**Course Information**

- Instructor: Dr. Marilyn Chamberlin
- Office Hours: Wednesdays 1:30 pm –3:30 pm; Tuesdays and Thursdays 3:30 -5:00 pm or by appointment
- Office: McKee 108B
- Office Phone: 227-3839
- Department Phone: 227-7268
- E-mail: mchamber@email.wcu.edu

**Introduction to the Course and Purpose**

Sociology is a discipline that trains people to examine their world critically. Sociologists study institutions or organizations and the characteristics that affect people’s lives. Sociologists question their surroundings and attempt to find answers that will help understand and possibly change what they see. This course is an introduction to this exciting, challenging and sometimes frustrating field of study. The building blocks of sociology will be presented so you can begin exploring your world within this discipline! Question, dig, and seek answers about your environment with the rest of the sociologists!

**Course Objectives**

This course is designed to give you:

1. an understanding of the basic principles of sociology.
2. the skills to write and discuss in a fashion that applies these principles.
3. the skills to use the current methodologies, theories, and data to decipher the future.
4. an understanding of the various institutions within society
5. an understanding of how and why various inequalities exist in our society.

**Requirements**

**Papers**

You will be required to write a paper (5-7 pages) at the end of the semester. This paper will apply the current course information and additional sources. The paper will be worth 75 points. The guidelines and description are attached.

**Attendance**

Attendance will be taken 10 times throughout the semester. Each attendance day will be worth 3 points, for a total of 30 points.

**Topic Exploration**

For some of the topics presented in class you will be required to respond through a reaction to questions or application of the material. The point values will range from 10 -15 for a total of 100 points. I will count additional explorations as extra credit.

**Exams**

You will have four exams and a final. All exams are worth 50 points including the final. You will be able to drop the lowest exam grade. Everyone is required to take the final exam but you can opt to use the final as one of the replacement grades for a previous exam. If you fail to take the final you will lose 25 points. Since the lowest grade is dropped **NO MAKE-UP EXAM WILL BE GIVEN**. The exam points will total 200.
University Event
You will attend three university activities and submit through blackboard a one page summary relating the event to sociology. In addition you will turn in a form signed by the host of the event. Each activity with be worth 15 points (5 for attending, 5 for a summary and 5 for applying it to sociology) for a total of 30 points.

Course Policies

Academic Dishonesty Policy
Cheating will not be tolerated in this course. If you participate in any act of cheating you will receive a failing grade for the course. This grade will be effective immediately after the incident is discovered. Cheating includes copying from someone else, turning in the work of another student as your own, knowingly aiding another student in the act of cheating (See the Student Handbook for more details). The actions described in the Student Handbook will be taken if cheating occurs.

Late Papers
No late papers will be accepted. This includes projects, papers, and extra credit. If you plan to miss a day during which assignments are due, please turn them in early.

Grammatical mistakes
Mistakes are inevitable, but too many mistakes are not acceptable. Style differences will be corrected, but not counted as a mistake. If your paper has more than 5 mistakes, 10% of the grade will be deducted. For example, a paper worth 50 points that has more than 5 mistakes the paper grade will be reduced by 5 points. WATCH TYPOS! They count too!

Course Evaluations
Course evaluations for this course are done online. The dates for evaluating this course will be Nov. 09-Dec. 6 (8am). Please take the time to provide feedback on this course.

Grades

<table>
<thead>
<tr>
<th>What goes into your grades?</th>
<th>Number</th>
<th>Points Per Time</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (includes final)</td>
<td>4</td>
<td>50 points</td>
<td>200 points</td>
</tr>
<tr>
<td>Papers</td>
<td>1</td>
<td>75 points</td>
<td>75 points</td>
</tr>
<tr>
<td>Topic Explorations</td>
<td>10</td>
<td>10 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance/posts</td>
<td>10</td>
<td>3 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Attendance university event</td>
<td>3</td>
<td>15 points</td>
<td>45 points</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>450 points</td>
</tr>
</tbody>
</table>

What grade will you get for the points you earn?
The following distribution will be used for this course. Any adjustments will be made lower not higher. (In other words an A may be 92% but never 93%). **An A+ will be given for 99% and above.**

<table>
<thead>
<tr>
<th>450 - 416</th>
<th>A</th>
<th>92.5%</th>
<th>339 - 326</th>
<th>C</th>
<th>72.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>415 - 403</td>
<td>A-</td>
<td>89.5%</td>
<td>325 - 313</td>
<td>C-</td>
<td>69.5%</td>
</tr>
<tr>
<td>402 - 385</td>
<td>B+</td>
<td>85.5%</td>
<td>312 - 295</td>
<td>D+</td>
<td>65.5%</td>
</tr>
<tr>
<td>384 - 371</td>
<td>B</td>
<td>82.5%</td>
<td>294 - 281</td>
<td>D</td>
<td>62.5%</td>
</tr>
<tr>
<td>370 - 358</td>
<td>B-</td>
<td>79.5%</td>
<td>280 - 268</td>
<td>D-</td>
<td>59.5%</td>
</tr>
<tr>
<td>357 - 340</td>
<td>C+</td>
<td>75.5%</td>
<td>BELOW 268</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>
Services

Office of Disability Services

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

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Academic Calendar

Includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp
## SCHEDULE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOING SOCIOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology*</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Thinking Sociologically*</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Researching the Social World*</td>
<td>Chapter 3</td>
</tr>
<tr>
<td><strong>EXAM I September 4 Chapters 1-3</strong></td>
<td></td>
</tr>
<tr>
<td>Culture*</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Socialization and Interaction*</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Organizations, Societies and Global Domain</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Deviance and Crime</td>
<td>Chapter 7</td>
</tr>
<tr>
<td><strong>EXAM II September 25 Chapters 4-7</strong></td>
<td></td>
</tr>
<tr>
<td>Social Stratification*</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Race and Ethnicity*</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Gender and Sexuality*</td>
<td>Chapter 10</td>
</tr>
<tr>
<td><strong>EXAM III October 23 Chapters 8-10</strong></td>
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<tr>
<td>Family*</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Education</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Politics and the Economy*</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Social Movements*</td>
<td>Chapter 17</td>
</tr>
<tr>
<td><strong>EXAM IV November 25 Chapters 11, 12, 14 and 17</strong></td>
<td></td>
</tr>
<tr>
<td>Wrap up and Review</td>
<td></td>
</tr>
<tr>
<td><strong>FINAL EXAM December 11 12:00 – 2:30</strong></td>
<td></td>
</tr>
<tr>
<td>* topics that are part of the Topic Explorations</td>
<td></td>
</tr>
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</table>

## DATES TO REMEMBER

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th week grading ends</td>
<td>September 19</td>
</tr>
<tr>
<td>Fall Break</td>
<td>No Classes</td>
</tr>
<tr>
<td>Last Day to Withdraw</td>
<td>October 13 – 17</td>
</tr>
<tr>
<td>Advising Day</td>
<td>No Class</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>October 20</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td>October 28</td>
</tr>
<tr>
<td></td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>November 9 - December 6</td>
</tr>
</tbody>
</table>
Select a topic that we have covered this semester that you will use in your future. Now learn more about it. You will study this topic in more depth and answer the following questions regarding this topic.

