edu Mondays & Wednesdays from 11 – 12:15

**Required Text:**

**Main text:**

 Hurst, Charles E. 2020. *Social Inequality: Forms, Causes, and Consequences*. 10th ed. Boston, MA: Allyn and Bacon.

**Quantitative lab:**

 Harnois, C. E. 2018. Analyzing Inequalities. NY: Sage Publishing.

<http://www.levyinstitute.org/publications/?docid=1235>

<http://www.faireconomy.org/press_room/2004/forbes_400_richest_americans_they_didnt_do_it_alone>

**Objectives:**

 We will explore the interconnection of inequality and oppression examining classical and contemporary theories of inequality throughout society and within institutions.

 Through our readings we will learn various theories that attempt to explain why and how humans organize themselves into unequal roles.

 We will examine how modern societies use class, race, and gender as interconnected means of structuring access to power.

 We will also examine the stability and change of the social system of inequality.

 We will also hear a variety of voices from scholars writing about inequality and its embedded nature in various institutions in society.

 Through our class projects we will find personal and local examples of inequality. Further, we will explore methods beyond the traditional paper that will allow us to convey the interconnection of social inequality.

 We will examine the connection between inequality and power and their relationship to state control.

**Grading:**  **Assessment Tools**

 Exams 1-2 (15% each) 30%

 Final Exam (Oral) 20%

 Gender Scavenger Hunt 5%

 Data analysis 35%

 Documentaries 10%

 I do not believe I “give” grades but that grades reflect a combination of your knowledge of the content and the effort you give your studies. I try to be fair in all aspects of grading and believe in providing you with feedback on areas of excellence and improvement. Never be afraid to speak with me privately for more information regarding my comments on your graded work.

**Questions we will address:**

1. What causes Inequality
2. Are there different causes for class, race, or gender inequality?
3. How unequal are we?
4. How do we measure class inequality?
5. What forms do inequalities take?
6. How are various forms of inequality interconnected?
7. Is inequality functional?
8. Is there an optimum level of inequality?
9. What impact on life-quality, health, happiness, educational attainment, etc., does inequality have?
10. How have public policies affected inequality?
11. How are we socialized to ignore inequality?
12. How is our society organized to downplay inequality?
13. How do various theories explain inequalities?
14. How do various institutions outside of the economy (state, religion, media, education …) participate in social inequality?

**Exams:** Study for them. The first two are in class and have a range of question types.

**Data Analysis:** Chapters 3-9 of Harnois provides opportunities at the end of each chapter to practice. We will discuss which from each chapter you need to do in class. Make sure you bring stapled printed outputs and written analyses to class.

**I reserve the right to alter any aspect of the course and syllabus including grading, assignments, meeting times, and due dates.**

1. **COURSE POLICIES**

**Attendance:** You are expected to attend every scheduled class. Graded assignments may be given during class or for the following class. Please inform me of scheduled absences. You are responsible for any material in class whether you attend or not. Not being physically present does not absolve you of being fully prepared for future classes. I reserve the right to withdraw a student after three absences for any reason. Beginning with the fourth absence, grade reductions may begin.

In eagleweb or canvas I will either mark you present, tardy, or absent-unexcused. If you miss class I assume you have a great reason. The roll is simply a record keeping mechanism for those who are present and on time and those who are not. You may receive notice from Reinhardt or a coach if you have a certain number of absences. Please note and inform them that I do NOT encumber the usage of the absent-excused code.

 Coming late to class is a tough call. You might feel awkward entering after we have started. Let’s try using common sense here at the beginning. For us, that means to come on in if it is still within the first 15 minutes. Enter as quietly as possible and quietly take a seat and engage with the class. If it is an exam, come in no matter how late. However, we may need to make arrangements if you are more than 15 minutes late.

*Athletes*: I realize that in many ways you “serve two masters” between your academic and sports life. If you are going to miss a class in which there is an exam, quiz, or anything that is due or carries a grade, you must complete the Athlete Absence Form available on eagleweb or canvas for this class. This requires that you create a plan with me and have the form signed by your coach. This completed and signed form is due to me a minimum of 72 hours in advance of the absence. This assures both of us that we have a plan for graded material. This form can be found as a link on a page in canvas. Go to our class on canvas, click on pages, click in the upper left (all pages) and you will find one in the list that says athlete absence form. Click on that and you will have link to the form. Click the link and the Word doc will open.

