Reading, Writing and Assessment: Blogging in Sociology

Contents

- A Rationale for Blogging
- Blogging Teacher Notes
- Beginning the Blog; Student Setup
- Blogging Self-Assessment
- Blogging Post Prompts
- Writing about Tuesdays With Morrie
- Writing about Crash

Ways of Thinking...
A blog for teaching sociology

csalituro@d125.org
http://www.sociologysal.blogspot.com
Ways of Thinking; Student Blogging in Sociology

Rationale

My use of blogging was a long time in developing. I was always reluctant to simply use technology for the sake of technology. But as blogging became more popular and the technology became more available I decided that blogging would be a way of using technology to educate students in a way that was previously impossible.

First, the rise of blogging in general seems to necessitate a blogging literacy among students. A number of our grads have gone on to work in media and they have returned to school to emphasize the multi-media explosion of the last few years. For example, one student works for Fox and he is producer, but he also does on-air reporting and throughout the last presidential campaign he maintained a blogsite for Fox that would be updated throughout the day. Many other traditional news sources such as newspapers are turning to blogging as well. My first goal is to introduce students to this up and coming trend.

Second, I have been very aware of the change from a producer to a consumer society. We have become a nation of consumers. By creating a blog, it makes students producers again. The student-managed blogs are productive in that students are producing their own writing and thoughts. Blogging is unique in that it allows for a forum for students to produce something that reaches millions of people. The seriousness and meaningfulness of blogging changes the dynamics of what would be a traditional assignment. Rather than a journal that is turned in to a teacher and then discarded, the blog is something that can be accessed by the general public. One example from my own life recently is that I was googling an article that we read last year in class because I couldn't find my copy of it. The first few yields of the google search were my previous students' blogs about the article. Now I not only had the article I was looking for, but I also had the context with which we discussed it in class. Students are now helping to produce the content of the class, and content for anyone with the Internet to see.

Along the lines of being productive, the third point about blogging that I have found to be transformational is that it requires students to take the class content and apply it to their own lives. In doing so, and in sharing this application, the students become teachers for themselves. In other words, I am not the only one giving examples of our lesson to the students, but now the students are giving each other a lesson as well. I do not want students to be simple consumers of my sociology, but I want them to produce their own sociology that I can learn from as well. With the blog I am finding more and more that students have insights and stories to share that add to our understanding of the content, and these stories would not be available without the blogging.

One of the reasons that the student insights are available because of blogging is the limited amount of classroom time. The blog is an unlimited classroom where students can read as much as they want and are free to share as much as they want. On the blog, I never have to say to students, “Okay, we have to move on.” This virtual classroom allows motivated and interested students to be as involved as they would like to be, without dominating the class. Incidentally, this has been really useful in terms of absences. My classes have a notoriously high absence rate. When students return and ask “what did I miss?” I say, “Check the blog.”

Lastly, I have always been wary of what we were measuring with our objective tests. The blog is a type of online portfolio that allows real assessment of a student’s grasp of the subject matter and the student’s ability to apply that subject matter to his/her real life.
Blogging Teacher Notes

Monitoring and sharing Posts and Comments
After you setup your own teacher blog and the students have their own student blogs, I have students fill out a google form with their name, blog address, and email address. That way I have all the information I need for the following steps so I only have to cut and paste and not type in every blog address.

Then, I use Feedly, a blog reader. I paste student blog URLs into Feedly and it will tell you if it is valid. If so, I add it to my Feedly list and create a file for each period. After you have a file in your reader for each of your periods, you can tell Feedly to share your list with your blog. The students' blogs will all appear on your blog page now. I use this to tell students that they can see what their peers are blogging about. I require each student to comment on two different students' blogs each week. Feedly allows you to easily monitor students' posts. Just check your Feedly and it will tell you who posted and when.

Monitoring comments between students is a difficult task. I do not have a way to know every comment a student posts. Instead, as I comment on students posts, I note the other comments there and try to make a record of them. That gives me a general idea of who has posted a comment. I have also asked students to print their favorite comment and turn that in as a way to verify their commenting. I did hear that Feedly had a way to monitor comments, but I have not found out how yet.