1. Describe the topic you selected. What made you chose this topic over others in terms of usefulness? 15 points

2. What more have you learned about the topic? Included in your answer here are three (3) articles from professional sociological journals on the topic. 25 points

3. In what ways will you use this information in the future? Describe at least two ways you will use the information you selected. 20 points

4. What would you tell people about this topic that you think they would find useful for their lives? 15 points

Remember you need three articles from professional sociological journals (use SocIndex or JSTOR to retrieve these articles). You also need to cite your sources in ASA style (the guidelines are on Blackborad). Your paper will be 5-7 pages in length, typed, double space 12 point type.

ADDITIONAL GUIDELINES

DEDUCTION ARE STATED IN PARENTHESES FOR EACH GUIDELINE BELOW NOT FOLLOWED

1. Articles need to come from professional journals (Time, Newsweek, Sports Illustrated, etc, can be used by will not count as articles for your papers) (5 POINTS)

2. We all know anyone can build a web page, so web pages should be from professional sources. If you are in doubt about a page please see me. (5 POINTS)

3. NO LATE PAPERS WILL RECEIVE A 10 POINT DEDUCTION PER DAY.

4. Papers should be 10-12 point, double spaced. (5 POINTS)

5. NO PLASTIC COVERS, PLEASE. (5 POINTS)

6. All Papers Should Be Submitted Electronically and in Hard Copy Form the Day They Are Due. Electronic Versions Can Be Submitted after Class If Necessary but Still That Day. (5 POINTS)
PURPOSE OF THE COURSE
This course is designed to provide you with a basic knowledge of Sociology. Central concepts, theories, and methodologies are introduced through class instruction, the text, and supplemental materials. Class discussions, group work, and exams present an opportunity to apply what you’ve learned to the social world around you, thus developing your Sociological Imagination.

LEARNING OBJECTIVES
By the end of this course, students will:
1. Be able to articulate (verbally and in written form) a basic knowledge of the central concepts, theories, and methodologies in sociology;
2. Be able to apply this knowledge to everyday social life; and
3. Be able to make the connection between the individual and the larger culture and society that has influenced and shaped the individual.

REQUIRED TEXT

COURSE REQUIREMENTS
Groups: This course is being taught within the structure of a collaborative classroom (see below for more information).
As part of this structure, I will assign students into groups of 3-4 at three different points during the semester. New groups will be assigned at the start of the semester and following the first two exams. NOTE: Make sure to provide your contact information (email and phone number) to members of your group each time you are assigned to a new group.

4 In-Class Group Exercises: 50 points each (total = 200 points). For each of the text chapters, groups will spend class time working on a related exercise. Five of these exercises will be graded, but only the four highest exercise grades will be included in your final grade. NOTE: In most cases, if you contact me in advance to let me know you will not be in class, you will have an opportunity to make up the missed exercise individually in time for the next class. All exercises are available in the Group Exercises folder on Blackboard by the day we work on them. However, if you are not in class on a day when a graded exercise takes place and you do not contact me in advance, you will not receive a grade for the exercise and it will count as your dropped exercise score. NOTE: Groups are responsible for making sure all members see the graded exercise that I return to the group with my evaluation.

3 Exams: 100 points each (total = 300 points). Exams are composed of a combination of multiple choice, true/false, matching, and short answer questions. While a majority of the material covered on the exam reflects what has been covered in class, you must read the relevant chapters in the text to be fully prepared for the exams.

Attendance & Participation: 100 points total. I expect you to attend class, be prepared to discuss the reading material with the whole class, and participate in class exercises with your group. The breakdown for attendance and participation is as follows:
Attendance (40 points): You may miss 3 classes with “no questions asked.” You will lose 5 points for each additional absence beyond 3 absences. I strongly suggest you contact your group members to let them know when you will be absent from class.
Participation (60 points total):
• Your Survey Assessment of Your Group Members (25 points): For each graded exercise, you are required to submit a confidential assessment of your group members' participation by completing a survey in Blackboard. In most cases, surveys will be available for a limited time following the class meeting in which the exercise was
completed. Each exercise assessment is worth 5 points. **NOTE:** You may submit a group survey assessment even if you miss a class meeting in which a graded group exercise takes place. In your assessment, explain that you missed class but you don't want to miss the 5 points for the assessment.

- Your Group Members' Assessments of You (25 points): For each graded exercise, your group members will confidentially assign you a participation score. Each exercise assessment is worth up to 5 points.
- In-Class Participation (10 points): We will have class discussions in spite of the size of the class. Of course, everyone cannot contribute on a regular basis, but some effort to contribute is expected.

**Extra Credit:** While opportunities for in-class extra credit may be offered to the entire class during the semester, there will be no individual opportunities for extra credit. Consistent attendance and participation will be used at the end of the semester as a means to “push” borderline grades to the next highest grade.

**GRADING SCALE**

Letter grades in the course will be determined using the following percentage scale (600 points total):

- A- = 90-92% (540-557 points), A = 93-96% (558-581 points), A+ = 97-100% (582-600 points)
- B- = 80-82% (480-497 points), B = 83-86% (498-521 points), B+ = 87-89% (522-539 points)
- C- = 70-72% (420-437 points), C = 73-76% (438-461 points), C+ = 77-79% (462-479 points)
- D- = 60-62% (360-377 points), D = 63-66% (378-401 points), D+ = 67-69% (402-419 points)
- F = below 60% or 360 points.

**COLLABORATIVE CLASSROOM**

This means that your role in this class will be quite different than what you may have experienced in other courses. To help you understand what is expected, take a look at the table below.