*Quarantine or isolation*: I hope this does not happen to any of you. But we need to be prepared. At a minimum, treat your absence as you would a normal absence. Ask fellow students to record the class, to share notes, and to help you. I can not guarantee that I will be able to video our class. I may try but this also means you will need a computer and camera to access our class engagement.

**Food and Beverages:** I will not allow any food in the class. If you have food, I will ask you to put it away or leave the class. You can have coffee, a can of pop, or water during class but not during exams.

**Phones:** ***Please do not text during class.*** It is very distracting to me when you text message, please do not do it. Can we all agree to a class policy that we will not text during class? ***Please put them on vibrate during class***. If you feel that there is some potential emergency (sick child, etc.) then don’t come to class. If you feel that the potential is great enough that you need to be contacted immediately, then your mind will probably not be in class anyway. You may use devices outside of class time. This guideline is for general benefit to all students.

 However, I might be convinced to amend this policy if we decide to use apps or resources during class. Unless otherwise stated, the policy is to not use your phone.

**Laptops in class:**

 I generally do not like laptops in class. If you prefer to use one to take notes, please sit in the back rows of the class if possible. Also realize how hard you might be typing.

If you choose to utilize a laptop computer I ask that you sit near the back of the room. This will reduce the number of people that may be distracted by your screen. I also ask that you be mindful of the noise you may be making. Some keyboards can be pretty loud and that can become distracting. If you have a computer on in the class, then be prepared for me or anyone else to see it. Do not take up space in our class and be on your computer doing something other than notetaking. Finally, I expect you to be using the computer for notetaking. Do not surf, message, email, or work on another class’ assignments. Do not use class time to work on REVEL. I may ask you for a copy of your notes as a check on your use of a computer in class. Violating these rules will result in warnings and potentially negative sanctions on your grade.

**Honor’s Code**: It is expected that all work is your own work. Refer to the student handbook for more information regarding the honor code. You should not plagiarize. You should not cheat on exams. You will turn in students you know who are breaking these rules. If you are caught in academic dishonesty, you may receive punishment up to failing the course.

**Artificial Intelligence**: I may include AI in our class. However, you should not use it for written work. You should also be aware that AI is not perfect and sometimes hallucinates. I also have a “secret” app that (currently) detects AI work. However, there are uses for AI. You can use it to provide prompts, outlines, or generate ideas sometimes. If you do, indicate that you used that particular AI and cite it as you would any other source. In our class, the assignments are not of the nature that would lend themselves to use of AI in general. Using AI to write something that is supposed to be your own work is considered plagiarism. We may discuss AI in class. I will even show you how I currently use it myself. The policy, for us, is do not use AI expect as a prompting source and make sure you cite it if you do use it. By the way, I use both ChatGPT (free) and Claude 2 (also free).

**Dress Code:** In class I will ask that **all hats be removed for exams**. All material should be closed and stored away from you. Please try and spread out (as much as this is possible.) Do not wear pajamas to class. At least throw on some clean sweatpants (you might call them joggers) and some sandals or tennis shoes rather than frizzy slippers and little kitty bottoms. I may ask you to leave the class if you appear in pajamas or clothing that is not appropriate. Appropriate clothing means you have put some thought into being in a professional environment. Please dress modestly, especially if in doubt.

 I also will ask that everyone remove baseball caps while inside our classroom. This is norm in our culture. This includes women. Baseball caps are considered “men’s” hats and everyone who wears them follows the same rules. Trust me, you hair looks much better than you think, even on your hair emergency days.

 Treat our time together with some respect.

**Audio Recordings:**  *“Classroom activities may be recorded by a student for the personal, educational use of that student or for all students presently enrolled in the class only, and may not be further copied, distributed, published or otherwise used for any other purpose without the express written consent of Dr. Donald Gregory.  All students are advised that classroom activities may be taped by students for this purpose.”*

I own the copyrights to our class lectures. You may not record me in any way without my permission. You cannot post or upload my image, my work, or my audio delivery without my permission.

**Missed graded assignments:** Out of kindness, Dr. Gregory may allow a student who missed an in-class graded assignment, such as an exam, to use the next similar assignment’s grade for the missed assignment. For example, if a student misses Exam 1, the grade for exam 2 could be used for both exam 1 and exam 2. This is only at his discretion. It will only occur once per semester per student. Do not plan to use this. It is for emergencies and requires Dr. Gregory’s permission. I have the right to deny any request. This is NOT automatic.