Requirements
I require students to post about once every 1.5 weeks. This is what I tell students regarding blogging:

I will help you create your own unique blog using <<blogger.com>>. Your post must be up by classtime on the last school day of each week. The blog is an exercise for you to connect what you are learning in class to your life. It is supposed to be a forum that allows you to interact with your classmates outside of class and allows you to be both a teacher and a student to your fellow classmates. Each blog will be worth ten points. My blog address is <http://sociologysal.blogspot.com>

I have found success when I commented on students' posts early in the semester and let them know I am monitoring and interested.

Student Attitude
I have found more success by emphasizing that students should feel ownership in their blogs. I tell them to personalize the page, add pictures and music. I tell them that their writing is real – in the sense that everyone can read what they write. They are not simply turning it in to me. So they should have fun and take ownership in the blog.

Security
I also emphasize internet safety. I think this is a valuable skill to be teaching our young people. I tell them about not sharing specific information such as addresses, last names or even identifiable pictures. Students are generally surprised when I show them <<zabasearch.com>> and the information available there. I also use this as a teaching note to help students think long term about what they are publishing on the web (including facebook). They should be mindful that this information could show up later when they apply to college or apply for a job or run for president.
Beginning the Blog; Student Setup

Please read these steps carefully and complete step 1 before we meet in the link tomorrow. You will be creating your own blog page to use as an ongoing e-journal throughout the duration of this course. You will be expected to use the next couple of days to develop your blog using creative yet appropriate images, design, fonts, colors, etc. to make it your own. You need to follow the steps as well as the restrictions that are listed below.

NOTE: Do not use last names on the blog and do not use specific identifiers such as your address or the name of our school. Instead, you can consider using your first and middle names or other nicknames and for the school, simply say a suburban high school or something like that.

STEP 1: Please go to https://www.blogger.com/start and follow the steps to create your blog. Begin by clicking on “Create a blog.” If it asks to text you a verification code, you can do that without fear of google spamming you. Don’t feel pressured for a good title – this is changeable. As you fill out the info, PLEASE BE SURE THAT YOU WRITE DOWN THE FOLLOWING INFO:

PASSWORD: ______________________________

BLOG ADDRESS/URL:  http://www.________________________________________________.blogspot.com/

Lastly, enter your info into the form titled Blog Info Form by going to the following link:

http://tinyurl.com/oz367rn

OR, go to my blog post titled Creating your blog (http://sociologysal.blogspot.com/2013/08/creating-your-blog.html) and click on the link to the google form there.

Do NOT link this blog to your google + account.

Do NOT use our school’s name or your last name.

STEP 2: Once you have created a blog and are logged into your blog page (which should be at the blog address in Step 1) you can add gadgets or different apps to your page. The first gadget that you must create is a link list that will have a link to my blog. Here’s how to do that:

• Click Design(At the top) or “layout”(on the side)
• Then--(on the side bar) click “add gadget”; scroll down and click add link list
  • The first title is simply the title you want for this list of links. You can call it “link list” for simple or even leave it blank.
  • In the “new site url” box, write: http://sociologysal.blogspot.com
  • In the “new site name” box, write: Sal’s Page or Ways of Thinking

After you have the link to my page, you can add any other links you use often by clicking “add a link.” Then you can add friends blogs, the school blog, facebook, instagram, email account, whatever might be useful.

STEP 4: Personalize your blog by adding pictures/change fonts/layouts/templates or other gadgets to make this blog personal and conducive to you! There’s lots of gadgets – feel free to explore them.
STEP 5: First post:

To post on your blog, make sure you are logged in and then simply click “new post”.

- Here is your first prompt: Who are you? Write a blog entry that defines who you are. Explain to the class what makes up the person you are. What are the biggest influences in your life? What are your goals/purposes in life?

Precautions:

- Please remember that this blog should be treated as seriously as you would treat a test or an essay or a project for class.

- You should also refrain from using your full last name anywhere on the blog.

- You will be responsible for monitoring what people have posted on your blog.

This is not your facebook account, you need to be aware that this site is public, therefore DO NOT use your Full Name on the page, DO NOT use information that a “creeper” could use to identify you. DO keep your posts, pictures, and songs appropriate.
Using your blog throughout the semester:

One post is due by the beginning of the last class period of the week. Usually, this will be Friday. So if you are in period 2, then the post is due by the start of period 2 on Friday.

Here is how you will be graded on your posts:

**Sociology (Artisan – students can craft authentic posts that richly explain the class content in a unique way):** Students will be able to explain the concept of sociological imagination through different supporting content. Students will demonstrate that individuals are shaped by their social life. (Excellent includes application to student's life and demonstration of sociological mindfulness.