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Collaborative Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students shift from...</strong></td>
<td><strong>to...</strong></td>
</tr>
<tr>
<td>Listener, observer, and note taker</td>
<td>Active problem solver, contributor, and discussant</td>
</tr>
<tr>
<td>Low or moderate expectations of preparation for class</td>
<td>High expectations of preparation for class</td>
</tr>
<tr>
<td>Private presence in the classroom with few or no risks</td>
<td>Public presence with many risks</td>
</tr>
<tr>
<td>Attendance dictated by personal choice</td>
<td>Attendance dictated by community expectation</td>
</tr>
<tr>
<td>Competition with peers</td>
<td>Collaborative work with peers</td>
</tr>
<tr>
<td>Responsibilities and self-definition associated with learning independently</td>
<td>Responsibilities and self-definition associated with learning interdependently</td>
</tr>
<tr>
<td>Seeing teachers and texts as the sole sources of authority and knowledge</td>
<td>Seeing peers, self, and the community as additional and important sources of authority and knowledge</td>
</tr>
</tbody>
</table>


**COURSE POLICIES**

**NO LAPTOPS OR TABLETS** are allowed in class unless you have an appropriately documented reason for needing to use it in class.

**Makeup exams** will be given at my convenience during finals week unless the student has made a prior arrangement with me. In this case, the student must 1) Contact me prior to the exam with a legitimate reason for not taking the exam on
Behavior that disrupts the educational process for other members of the class is subject to student conduct action under the guidelines of WCU’s Code of Student Conduct. This includes, but is not limited to, overt inattentiveness (which may include use of electronic devices during class), inappropriate or offensive comments, or side discussions with other members of the class. If your behavior becomes a distraction during class, I will ask you to leave the classroom. If the behavior continues when you return to the classroom, I will pursue student conduct action. For more information about WCU’s Code of Student Conduct, go to [http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct.pdf](http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct.pdf).

We will be using **Blackboard** in this class. Go to [https://wcu.blackboard.com/](https://wcu.blackboard.com/) for access to the syllabus, exam study guides, grade center, and other pertinent course materials.

Western Carolina University policy regarding **cheating and plagiarism** allows for a range of sanctions for students whose work is determined to have been either taken from others or provided to others. “Others” refers to other students as well as to authors of books or articles. Any student in the course who is determined to have plagiarized will receive a zero on the plagiarized assignment.

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**Class TIPS:** Students who need help with software, technology, or eBriefcase support should visit ClassTIPS on the ground floor of Hunter Library in the Technology Commons. Class TIPS provides support to students via one-on-one appointments, walk-ups, workshops, and online tutorials.

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 8/18</td>
<td>Course Overview</td>
<td>Syllabus</td>
</tr>
<tr>
<td>W 8/20 - F 8/22</td>
<td>Sociology in the Global Age</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

Note: This schedule is subject to change. Any changes will be announced in class, and/or via your email account. You are responsible for being aware of changes made to this schedule.
| WEEK 2 | M 8/25 - W 8/27 | Sociology in the Global Age | Chapter 1 |
|        | F 8/29         | Thinking Sociologically     | Chapter 2 |

| WEEK 3 | M 9/01       | NO CLASS – LABOR DAY        | Chapter 2 |
|        | W 9/03 - F 9/05 | Thinking Sociologically     | Chapter 2 |

| WEEK 4 | M 9/08 - F 9/12 | Researching the Social World | Chapter 3 |

| WEEK 5 | M 9/15       | Researching the Social World | Chapter 3 |
|        | W 9/17       | EXAM 1 (Chapters 1-3)       | Chapter 4 |
|        | F 9/19       | Culture                     | Chapter 4 |

| WEEK 6 | M 9/22 - F 9/26 | Culture                   | Chapter 4 |

| WEEK 7 | M 9/29 - F 10/03 | Socialization & Interaction | Chapter 5 |

| WEEK 8 | M 10/06       | Socialization & Interaction | Chapter 5 |
|        | W 10/08 - F 10/10 | Deviance & Crime           | Chapter 7 |

| M 10/13 - F 10/17 | NO CLASS - FALL BREAK |

| WEEK 9 | M 10/20 - F 10/24 | Deviance & Crime         | Chapter 7 |

| WEEK 10 | M 10/27       | EXAM 2 (Chapters 4, 5, & 7) | Chapter 8 |
|         | W 10/29 - F 10/31 | Social Stratification    | Chapter 8 |

| WEEK 11 | M 11/03 - F 11/07 | Social Stratification    | Chapter 8 |

| WEEK 12 | Sun 11/09      | COURSEVAL OPENS          |             |
|         | M 11/10       | Social Stratification    | Chapter 8   |
|         | W 11/12 - F 11/14 | Race & Ethnicity       | Chapter 9   |

| WEEK 13 | M 11/17       | Race & Ethnicity         | Chapter 9   |
|         | W 11/19 - F 11/21 | NO CLASS - HOLIDAY BREAK |             |

| WEEK 14 | M 11/24 - W 11/26 | Race & Ethnicity       | Chapter 9   |
|         | F 11/28         | Gender & Sexuality      | Chapter 10  |

| WEEK 15 | M 12/01 - F 12/05 | Gender & Sexuality     | Chapter 10  |
|         | Sat 12/06       | COURSEVAL CLOSES (8am) |             |
LIBERAL STUDIES COURSE STATEMENT

This course is a Liberal Studies course. The learning goals of the Liberal Studies Program are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being; and
- Demonstrate an understanding of:
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology; and
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Liberal Studies Perspectives Category

This course is a Perspectives course. The primary goals of the Perspectives courses are:

- To promote love of learning and to cultivate an active interest in the Liberal Studies;
- To build on the Core's foundation through practice and refinement of areas of academic emphasis;
- To provide students with a broadened world view and knowledge base;
- To provide experiences in the arts, humanities, and social sciences from which connections between disciplines can be revealed;
- To provide an introduction to the challenges of living in a global society;
- To create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerant manner;
- To afford opportunities to make career or disciplinary choices.

In addition, each Perspectives course will be expected to include emphasis on one or more of the following:

- Critical analysis of arguments;
- Oral communication;
- Service learning;
- Moral reflection;
- Cultural diversity; and/or
- Any other creative but defensible area of intellectual development that a discipline wants to focus on, and that the program chooses to adopt.

P1: Social Sciences - This course partly satisfies the Social Science Perspective Requirement of the WCU Liberal Studies Program. Courses in Social Sciences provide systematic study of observational and analytic methods and findings of those disciplines that focus on the interpersonal functioning and institutional creations of human beings. Courses in this category may focus on the scientific study of the mental and behavioral characteristics of individuals or groups or may focus on the description and explanation of political, economic, or legal institutions. Included will be inquiry into basic social scientific concepts such as mind, behavior, class, society, culture, freedom, government, property, equality, and rights.
SOCIOLOGY 235 SOCIAL PROBLEMS

Fall 2014 / Section 01 Tuesdays & Thursdays 11.00-12.15 / McKee 121
Section 70 Tuesdays & Thursdays 3.30-4.45

Instructor: Munene Mwaniki
Office Location: 102A McKee
Office Hours: Wednesdays 1.00-5.00 and by appt.
Email: mfmwaniki@wcu.edu
Phone: 227-3879

Course Overview

C. Wright Mills' famed "sociological imagination" posits that we can only understand our position in society, and that of others, through an awareness of the historical context. To that end, this course provides a broad historical overview of a number of problems and issues that our society faces today. These issues include, but are not limited to, terrorism, war, global inequality, racism, sexism, sexual orientation, and crime. Though seemingly separate, the issues our society faces today are deeply and complexly interrelated, and increasingly so on a global scale. The interconnected nature of social phenomena is a focal point of this course. It will be our goal to approach various social problems in multiple ways in order to better understand the impact on multiple groups of people. By the end of the course you should be able to critique and question the often used individualistic explanations for social failings in America.