 You may have a very legitimate excuse for missing an exam. If you speak with Dr. Gregory he **may** allow you to avail yourself of this option. You will not be given a make-up exam.

 Do not miss in-class graded assignments. The default is that you receive a zero.

 If you have faced a tragedy, like an operation, it is better for you to recoup and then rejoin the class rather than recoup, rejoin the class while simultaneously doing make up reading, quizzes, or exams for all of your classes. This option allows you to physically recover and remain current with the material discussed in our class.

 This is the course policy. Do not miss graded assessments.

**Athletes** have a form to complete if they are scheduled to miss a graded assignment. This form is required well in advance of the missed assignment and will have an agreed upon plan in writing. Work for athletics should be rescheduled with Dr. Gregory and completed prior to the scheduled date and time for the assignment in class. If coaches change game or travel days or times that conflict with the arranged accommodations, then the student needs to work that out with the appropriate athletic personnel.

**Inclusive Language:**

 It is my policy that all class discussions and work are to contain inclusive language. What this means is that gender specific language is not to be used to refer to others who are not specifically of that gender. In other words, "mankind" should not be used to refer to humanity, etc. This is also applicable to entities discussed that are not human be they animal, vegetable, or deity. Another example that often occurs is to engender certain occupations, especially in conversation. So in class discussion, make sure to include both female and male or choose a neutral term in such circumstances.

 It is my hope that in this course everyone will realize how language affects one's understanding and outlook and that such exclusive language is damaging. Class discussion should be a time to develop one's sensibilities to inclusive language. If written work, assignments, or exams include exclusive language, the grade for that work will be lowered one full letter grade.

 This is just not an exercise in political correctness but is our own experiment. We will illustrate the influence of language in our thinking and the difficulty in changing norms.

 If you cite specific work that does not use inclusive language, then this should be made known through proper citations. In written work, proper citations should be followed, in speech; some indication that this is not you thought should be appropriate.

 While we only rarely discuss spiritual matters, reference to a deity(ies) may occur. Unless you are speaking about your personal convictions, attempt to use inclusive language when referring to the divine. If the need arises, you may indicate that your speech is a personal belief, otherwise, attempt to discuss the divine in an inclusive manner.

 Unfortunately, our language is limited [which is the point] when we attempt to discuss matters in a non-sexist manner. Again, if a quotation is referring to a divine entity, make this clear. I am not attempting to change your religious conviction, but to illustrate the difficulty and strength language socialization has on our thinking, even in the face of conscious attempts to alter it.

**Helpful Information**

**Flexibility**: **Note that I reserve the right to amend this syllabus at my discretion.** If, for example, we go back to online only, I may find it necessary to alter exams or add assignments. I promise I will only do what I think is fair but I must be allowed to adapt to situations we may encounter. I promise I will be very thoughtful in any changes I make and I often make them in consultation with you.

All times are set at EST. If you are traveling, know that the due times are based on EST.

**Social Media:**

 Sociology allows you to see the world around you in new and often more insightful ways. I have tried sharing these connections with students through flipboard and twitter. But with recent developments at twitter, or are we calling it “X”, I have begun to withdraw from that service. You may follow me on one or both of these. Look for Drdonaldgregory. On flipboard you should subscribe to my Teaching Sociology: Interesting Articles and Helpful Information. Please note that I am not trying to use these two accounts for political purposes but I do post information there that touches on our class topics. You may also find opportunities to earn some extra credit, no kidding. Moving forward, flipboard will probably be the resource most helpful to you.

**Note taking:**

 I cannot stress enough how important it is to take effective notes. You may have never been instructed into good note taking. Realize that handwriting notes have proven to be the strongest way to retain information. Note taking is a very active pursuit and can make you tired class after class. When writing your notes, work on organizing them and develop your own shortcuts and abbreviations. Some students of mine find it helpful to draw a vertical line in their notes. In the left column they list “facts” like terms, names, numbers, etc. In the right column they will list any examples that may correspond to the fact. These examples, which could be a story, joke, or observation is usually an application of the fact. Think of the left side as things to memorize and the right the application of those items.

**Contacting me:** Obviously I would love to hear from you. If you approach me before or after class, in the hallway, in the dining room, etc., I will ask you to email me your question or request. An email provides both of us a written record of what is happening. Further, it will allow me to schedule or do what it is you need doing.