4  Student is able to fully explain the sociological content and apply it to a unique example.
3  Student fully explains the sociological content using relevant terminology from the class.
2  Student somewhat explains the content from class but does not do it in detail and/or uses little or no sociology concepts or terms
1  Student completed the assignment but did not explain any sociology at all.

**Standard: Literacy (Scholar – Students can read and understand a wide variety of sources and make meaning from them):** Objective: Student demonstrates an understanding of the sources used in class (books, movies, websites, etc…) and connecting them to sociological concepts/themes.

Target (the scale):
4  Student refers properly to multiple sources from class and/or explains the connection of an outside source found by the student.
3  Student refers properly to a source from class and explains its connection to sociology in the student's own words.
2  Student refers to a source from class but it lacks depth, clarity or correctness.
1  Student completed the assignment but was not correct in interpreting the sources from class.

Success criteria:
Reference to evidence from the source (refers properly)
Students' own words (explains)
Author's message/thesis

**Academic Expectations (Citizen- Student recognizes the importance of being a part of the community of class; being present and on-time, listening, sharing, respecting, trusting other student, participating in class and writing properly.)**

4  Student contributes to the class through commenting, listening and reading. Student uses proper grammar, spelling, punctuation and clear and academic writing. Student meets deadlines and is on time. Student's work is neat and professional.
3  Student is able to meet almost all of the expectations above.
2  Student meets some of the expectations.
1  Student turns in the assignment or shows up, but does not meet any of the expectations above.
Chris Salituro
Stevenson High School, Lincolnshire, IL
Sociology Session 1: Reading and Writing in Sociology

Blogging: Self-Assessment

Please look at your post and check off the boxes that apply:

**Sociology** (concepts and terms)
- I completed the assignment
- I explained at least some of the concepts, terms or ideas of the class.
- I fully explained the concepts, terms, or ideas from class and I used the terminology from the class.
- I gave a unique example or application that was my own and not an example from class.
- This example/application was used correctly.

4 Exceeds standards
3 Meets standards (All italicized criteria is required to meet the standards)
2 Shows some proficiency
1 Doesn't demonstrate any proficiency

**Literacy** (sources such as readings, videos, charts, websites)
- I completed the assignment.
- I referred to a source from class.
- I referred properly to a source from class
- I explained the source's connection to sociology in the student's own words.
- I referred properly to multiple sources from class
- I explained the connection of an outside source that I found on my own.

4 Exceeds standards
3 Meets standards (All italicized criteria is required to meet the standards)
2 Shows some proficiency
1 Doesn't demonstrate any proficiency

**Academic Expectations**
- I completed the assignment.
- I completed it on time.
- I had no misspellings.
- My grammar was correct.
- I commented on two other student posts.
- The comments were meaningful.
- My writing was clear and understandable.

4 Exceeds standards
3 Meets standards (All italicized criteria is required to meet the standards)
2 Shows some proficiency
1 Doesn't demonstrate any proficiency

Any questions for me or anything difficult since your last post?
Hand this to a partner and ask them to give you some honest feedback:

**Sociology** (concepts and terms)  
- the student completed the assignment  
- the student explained at least some of the concepts, terms or ideas of the class.  
- the student fully explained the concepts, terms, or ideas from class and I used the terminology from the class.  
- the student gave a unique example or application that was my own and not an example from class.  
- This example/application was used correctly.

4 Exceeds standards  
3 Meets standards (All italicized criteria is required to meet the standard)  
2 Shows some proficiency  
1 Doesn't demonstrate any proficiency

**Literacy** (sources such as readings, videos, websites) Comments:  
- the student I completed the assignment.  
- the student referred to a source from class.  
- the student referred properly to a source from class  
- the student explained the source's connection to sociology in the student's own words.  
- the student referred properly to multiple sources from class  
- the student explained the connection of an outside source that I found on my own.

4 Exceeds standards  
3 Meets standards (All italicized criteria is required to meet the standard)  
2 Shows some proficiency  
1 Doesn't demonstrate any proficiency

**Academic Expectations** Comments:  
- the student completed the assignment.  
- the student completed it on time.  
- the student had no misspellings.  
- the student's grammar was correct.  
- the student commented on two other student posts.  
- the student’s comments were meaningful.  
- the student’s writing was clear and understandable.