Course Objectives

Upon completion of this course, students should be able to recall, explain, and use the theories and concepts that are central to the sociological investigation of issues pertinent to today's society.

Course Materials

One book is required for this course. It is available at the bookstore.


There will also be a Blackboard component to this course. As we go along in the semester additional required readings, assignments, grades, and links to relevant websites and current stories in the media will be posted on our Blackboard site.

Course Format and Requirements

Students are expected to attend all sessions and to complete all required readings prior to class. Otherwise, it will be difficult to participate actively and meaningfully in the discussions that are a central component of the course. Lectures are intended to review, complement, and extend the reading materials but not to substitute for them. Two exams, two assignments, and four quizzes
are required to evaluate student knowledge and comprehension of the material covered in lectures and readings. Students are strongly encouraged to ask questions, participate in class discussions and activities, and visit the professor and/or assistant during scheduled office hours. Students who keep up with the readings, regularly attend lectures, and participate in class discussions, should do well in this class.

**Graded Work**

Grades will be based on two exams, four quizzes, attendance/participation, and two assignments. **Make-up exams** will be given only to students (1) with legitimate excuses, such as a medical or family emergency, and (2) who excuse their absence with written documentation.

**Exams**

There will be two, non-cumulative exams. Each exam is worth 100 points. These exams will be taken in-class without the use of books, notes or other supplementary materials. Exams will consist of short, interpretive questions and longer, essay questions. They will test your comprehension of material covered in the assigned readings. To do well on the exams, you must attend lecture and keep up with the readings. **There will be no cumulative, final exam.**

**Quizzes**

There will be four quizzes spread throughout the semester. They are designed to test you understanding of the readings and will be comprised of two to five short-answer questions. Quizzes will not be cumulative and will only cover the information of the required reading for the week they are given. There will be no make-up in class writing quizzes unless the student has a legitimate reason and can excuse her/his absence with written documentation (see "Graded Work" above). Make-up quizzes must be taken in the next class meeting that the student attends or during office hours.

**Attendance and Participation**

Throughout the semester you will be expected to participate in class and group discussions. Your attendance will be documented each day in one of two possible ways. The first consists of small writing assignments that you will bring to class and we will discuss. The second consists of in-class writing assignments in which you will answer a question I provide. For either option, you will turn in what you have written to me at the end of class.

Additionally, I will make every effort to ensure that our class meetings are more of a directed conversation than a one-way lecture. Students can only be engaged in this conversation if they are physically in class. Attendance is therefore required for this course, as we will be covering new material and reviewing our required readings during class sessions. **Students are allowed three unexcused absences. Every additional absence will result in a loss of five participation points.**
(Writing) Assignments

There will be two written assignments during the semester. They are an opportunity for you to explore areas of interest to yourself in a more in-depth manner. Though subject to change, the first assignment will explore your own experiences with a social problem in a sociological manner by using the concepts discussed in the class and readings. Similarly, in the second assignment you will explore an area of popular culture, for example, an issue in music, movement in art, an aspect of sport, or a controversial celebrity that touches on one of the topics in class. In both assignments I would like you to explore why your topic is sociologically significant and focus on the mechanisms of power that make it a compelling issue. The assignments should be 3-5 pages in length (12pt New Times Roman, double spaced, 1 inch margins), no less and no more.

Grading Scale

My grades do not reflect my respect for you as a person; they simply reflect your performance on the work assigned for this course. The good news is that I do not grade on a curve. Thus it is possible for everyone in the class to earn a high grade by doing excellent work. As noted above, students who keep up with the readings, regularly attend lectures, and participate in class discussions should do well in this class. Grades for this class are assigned by the point values below.

Sources of Grade

<table>
<thead>
<tr>
<th>Source</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>50pts</td>
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<tr>
<td>Exams (2 x 100pts)</td>
<td>200pts</td>
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<tr>
<td>Quizzes (4 x 25pts)</td>
<td>100pts</td>
</tr>
<tr>
<td>Assignments (2 x 50pts)</td>
<td>100pts</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>436 points and above</td>
</tr>
<tr>
<td>A</td>
<td>405 - 435</td>
</tr>
<tr>
<td>B+</td>
<td>391 - 404</td>
</tr>
<tr>
<td>B</td>
<td>360 - 390</td>
</tr>
<tr>
<td>C</td>
<td>315 - 359</td>
</tr>
<tr>
<td>D</td>
<td>270 - 314</td>
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<tr>
<td>F</td>
<td>269 points and below</td>
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</tbody>
</table>

Office of Disability Services

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to
the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Writing and Learning Commons (WaLC)**

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

**Academic Honesty Policy**

I take the integrity of academic work very seriously, and I expect all students to do the same. Scholastic misconduct is very serious and will be treated accordingly. Individuals who are caught submitting assignments or completing exams using dishonest means risk receiving a failing grade for the course. Scholastic misconduct is any act that violates the rights of another student with respect to academic work or involves the misrepresentation of a student’s own work. More specifically, scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without the consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another student’s work.

Violations of the Academic Integrity Policy (see Article IV.B.1.a.) include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** – Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head in writing of the academic dishonesty charge and sanction.

If you have questions about whether something constitutes academic dishonesty, please ask. In instances of academic dishonesty, the consequences are non-negotiable. Without exception, all forms of academic dishonesty result in a zero for the assignment, and I reserve the right to assign a final course grade of “F.” All academic dishonesty will be reported to The Department of Student Community Ethics.

Student Conduct Policy:
Derogatory comments, name calling, and general disrespect directed towards me or other students will not be tolerated. These behaviors disrupt undermine the atmosphere we need for learning. In this course, we explore a range of issues that are often difficult to discuss. Let respect guide our interactions.

As stated in the WCU Student Code of Conduct, “All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected.”