**Email:** Always include a subject with your email. This is basic courtesy and gives me some idea of the contents of your email. I also try to NOT read emails in the evening or weekend. Please understand that I might not reply to your email as quickly as you prefer, especially in our social media focused world, but I am working on it. If it has been a few days, kindly follow-up with a second email. For more etiquette for students, look at: https://owl.english.purdue.edu/owl/resource/694/01/

**Office Hours (visiting hours):** I will post office hours on my office door by the end of the first week of class. You may always schedule a meeting time with me. We can also have virtual meetings if you would like to schedule one. These are times that you can just drop in and chat about anything you wish. It can be about our course, other classes, relationships, questions about RU, news, really anything. Note, sometimes students will reserve time slots and sometimes I will not be in the office because of some other obligation. I usually post this on my door as a note as early as possible. Yes, we continue to try and meet in person and use written notes as a means to humanize our relations and your college experience. Also note that I might host office hours at places outside of my office. For example, I used to teach all day in the Gordy center and I hosted office hours in the cafeteria between classes since students from those classes might have 15 minutes prior or after class to meet. I will post on my door (old fashioned but quaint) my visiting times and locations for the semester.

 Remember, you can email me and we can schedule a time to meet in person or even through a video conference. Do not feel like you can’t talk to me.

**Teaching Philosophy**:

 I believe that in every class the experiences and thoughts of the students are important contributors to the course material. In this course, that is very important. There may be a few chapters in which I will “take a lead” but in the other classes each student needs to have read, thought, contemplated, synthesized, challenged, and reflected on the material and be willing to share that insight with each other to the level they are comfortable. In those classes, I would like to see my role as leader rather than “the expert.” It may be true that I have had more time to read, discuss, contemplate, and examine these issues than you, but no one person has all of the answers. A large part of your college education is in providing opportunities for you to learn to do this more difficult process of taking material and synthesizing it with other material to reach new conclusions or insight. The class will be as successful as you and I wish it to be. Understand that the schedule and the course can be amended if needed to more accurately help us reach our objectives.

**Advice**:

* Look after yourself and balance your life. Remember you have many dimensions to you including physical, emotional, mental, spiritual, sexual, interpersonal, familial, etc. Attend to yourself entirely, not just a portion of who you are.
* Seek and ask for help if you need it. Guys – this means you too.
* Women – try and not be “nice.”
* Men – try and identify how you are “feeling” and allow yourself to feel it.
* Non-binary – you are probably already doing both of these – pass.
* Take advantage of every opportunity here at RU. Join a club, or three. Go to concerts and lectures.
* Seek out friends from outside your comfortable circle. Athletes, you will spend a ton of time with your teammates. Make friends with students that aren’t on your team. Seriously, a student and I did a study at RU about this and you will have twice as many friends, feel like you fit in, and will be happier. Music majors, same goes for you. Support these friends. Go to a game, concert, or presentation they give. Remember, you are building lifelong social networks so plant those seed now. I am serious here.
* Use the library and librarians. They are a resource.
* Think about using the library as a place to study.
* Don’t believe the lie, distraction free from sound and sight, is the best learning environment. This goes for all of you, including you ADHD people.
* Commuters, you will have to work harder at making friends, but do it. You may also find it helpful to schedule study time on campus. Remember, when you are at home, you are seen as the same child/sibling you always were even though you are now something different as well, college student, which has its own demands. They may want to help but they may not know how or that they are not treating you as the adult you are.
* You are an adult. Act like it. You are not a kid. This is a sense of anomie right now, but realize you are an adult, you just might be new at it. Think of yourself as an adult and see how it changes things.
* Schedule study time into your daily planner.
* Create a planner. What should a week look like. Include class meetings, team practice, study time, down time, cleaning and preparation time. Seriously, this will help.
* Get a calendar and at the beginning of the semester write, in pencil, all your due dates and assignments for all of your classes. Then look and notice that there will probably be a few heavy times of the semester. Reserve extra time the days leading up to that time to prepare.
* Spend your time and energy on worthy people. Ask yourself, Do I want this person in my life in 10 years? Many people may be fun to hang with, these are goodtime buddies. But who are the genuine people with similar morals that you want to cultivate a relationship with. Realize this may be students but also staff, faculty, or coaches. Be purposeful in trying to build those relationships.
* Remember, you **HAVE** started your professional career journey already. What are you doing to nudge it forward in the direction you want?
* Take classes and majors that teach you skills. Some skills may seem obvious such as a computer language, better writing, or a medical procedure. Other skills are “soft” skills like knowing about people or organizations; learning to handle stress or evoke empathy. Skills include learning self-discipline, self-motivation, delayed gratification, or dealing with diverse people, expressions, and ideas. Realize that it is uncomfortable to learn new things but realize that it may be worth it. Seek out those majors, courses, or faculty that add value to your life.
* Go visit your professors. Seriously. You want to improve your grade? Drop into a faculty member’s office hours and ask them a follow-up question about something in the class. Remember, these people have devoted their life to this subject and they want to share it with you. You will look great in their eyes and will earn any rewards if they are in doubt. This is a great principle in general – let other people share themselves with you; don’t do all of the talking. They will like you for it.
* Ask yourself, what is the difference between a facilitator, teacher, and professor? I am a professor. What might that mean?
* My name is DR. Donald Gregory. If you don’t know that a faculty member is a Doctor, call them Professor (last name.) In the relationship you and I have, you may call me Dr.
* I have more, but I will save them for class.