4 Exceeds standards  
3 Meets standards (All italicized criteria is required to meet the standard)  
2 Shows some proficiency  
1 Doesn't demonstrate any proficiency

Student giving feedback name: _____________________________________________
**Blog Post Prompts**

**Post 1: About Me**

By the end of today, try to accomplish these tasks:
Write your first post. For the first post, simply try to answer this question: Who are you? Write a blog entry that defines who you are. Explain to the class what makes up the person you are. What are the biggest influences in your life? What are your goals/purposes in life?

After that, check to see if you have a link to my page from your page.

Then, go to my page and see if I have your blog listed (on the right side).

Then, comment on 2 other students’ posts. Comments should be short (1 to 2 sentences) but sweet (meaningful; leave feedback)

Here are some reminders about blogging:
Remember, do NOT use your last name or our school’s name.
Please use proper grammar and punctuation.
After each post you do, you must comment on other students’ posts.
Please write mindfully because what you post to the internet can last even after you delete it.
Make your posts unique and authentic. Feel free to add pictures and links.

**Post 2: Sociological Imagination, Mindfulness, Perspectives and Construction of Reality**

Please remember that posting on your blog is the primary way that you provide evidence that you are learning. The posts are what will determine your grade at the end of the semester. Here is a prompt to help you with post number 2:

*Explain some of the sociological theory that we have learned thus far: sociological imagination, sociological mindfulness, the three sociological perspectives (founders of sociology) and the social construction of reality. Then give an example from your own life/your own perspective. Also be sure to explain how the sources (readings, videos) we looked at relate to the lesson. Remember to write properly using correct spelling and grammar.*

**Post 3: Social Construction of Reality, Macro/Micro sociology, Research, Groups & Identity, Ingroups/outgroups, Categories & Stereotypes.**

For the second half of Unit 1, we examined **Social Construction of Reality, Macro/Micro sociology, Research methods, Groups and Identity, Ingroups/outgroups, Categories and Stereotypes.** A few reminders for when you post:
1) Be sure to look back at my blog and read over the posts that apply. My posts contain explanations of what each of the concepts were that we learned and sources that apply to them.
2) Be sure to explain some of the concepts that we learned and try to apply them to an original example from your own life/experience.
3) Be sure to explain how a couple of sources apply to the sociological concepts we are learning. Demonstrate an understanding of how the source applies to the sociology.
4) Spell check and proofread. Do not use casual/texting language.

*Note: For the end of the unit, we will watch a movie that will allow you to apply the concepts we are learning. Feel free to use the movie as a source and use the prompts to help you apply what you have learned.*

Post 3 is due by our first class period after the movie is over.
Post 4: Culture

For the first half of Unit 2: Culture, we began by learning about how we react to different cultures with culture shock and ethnocentrism. We also learned that sociologists seek cultural relativity when understanding other cultures. We then learned about the different components of culture: material culture, and non-material culture: gestures, language, norms (folkways, mores, taboos), and finally values. Finally, we learned that within cultures there are subcultures.

One idea about how to relate these sociology concepts to your own life is to post about if you have ever been to a foreign culture, or, research a culture and post about how different it is. Does it have unique components? What are they? What sources did you use to find them?

- Be sure to explain multiple sociology concepts and relate them to a unique example from your own life.

- Be sure to explain how two sources relate to these sociological concepts. Sources can be readings, videos, websites. (Some sources we have used include: God Grew Tired of Us, Social Time) Also, remember that you can use your textbook as a source.

- Be sure to write properly, turn it in on time, spell check and proofread.

- Comment on two other posts.

Post 5: American Culture

This post is not due until the day AFTER we discuss, Tuesdays with Morrie.

For Post 5, please post about American culture. Using your sociological imagination, you can explain how living in the United States might affect someone. We especially focused on cultural values. Then using your sociological mindfulness you can post about how you might be affected by American cultural values and how you might want to make changes or fight against certain values that our culture promotes. The nothing experiment is also a way to apply the concept to your own experience.

Don't forget to explain the connection of some sources to sociology. We have looked at Kohl's The Values Americans Live By, Stefan Schirmer's Bemused in America, Tuesdays with Morrie, or Thrive by Dan Buettner.

Be sure to post two comments on classmates blogs.
Remember to write properly.