The following conduct, or an attempt to engage in the following conduct, is subject to student conduct action:

- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities (including its public-service functions), whether the conduct occurs on the University’s main campus or some other location.
- Physical abuse or attack of any member of the University community, or any other conduct that physically threatens the safety and welfare of any member of the University community, including one’s self.
- Bullying or stalking. (The term “bullying” means any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on University premises or at any University sponsored function that (i) places a person in actual and reasonable fear of harm to his/her person or damage to his/her property, or (ii) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits, or a University employee’s ability to perform the essential functions of his/her job.)

Students that violate these policies will be reported to the Office of Student Affairs and will be sanctioned in accordance with university policy.
### COURSE SCHEDULE
(subject to change)

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
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<tbody>
<tr>
<td>WEEK ONE</td>
<td>Welcome to the course!</td>
<td>Course Syllabus</td>
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<tr>
<td>August 18-22</td>
<td></td>
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<tr>
<td>WEEK TWO</td>
<td>The Sociological Approach and Wealth/Power</td>
<td>SP Chapters 1 &amp; 2, Mills – Sociological</td>
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<tr>
<td>August 25-29</td>
<td></td>
<td>Imagination</td>
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<tr>
<td>WEEK THREE</td>
<td>Global Inequality</td>
<td>SP Chapter 3 &amp; MacLeod Reading</td>
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<tr>
<td>September 1-5</td>
<td></td>
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<tr>
<td>WEEK FOUR</td>
<td>Society and the Environment</td>
<td>SP Chapters 4 &amp; 6</td>
<td>Quiz 1</td>
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<tr>
<td>September 8-12</td>
<td></td>
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<tr>
<td>WEEK FIVE</td>
<td>U.S. Demographic Changes</td>
<td>SP Chapter 5</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>September 15-19</td>
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<tr>
<td>WEEK SIX</td>
<td>Poverty and Racial Inequality</td>
<td>SP Chapters 7 &amp; 8</td>
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<tr>
<td>September 22-26</td>
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<tr>
<td>WEEK SEVEN</td>
<td>Gender Inequality</td>
<td>SP Chapter 8</td>
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<tr>
<td>September 29 - October 3</td>
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<tr>
<td>WEEK EIGHT</td>
<td>Sexual Orientation</td>
<td>SP Chapter 9</td>
<td>EXAM 1</td>
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<td>October 6-10</td>
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<td>FALL BREAK</td>
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<td>October 13-17</td>
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<tr>
<td>WEEK NINE</td>
<td>Disability and Ableism</td>
<td>SP Chapter 11</td>
<td>Assignment 1 Due</td>
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<td>October 20-24</td>
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<tr>
<td>WEEK TEN</td>
<td>Crime &amp; Society</td>
<td>SP Chapter 12</td>
<td>Quiz 3</td>
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<td>October 27-31</td>
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<tr>
<td>WEEK ELEVEN</td>
<td>Drugs &amp; Society</td>
<td>SP Chapter 13</td>
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<td>November 3-7</td>
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<tr>
<td>WEEK TWELVE</td>
<td>Economy, Work, and Family</td>
<td>SP Chapters 14 &amp; 15</td>
<td>Quiz 4</td>
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<tr>
<td>November 10-14</td>
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<tr>
<td>WEEK THIRTEEN</td>
<td>Crisis in Health Care</td>
<td>SP Chapter 17</td>
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<tr>
<td>November 17-21</td>
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<tr>
<td>WEEK FOURTEEN</td>
<td>U.S. National Security and Terrorism</td>
<td>SP Chapter 18</td>
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<tr>
<td>November 25</td>
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<tr>
<td>WEEK FIFTEEN</td>
<td>Solving Social Problems</td>
<td>SP Chapter 19</td>
<td>Assignment 2 Due</td>
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<tr>
<td>December 1-5</td>
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<td></td>
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<tr>
<td>EXAM WEEK</td>
<td>NONE!</td>
<td></td>
<td>EXAM 2</td>
</tr>
<tr>
<td>December 8-12</td>
<td></td>
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</table>
# SOC 240 SOCIAL CHANGE

**Fall 2014**  
McKee 229  
**MWF:** 11:15am-12:05pm

**Dr. Peter P. Nieckarz, Jr.**  
**Office Hours:**  
M: 12:15pm - 2:00pm  
W: 1:20-2:20pm  
T: 11:30am - 12:30pm  
Th: 1:00pm – 2:30pm  
*Also by appointment*

**Office:** McKee 102B  
**Phone:** 3837  
**Email:** pnieckarz@wcu.edu

## Course Objective

"Neither the life of an individual nor the history of a society can be understood without understanding both. Yet men (sic) do not usually define the troubles they endure in terms of historical change and institutional contradiction." - C. Wright Mills

When approaching the topic of Social Change, the above statement is an excellent touchstone. Social change is something all humans experience in their daily lives, yet the change they experience is a reflection of the bigger picture of social history itself. If we want to understand why and how our lives are changing, then we must also look at this bigger picture. Conversely we cannot look at broad social change without understanding them in terms of individual lives. In this class we will look at how social life in the United States has changed in the past century as well as examine what life is like today and where it may be headed. There are many significant and subtle things to consider. When we do this, we stand to gain a deeper understanding of the recent economic crisis. This and other current events will have an impact on our lives for decades to come.
Required Reading


Other Readings may be assigned during the course of the semester.

Course Activities and Evaluation

**Exams:** There will be three exams. **Exams will be 100 points each.**

**Quizzes:** Quizzes will be based on the readings. I may or **may not** tell you about them in advance. If it becomes apparent that students are not coming to class prepared (i.e., having read the material), then the quizzes will most definitely be “pop quizzes”. There are no make-up quizzes. **Quizzes will be worth a total of 100 points or one exam grade.**

**Applied and Analytical Papers:** There will be a series of four sociological papers. They are detailed below. **The Papers will be worth a total of 100 points or one exam grade.**

- **The Great Reset: Critical Review Essays:** The Richard Florida text will be addressed in 3 parts. A 2-3 page reaction paper will be written based on each sections of the reading. (**This is worth 40% of your total paper grade**)

- **Oral History Project:** The oral history project will consist of two parts. The first part will be an individual “research report”. The second a collaborative paper synthesizing the data collected by each student in a group.