**University policies and information**

**ADA Statement**:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 7707205567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

**Credit Hours:**

This is a **3-credit** hour course. The following are **minimum** expectation for 3-credit face-to-face course is: Over 15 weeks, students will spend 150 minutes per week in lectures, class discussions, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is estimated at around 300 minutes per week (75 hours for the semester).

**Covid 19 statement for syllabus:**

Reinhardt University’s COVID-19 Policy applies to all students, faculty, staff, administration and guests. The policy is subject to changes based on conditions and guidance from CDC, state and local health experts. Current policies and procedures can be found at: https://www.reinhardt.edu/back-to-campus. If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center studenthealthcenter@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.

Public Safety

Non-Emergency Phone: 770.720.5789 Emergency Phone: 770.720.5911 publicsafety@reinhardt.edu

Dean of Students deanofstudents@reinhardt.edu, 770-720-5540

Office of the Vice President for Academic Affairs VPAA@reinhardt.edu, 770-720-9102

**ADA Statement**:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Credit Hours:

This is a **3-credit** hour course. The following are **minimum** expectation for 3-credit face-to-face course is: Over 15 weeks, students will spend 150 minutes per week in lectures, class discussions, and examinations (37.5 hours for the semester). Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is estimated at around 300 minutes per week (75 hours for the semester).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 7707205567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

Program Learning outcomes by course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spring, 2022 Dr. Gregory's classes  |  |  |  |  |
| Program/ student learning outcomes | SSC 340 Prog Eval |  | SOC 310 Soc Iequal  | SSC 450 Lead |
| 1) Students will demonstrate knowledge of professional ethics. |  M,A |  | R | R,A |
| 2) Students will demonstrate competencies by producing written work indicating knowledge of scientific and professional writing. | M,A |  | R |  |
| 3) Students will demonstrate the ability to explain and analyze diversity. | R |  | R | R |
| 4) Students will demonstrate competency of social psychology and social organizations. | R |  | R | R |
| 5) Students will demonstrate the ability to explain and analyze deviance, social problems, and social control. | R |  | R | R |
| 6) Students will demonstrate the ability to work with others collaboratively and in leadership roles. | R,A |  |  | M,A |
| 7) Students will be engaged in the community and apply their knowledge to the social setting. | R |  | R,A | R,A |
|  (I = Introduce; R= Reinforce; M = Mastery; and A = Assessment Opportunity) |  |  |  |  |