Post 6: Socialization

Post 6 is due Monday, November 3. We have been learning about the socialization process. This includes the distinction between nature and nurture and the importance of nurture. We also saw that certain agents of socialization (family, school, media) play a strong role in the nurture process. Sometimes they nurture you purposefully (manifest lessons) and sometimes they nurture you unintentionally (latent lessons)

Please remember to

1. write properly and post on time.
2. explain at least one source such as a reading (What is human nature? or Agents of Socialization), or a video (Danielle, Consuming Kids). Also, your textbook is always available to you as a source.
3. explain two or more topics we have learned (such as those above in bold) and give unique examples of how they might apply to your own life, or something unique from your perspective.

**Post 7: Socialization into Gender**

For this post, we have explored how something like gender can be so taken-for-granted. In our culture there is a polarization of what it means to be female and male and heterosexual and lesbian or gay. Our culture pushes individuals to opposite ends of a spectrum. For this post, use examples from your own experience to show how our society socializes men and women into narrow boxes. How do the agents of socialization play a role in your experiences? To demonstrate literacy, feel free to comment on the movies Killing Us Softly4, Tough Guise2, the reading from Kimmel and Mahler about masculinity or the myriad other sources on my blog posts over the last 2 weeks.

**Post 8: Deviance and Social Class**

For this post, we have explored how deviance is relative and how that relativity is related to social class. We also looked at all of the components of social class that shape an individual's possibilities and problems. Some things to consider for this post are: Do you see how social class is played out at SHS? How does our school compare to Saints and Roughnecks reading? And how do you see social class playing a role in your own life? How are you affected by it? How might someone in poverty be affected by it? Some sources to consider using are The Saints and Roughnecks by Chambliss, the websites related to social class and the video The Line.

**Post 9: Race**

For this post, please post about race. You may wish to talk about the social construction of race, ingroups/outgroups and stereotypes and prejudices especially explicit and implicit racism as well as white privilege.

As you apply it to your own experiences, you might want to think about: assumptions you have had about race (esp. biological), experiences you have had with other races and/or racism, and how privilege affects you. Some sources you might want to consider using are: The Racial Formation reading (in your packet) by Omi and Winant

White Privilege; Unpacking the Invisible Knapsack by Peggy McIntosh

Tim Wise's video, "White Like Me"

and all the links on my blog.

**Final blog**

The last exercise of the year will ask you to examine yourself from your new sociological imagination. For the very first blog of the year, each student answered the question, "Who am I? Write a blog entry that defines who you are. Explain to the class what makes up the person you are. What are the biggest influences in your life? What are your goals/purposes in life?"

Now that we have finished the semester, I want you to re-examine your answer to that question. For the last blog of the year, amend your first answer in light of our sociology experience. How would you change that answer knowing what you know now about sociology? You can use your other blogs as reminders of the topics we learned about in class: culture, socialization, media, gender, teens, deviance, social class and race. How does sociology shape the way you think about yourself or your world? If you'd like, you can copy and paste your old blog entry into a new entry and highlight all the differences now in italics or another color, etc.
Tuesdays With Morrie
Available here:
http://www.sociologysal.blogspot.com/2008/03/tuesdays-with-morrie.html

We watched Tuesdays With Morrie as an example of American culture. The movie reflects on both American norms and taboos and on American values. The following prompts each relate the movie to American culture. Here are some prompts to help you apply the movie to sociology and write about it. Remember to apply it to a unique example from your own life:

Death v. Materialism, Individualism
Are Americans afraid of death? Is death a taboo topic? Why do you think this is the case? How might our feelings about death be related to our materialism? I also think that our feelings about death are rooted in our culture's individualism. See this post about the way our culture associates individualism with grieving one's death. That is why I think most students would say the movie was a sad movie (at least parts of it) even though those same students would admit that Morrie doesn't want them to be sad. Morrie himself explains, "Don't be so sad because I'm going to die Mitch...Death ends a life but not a relationship..." And Morrie explains, I'll still love you and you'll always love me.

Happiness v. Work, Personal Achievement, Success, Materialism
What are some ways that Mitch values hard work, achievement, success? Is this true for you or your parents? Does this start in high school or even sooner? What ways? Is it possible to obtain a different type of success? Think about (click here for more info) the Nothing assignment and how we connect what we do to who we are as people. Our culture constructs a reality where we are not allowed to just be. We must be doing at all times; it is valuing personal achievement, time, work, competition, materialism and success. Note that happiness is never a apart of the equation. The hegemonic assumption is that happiness simply comes with those values. See this post about happiness and its relationship to money. Contrast these values with the values that Michael Puettner writes about in his book Thrive. What are the lessons you learned from Thrive? How would you like to live your life differently after reading this? What would be a message you would like to share with the rest of your classmates who don't have the privilege of being in our class? This value cluster also reminds me of this joke about an American businessman and a Mexican fisherman.