  1. Each student will find at least two people over the age of 70 and interview them about how life and society had changed in their lifetimes in terms of family, work, courtship, education, leisure and anything else that comes to mind. You all will write essays (4-7 pages) based on these interviews. (**This is worth 30% of your total paper grade**)

  2. The class will be divided into three groups of 10 students. Each group will construct a wiki paper in Blackboard pulling together and reporting on the finding and analysis of your oral history data. These papers will be written like pieces of qualitative research and should include direct quotes from the interviews to highlight your findings. (**This is worth 30% of your total paper grade**)

**Class Participation:** Students will be given credit for participating in class activities. This may include class discussion and discussion on the class message board (more details in class). Participation in these activities will also be taken into consideration for those students whose final grades are right on the border of one grade to the next (C’s can become C+’s if you are only a point off for example).
Grading Scale

Final grades will be determined on a “straight percentage” of the total points you earn during the semester.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100 pts.</td>
<td>(20%)</td>
</tr>
<tr>
<td>Papers</td>
<td>100 pts.</td>
<td>(20%)</td>
</tr>
<tr>
<td>Exam I</td>
<td>100 pts.</td>
<td>(20%)</td>
</tr>
<tr>
<td>Exam II</td>
<td>100 pts.</td>
<td>(20%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
<td>(20%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500pts.</strong></td>
<td><strong>(100%)</strong></td>
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</tbody>
</table>

Letter grades will be determined by the scale below:

- **A+** = Above 96.9%
- **A**  = 92-96.9%
- **A-** = 90-91.9%
- **B+** = 87-89.9%
- **B**  = 83-86.9%
- **B-** = 80-82.9%
- **C+** = 77-79.9%
- **C**  = 73-76.9%
- **C-** = 70-72.9%
- **D+** = 66-69.9%
- **D**  = 63-65.9%
- **D-** = 60-62.9%
- **F**  = 0-59.9%

COURSE POLICIES

**Attendance:** I take attendance every day. Six absences will result in a reduction of one full course grade. An A- becomes a B-. Eight absences will result in a reduction of two full grades that A- is now a C-. If you do miss class and have a legitimate documented excuse, please see me, I am not an ogre. Also, always let me know in advance if you KNOW you will miss class, regardless of the reason. If you fall victim to these grade reductions, do not whine, do not make excuses, just accept it. You were warned.

**Tardiness:** Please be on time. When you arrive late it disrupts the class, and can be very annoying. I understand that we are all late from time to time, but do not let this become a habit. Also, if you are late, do not be afraid to join us late. I do not want you to miss an entire class period just because you were 15-20 minutes late. Better late than never. Those arriving after roll has been taken will receive a half of an absence. This means 12 late arrivals will reduce your grade as well.

**Seating Assignments:** Sit wherever you like, however I do have three rules: 1) No one is allowed to sit in the back row or two rows of the classroom unless there are no other seats available. 2) If the classroom is wide, you must sit as close to the center of the room as possible. 3) If the place you sit in leads to a disruptive classroom environment, I reserve the right to reassign your seat.

**Late Assignments:** All work is to be handed-in on the predetermined due date. All late work will be discounted a minimum of 10% (one whole grade) and will increase as time passes. Late abstracts will not be accepted; other work handed-in two weeks after the due date will not be accepted. If you know your work is going to be late, please discuss this matter with me in advance.
Format for Written Work: All written work completed outside of class is to be typed, double-spaced, with ONE INCH margins, and STAPLED. All work needs to be in 12 pt. times new roman font. All major papers written outside of class must also be uploaded to turnitin.com. Any work NOT conforming to the class format will be returned to the student un-graded, and may be considered late once it is returned in proper format. Spelling and grammar counts on all work done outside of class.

Academic Honesty: Cheating and plagiarism is a serious offense. Dishonesty on any particular assignment will result in a “zero” grade for that particular assignment or exam and will be reported to the department head. Repeat offenders will be given an 'F' for the semester. Please refer to the student handbook for further information regarding WCU’s academic honesty policy.

Extra Credit: There will be no extra credit, so please take your assignments seriously the first time around.

Emailing Assignments: I do not accept emailed assignments. It can get lost in the tons of email I get every day. Also, it is not my job to print and staple them, nor is it the department’s responsibility to cover the expense. I will only accept emailed assignments in special circumstances if you arrange it with me in advance.

Communication Via Internet: As needed, I may send messages to the entire class or to specific students through email (your "Catamount Mail"). I will assume you have received and read it. Not seeing the message because you did not check is no excuse, so check both your email and Blackboard regularly.

Classroom Conduct: All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. (http://www.northcarolina.edu/policy/index.php?tag=700.4.2+). The following conduct, or an attempt to engage in the following conduct, is subject to student conduct action:

- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities (including its public-service functions), whether the conduct occurs on the University’s main campus or some other location.

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- Bullying or stalking. (The term “bullying” means any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on University premises or at any University sponsored function that (i) places a person in actual and reasonable fear of harm to his/her person or damage to his/her property, or (ii) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits, or a University employee’s ability to perform the essential functions of his/her job.)
• Students that violate these policies can be reported to the Office of Student Affairs and will be sanctioned in accordance with university policy.

Some General Rules to Live By:

o Keep extraneous talking to a bare minimum.

o Do not disrespect your classmates by speaking when they “have the floor”.

o Have your notebooks out and be ready go before class starts. There will NEVER be a time when you will not “take notes”.

o DO NOT pack up your stuff before class is over.

o DO NOT work on stuff for another class during this class.

o NO TEXTING!!!

Cell Phones and Other Electronic Devices: All cell phones, pagers or other noise-making devices must be turned off when you enter the classroom. They are a distraction to me, your classmates, as well as yourself. Do not set them on “vibrate”; Turn them off. If you forget and your phone goes off do not answer it, just turn it off immediately. If you are expecting a call so important you must take it then perhaps you should not be in class, take a “personal business day”. I do allow students to use laptops in class providing their use is directed toward class activities and not other things like solitaire, checking email, or surfing the web. If you are “busted” for inappropriate use you will be forbidden from bringing your laptop for the remainder of the semester.

Leaving During Class: Lately I have noticed an increasing trend of students getting up and leaving in the middle of class and then returning (for what, I do not know). I understand that sometimes “emergencies” arise; if you must get up then do so. If you know in advance that you may need to leave then sit near the door. Also, it is not appropriate to make a regular habit of this, smoke your cigarettes and go to the restroom before class. If you cannot make it that long without a cigarette you may want to consider quitting; or at least bring some nicotine gum to class. If you cannot make it that long without “going to the bathroom”, you may want to see a doctor.