\*\*\*\* The course syllabus provides a general plan \*\*\*\*

 \*\*\*\* for the course; deviations may be necessary. \*\*\*\*

**Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Harnois | Hurst |  |
| Tuesday, January 9, 2024 |  | 1 |  |  |
| Thursday, January 11, 2024 |  |  | 1 |  |
| Tuesday, January 16, 2024 |  | 2 |  |  |
| Thursday, January 18, 2024 |  |  | 2 |  |
| Tuesday, January 23, 2024 |  |  | 2 |  |
| Thursday, January 25, 2024 |  |  | 3 |  |
| Tuesday, January 30, 2024 |  | 3 | 4 |  |
| Thursday, February 1, 2024 |  |  | 4 |  |
| Tuesday, February 6, 2024 |  |  | 5 |  |
| Thursday, February 8, 2024 |  |  | 5 |  |
| Tuesday, February 13, 2024 |  |  |  | Exam 1  |
| Thursday, February 15, 2024 |  |  | 6 |  |
| Tuesday, February 20, 2024 |  | 4 | 6 |  |
| Thursday, February 22, 2024 |  |  | 7 |  |
| Tuesday, February 27, 2024 |  | 5 | 7 |  |
| Thursday, February 29, 2024 |  |  | 8 |  |
| Tuesday, March 5, 2024 | Spring Break |  |  |  |
| Thursday, March 7, 2024 | Spring Break |  |  |  |
| Tuesday, March 12, 2024 |  |  | 8 |  |
| Thursday, March 14, 2024 |  |  |  | Exam 2  |
| Tuesday, March 19, 2024 |  | 6 | 9 |  |
| Thursday, March 21, 2024 |  |  | 9 |  |
| Tuesday, March 26, 2024 |  | 7 | 10 |  |
| Thursday, March 28, 2024 | Scavenger Due |  | 10 | Scavenger due |
| Tuesday, April 2, 2024 |  | 8 | 11 |  |
| Thursday, April 4, 2024 | SSS/ Spring Day | Work on docs |  |  |
| Tuesday, April 9, 2024 | SSS? | docs |  |  |
| Thursday, April 11, 2024 |  | 9 | 12 |  |
| Tuesday, April 16, 2024 |  |  | 12 | Docs due |
| Thursday, April 18, 2024 |  |  | 13 |  |
| Tuesday, April 23, 2024 | No in- person class |  |  | Study for exam - oral |

Group Scavenger Hunt

 Work with your group to obtain as many of the following materials as possible. Do not forget that you need to write a statement informing me where you obtained the object. As you search for the items, think about the influence of society on our daily lives in shaping gender roles. Bring these items to class on **March 28.** The entire group should work together and have their material organized and professionally assembled. Make sure you have cited or documented where you obtained these items.

1. A multiple-choice question (from an exam at Reinhardt University) which makes assumptions about gender roles or is sexist.
2. A cartoon or cartoon strip with a sexist premise or assumptions about gender roles.
3. A photocopy of a text currently used in a class that uses all masculine pronouns.
4. A church bulletin which uses inclusive language in the prayers, responsive readings, announcements, etc.
5. A copy of a passage from an actually published Bible that refers to the Divine in an inclusive manner.
6. Lyrics from a relatively recent song that depicts a male(s) as a sex object.
7. Photographs or rubbings from a gravestone that says: “Beloved wife of …” and “Beloved husband of …”
8. A sexist rule, regulation, or statement in any relatively recent or current Reinhardt College document.
9. A greeting card congratulating the parents of a new baby that does not mention the sex of the child.
10. A business card from a man who works for Jenny Craig or Weight Watchers, not in a corporate office.
11. A staged photo from a magazine in which the woman is taller than the male (both “normal sized” and adults). This cannot be a candid shot of celebrities but something staged.
12. A heterosexual engagement or wedding announcement that lists the groom’s name first.
13. Two softdrink advertisements for the same product with one aimed at men and the other women.
14. A rewritten copy of the Declaration of Independence using inclusive language.
15. An ad for children’s clothing that shows sex-typical images.
16. A table of contents from a men’s magazine that lists an article about male-female relationships that centers on emotional commitment and not sex.
17. A table of contents from a women’s magazine that lists an article about strength training.
18. An old maids card, or a photocopy of one.
19. A college course catalogue that lists a men’s studies course.
20. A picture from a hotrod/car magazine showing an attractive young man, who is not a professional driver, **lounging** by/on a car.
21. An example of sexism from an elementary school textbook or poster.
22. A table of contents from a men’s magazine listing a child-raising article.
23. A picture of male athletes showing them displaying physical affection toward each other; just jumping around or celebrating a goal.
24. Lyrics to a country-and-western song that describes nontraditional gender roles.
25. The business card of a used car saleswoman.
26. The photograph of an androgynous adult and child on an escalator.
27. The photograph of an androgynous adult and child on a shopping cart.
28. A photocopy of an advertisement from a men’s magazine selling collectibles (dishes, porcelain, etc.). It cannot pertain to Nascar (or anything about automobiles, real or toy) or coin collecting.
29. A photocopy of an advertisement from a women’s magazine selling beer.
30. Anything you think exhibits sexism or stereotypical gender roles.

Credit needs to be given to Dr. Elizabeth Hoisington, Northern Illinois University for the idea and many of the specifics of this scavenger hunt.