Love v. Individualism, Materialism
Do you think that Americans are afraid to love each other, or show that they love each other? If we are afraid to love, why might that be? Does our culture socially construct our reality so that we are afraid to love? What values in our culture might make us feel this way? How can we overcome this? What is the difference between the value of "romantic love" and real love - the love Morrie talks about? I think these different types of love are related to American values too. See this post for more on the idea of romantic love vs. real love. How is this a part of your life?

Dependency v. Individualism, Personal Control
Close your eyes. Think of someone influential in your life. Now write down who thought about and why you thought about that person.

When you are finished, click here.

In what ways are Americans afraid of being dependent on others? Do you think that this is related to our value of independence and freedom? In what ways do you depend on other people? Does this bother you? Both the prompt above about love and this prompt about dependency remind me of the TED talk by Brene Brown. She speaks about vulnerability and our culture. We want to numb our feelings of vulnerability, but in doing so we also numb our feelings of connection to others and our sense of worthiness, which allows us to feel love and happiness.
Crash
http://sociologysal.blogspot.com/2008/12/crash.html

Rather than tracing a main character throughout the movie, Crash traces the construction of race throughout the film. Try not to watch the movie literally, because it is obviously implausible that these characters are so interrelated. Instead, watch the movie and think about race metaphorically. There are many ways in which race shows up in the movie. Race is really what is interrelated to all the characters. Race is much more complex than the black and white way it is often portrayed. Race can be related to language, social class, religion, skin color, power, and other social constructs. Sometimes race divides people we would normally put in the same racial category. Sometimes race leads to explicit racism and sometimes it is implicit. The movie allows for viewers to interpret based on their own racialized ideas:

For example: Assumptions about the locksmith and robbing the store, or assumptions about the 2 young car thieves, or what was in the car thief’s pocket in the off duty cop’s car. Other moments when this happens: What did you think Ludacris will do with the van and the people? Sell Them? What did you think the business was that the Asian man was doing early in the movie before we saw the people in the van?

The movie looks at both explicit and implicit racism. But the question the movie implores us to explore is which is worse? The young cop tries really hard to not be explicitly racist, but he doesn’t realize the implicitly racist ways that he has been shaped. He assumes that the young black kid was not ice-skating and is laughing at him and that he is reaching for a weapon.

The movie highlights that because we live in a society obsessed with race, our difficulties in our lives can be manifested into racism even though the real problem is social class, money and job opportunities, health problems, etc...

Another theme highlighted in the movie is that individuals might not be racist (or might be trying to overcome it) but they live in a larger society with racist dynamics. For example, the detective has to deal with his mom feeling that he left the family behind because he became a detective and got an education and moved out of the neighborhood. Another example is the tv director who has his own ideas about the show but he is forced to succumb to the will of the white producer who has his own ideas.

Here are some sociological questions to consider after watching the movie:

If race is not scientifically based, what is it based on?
What are some of the characteristics that our society uses to define race? What scenes/characters highlight differences that are not biological, but refer to “race”? Are there any moments in your life when you learned that race is not related to biology or science?

What are some stereotypes that are not true?
What are some of the stereotypes in the movie that characters hold that are not true? Which characters hold stereotyped beliefs about others in the movie and what were they? How were these stereotypes not true? Have you ever held a stereotype that you later found to be untrue? Have you ever felt stereotyped by someone?

Implicit vs. Explicit racism: What are some examples of explicit and implicit racism in the movie? Do you think that the hidden nature of implicit racism might make it just as volatile as explicit racism? Is it valuable to become aware of implicit racism and how our society shapes these attitudes? Thinking about the IAT test we did in class, how might implicit racism be a part of you? How does society shape us?

What can we do about racism?
Using the movie as an example, what can be done to help reduce the racism in society? How should some of the racist incidents be handled so as to minimize the racism in America? What can you do in your own life?

Race is more complicated than black and white...
What are some examples from the movie that show the idea of race is not just a black or white issue and instead race is much more complicated? What scenes/characters show this idea? Do you think that simplifying race to a black-white issue continues to create confusion over race issues in America?