Food and Beverage: I do permit food and drinks in class providing they do not become a distraction for anyone (including yourself). Noisy or excessively odorous foods are likely to be distracting, consume them before class.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Student Support Services: Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact
SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Writing and Learning Commons (WaLC):** The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**The Mathematics Tutoring Center:** (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

**Academic Calendar:** Includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

### TENTATIVE COURSE SCHEDULE

**WEEK 1:** August 18th, 20th, & 22nd

*By Way of Introduction*
Harper and Leicht: Chapter 1

**WEEK 2:** August 25th, 27th, & 29th

*Past as Prologue*
Florida Part I pp.3-46

*VIDEO: Chicago- City of the Century*

**WEEK 3:** September 3rd & 5th

No School Monday

*The Causes and Patterns of Change*
Harper and Leicht: Chapter 2
WEEK 4: September 8th, 10th, & 12th
Social Theory and Social Change
Harper and Leicht: Chapter 3

WEEK 5: September 15th, 17th, & 19th
American Social Trends
Harper and Leicht: Chapter 4

WEEK 6: September 22nd, 24th & 26th
TBA
Exam I- Wednesday Sept 24th

WEEK 7: September 29th, October 1st, & 3rd
Change in the Settings of Everyday Life
Harper and Leicht: Chapter 5

WEEK 8: October 6th, 8th, & 10th
Economics, Politics, and The American Prospect
Harper and Leicht: Chapter 6
The Redrawing of the Economic Map
Florida Part II pp 49-102

WEEK 9: October 13th, 15th & 17th
Fall Break

WEEK 10: October 20th, 22nd, & 24th
Social Movements
Harper and Leicht: Chapter 7
WEEK 11: October 29th, 31st & November 2nd
TBA
Review for Exam
Exam 2: Friday

WEEK 12: November 3rd, 5th, & 7th
The Emerging Global System: Development and Globalization
Harper and Leicht: Chapter 12

WEEK 13: November 10th, 12th, & 14th
Society, Environment, and Change
Harper and Leicht: Chapter 13
Guest Lecture from Dr. Ted Coyle

WEEK 14: November 17th, 19th, & 21st
World Futures
Harper and Leicht: Chapter 14
A New Way of Life
Florida Part III- pp. 105-187

WEEK 15: November 24th
Thanksgiving Break: No Wednesday and Friday

WEEK 16: December 1st, 3rd, & 5th
Course Review

Week 17: Final Exam
This course will introduce you to part of the sociologist’s “tool-kit”, the knowledge and skills related to the process of social research. The idea is not to turn you into researchers, but rather to allow you to become better consumers of research. In this way, your ability to understand readings in your other sociology classes will be enhanced.

We will take a hands-on approach to the various types and stages of the research process. We will work on a general research topic suggested by the class and approved by me throughout the semester. You will choose a research question related to this topic and complete assignments related to your question concerning conceptualization and measurement, research design, sampling and data collection, and finally, analytical techniques.

Required Text


It is your responsibility to read the assigned chapters of the text before we cover the material in class. It is critical that you keep up with the reading because the material builds on earlier material and it is impossible to play “catch-up”. I can’t stress this point enough.

Course requirements

One (1) exercise. See attached. Due at the beginning of class on the assigned date (see schedule). 10 % of your grade.

Five (5) assignments. See attached and due dates on the schedule. 50% of your grade.

Three (3) exams. 30% of your grade.
Ten (10) Chapter questions. You will turn in a question related to the material in each chapter at the beginning of the class period on the 1st day that we cover that chapter. The question should show that you read the chapter and thought about the material. Avoid “what is…” type of questions. Your questions will be graded and I will use them to structure our class discussion. 10% of your grade. Questions must be word processed.

All assignments should resemble professional documents at the time they are turned in. No “do-overs”. They must be word processed, in 12 point font, double spaced with one inch margins on the top, bottom and sides of the page. Each assignment should be at least three pages (no more than five) unless instructed differently. A reference page following ASA format guidelines must be included. Late assignments will be penalized one letter grade for each day (not each class and starting when class ends) that they are late.

There is no such thing as extra credit (which an oxymoron).

**Course Policies**

This is a large class and I don’t intend to be a police person. Please behave respectfully. Don’t talk when someone else is talking. Don’t leave the room without permission. Turn off cell phones and put them away. No hats (you are in my house), food (this is not a café), tobacco (it’s obvious) will be allowed in class. Additionally, laptops will not be in use in class.

Make-up exams will not be given. If you have a legitimate reason (documentation required) not to take an exam on the day scheduled, it your responsibility to contact me ahead of time so that alternative arrangements can be made.

My office hours will be posted once the semester settles down but you can always make an appointment. I am around the office most days…if the door is open you are welcome to stop in.

**Office of Disability Services**

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

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Electronic format (with hyperlinks):
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Lastly, I take Western’s academic honesty policy very seriously. The policy is stated at academicintegrity@wcu.edu. and refers to four areas; cheating, fabrication, plagiarism and the facilitation of academic dishonesty. Ignorance is not an excuse and I have no pity. Be forewarned.

Tentative Schedule

Note: This schedule is subject to change. Something always comes up. Any changes will be announced and you are responsible for keeping track of where we are.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Aug. 18</td>
<td>Introduction to the class</td>
<td>Chapter 1</td>
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<td>Doing Social Research</td>
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<td>Aug. 25</td>
<td>Theory and Research</td>
<td>Chapter 2</td>
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<td>Fri: Exercise 1 due</td>
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<td>Sept. 1</td>
<td>Ethics</td>
<td>Chapter 3</td>
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<td>No class Monday</td>
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<td>Sept. 8</td>
<td>Reviewing Literature/Planning</td>
<td>Chapter 4</td>
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<tr>
<td>Sept. 15</td>
<td>Reviewing Cont.</td>
<td>Chapter 4</td>
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<tr>
<td></td>
<td>Fri.: Assignment 1 due</td>
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</tbody>
</table>
Sept 29  Wed.: Assignment 2 due Measurement  Chapter 5
Oct. 6  Sampling  Chapter 6
Oct 13  Fall Break
Oct. 20  Survey Research  Fri: Assignment 3 due  Chapter 7
Oct 27  Experimental Research  Chapter 8
Nov. 3  Secondary Analysis  Fri: Assignment 4 due  Chapter 9
Nov. 10  Exam: Chap. 5-9 Analysis of Quantitative Data  Chapter 10
Nov. 17  Field Research  Chapter 11
Nov. 25  Field research, continued  Chapter 11
Dec. 2  Historical and Qualitative Assignment 5 due  Chapters 12 and 13
Dec. 10  Final Exam: 8:30-11 AM

Key Dates

Labor Day-no classes-Monday, September 1
Fall Break-Oct. 13-17
Advising Day-Oct. 28
Last day to drop with a “w”-Oct. 20
CoursEval open- Nov 9-Dec 6
Thanksgiving- Nov26-28
ASSIGNMENT 1: PROBLEM DEFINITION AND LITERATURE REVIEW
Defining the sociological problem to be examined allows the researcher to specify and limit the topic of the study. The literature review gives the reader and researcher a clear understanding of how the topic has been previously explored, what the findings have been, and what directions others suggest future research should take. Refer to published articles, class notes, and your text for format guidelines. This assignment is worth 10% of your and should be written in essay format. Follow the outline below to complete the assignment:

Select a Problem (Objective): State and explain the overall or long-term goal of the proposed research. This will be the specific problem you are planning to examine.
- What exactly do you want to study?
- Frame the central research question in a precise, answerable manner.
- What may be problematic about the proposed research topic?

Review (Background): Review the most significant previous work and describe the current status of sociological research in this field. Document your findings with references. Your review should include at least 10 sources, all derived from scholarly journals and appropriate texts. Ask if you are unsure of the suitability of the source. The reviewed articles should be well-integrated. Avoid writing a “serial review”. Suggested questions to address:
- What research has been done previously?
- What have others said about the topic?
- What theories are represented in previous research about your topic and what do they say?
- Are there consistent findings or do past studies disagree?
- Explain, if appropriate, why different studies give different results. Articulate any trends that emerge from various lines of research.
- Are there flaws in the body of existing research that you feel you can remedy in your study?

Key Terms or Variables: List three key terms or variables that will be the essence of what you intend to study and summarize each term/variable with a brief description. These should concepts or variables expressed in sociological language.

Rationale: Present concisely the rationale behind the proposed approach to the problem.
- Why is the problem worth studying i.e., who cares??
- Does the problem have practical significance?
- To what will your review of this problem contribute?

*Refer to and cite material from relevant chapters in the text AND cite sources other than the text.*
ASSIGNMENT 2: RESEARCH QUESTIONS AND CONCEPTUALIZATION

In this assignment, you will give specific research questions or hypotheses and the conceptualization of how they will be tested. Hypotheses are tentative answers to research questions. Your hypotheses will clearly state what you expect to find from your research. Conceptualization is the process of taking a construct or concept and refining it by giving it a conceptual or theoretical definition. A conceptual definition is a definition of abstract, theoretical terms. This assignment is 10% of your grade. Follow the steps below to complete the assignment.

State specific research questions concerning your research project: The research questions should derive from the literature review and the statement of the problem that you offered in Assignment 1.

Provide hypotheses concerning your research project: The hypotheses should be clearly linked to the literature review and statement of the problem. There are a variety of methods to present hypotheses – refer to published articles, class notes, and your text for guidelines. You must provide at least three hypotheses about the outcome of your project, but you will most likely have more than three. Your hypotheses must reflect each component of your conceptualization. Each hypothesis should be a feasible target for investigation; a statement to be confirmed or denied in terms of the evidence.

The conceptualization of your project must include diagrams of the relationship between project concepts with corresponding explanatory paragraphs based on your statement of the problem and literature review. Diagrams will explain the project visually and simply, including direction (indicating independent and dependent variables) and sign (+/-) of the relationship(s). How will you handle nominal variables? Refer to and appropriately reference/cite published articles, class notes, and text.

*Refer to and appropriately cite relevant chapters in your text.*
ASSIGNMENT 3: SAMPLING, DATA COLLECTION METHODS, AND ETHICS

Data collection methods outline the procedure in which data will be collected for the research project. This assignment is 10% of your grade. Follow the steps below to complete the assignment.

Give details of the research plan, including a description of the work proposed:
- What social phenomena will be studied?
- What are your variables of interest?
- What will be measured or observed?
- What are your variables’ measurable attributes (e.g., number of visits to the psychologist per month, number of cigarettes smoked per day)?
- What will your source of data be (questionnaire)?
- How will you go about collecting your data?
- What are the limitations of the procedure proposed? What problems might be encountered during the data collection?

Explain how you will go about selecting a sample:
- Specify population, frame, and sample paying attention to the following:
  - Give a description of the population to whom the study’s findings will be generalized.
  - Will it be appropriate to select a sample from the larger population?
  - From whom or what will you collect data?
  - How will you identify the subjects? Who is available for study and how will you reach them?
  - If you are collecting a sample, what will your sample size be? Why?

Ethical Considerations: Point out any procedures, situations, or materials that may be hazardous to study participants or personnel and the precautions to be exercised.
- What are all the possible consequences of this research for the people involved or affected?
- If there is any possibility that your research will have an impact on those you study, how will you ensure that they are not harmed by your research?
- How will you ensure that the information you obtain from your research participants will be kept confidential?
- What political issues will you need to consider when doing this research?
- How will you work within the structural and political confines of your research setting?

List and describe the principal observations in the sequence in which you plan to carry them out, and indicate a tentative schedule of the main steps of the investigation within the project period.

*Appropriately reference and cite relevant chapters from your text.*
ASSIGNMENT 4: QUESTIONNAIRE DESIGN
This assignment requires the construction of your questionnaire. Your questionnaire should be a full, completed questionnaire, not simply a list of questions for your sample. A cover letter to accompany your questionnaire is NOT required for this assignment however; you do need to include instructions to your respondents. Your completed questionnaire is 10 % of your grade.

Your questionnaire should be designed to meet the purposes of your study. For my benefit restate your research question. It should be integrative and make sense. Each question must have a clear purpose and complement the other included questions. Follow the suggestions below to complete this assignment:

- Clearly divide the topics covered in the questionnaire in a logical manner.
- Look, review, reorder until there is a flow.
- Make sure questions are appropriate for your research questions and hypotheses.
- Make sure the questions have apparent answers and are as easy to understand as possible. Make the questions as clear as possible — good grammar, no double negatives.
- Reduce the risk of bias. No loaded questions. Also focus on only one issue per question.
- Don’t reinvent the wheel. If there are published questions that fit your study, use them (and reference them).
- Numerically PRE-CODE each question (see me if you need clarification).
- Use the response format in a careful way — open or closed-ended.
- Make the questionnaire as long as necessary, but as short as possible.
- PRE-TEST the questionnaire on at least two people similar to your population to find problems. On pages separate from the questionnaire, briefly DISCUSS problems and/or issues related to your questionnaire (based on your pretest).
- Check for overall good questions.
- Check for overall good response categories.

*Appropriately reference and cite relevant chapters in your text.*
ASSIGNMENT 5: SO WHAT? AND ALTERNATIVE RESEARCH DESIGN
Now that you’ve completed major steps in the research process as related to research area you selected, I ask you to reflect on the potential contributions of your research and to consider an alternative design. This assignment is 10% of your grade.

So What?
- What do you expect your most significant findings to be?
- How will your findings contribute to previous work in this area of research?
- Where do you expect your findings will lead the current body of scholarship in this area?
- What, if any, is the practical significance of your research? Why is it worthwhile? How will it be applied?
- How do you anticipate your findings will contribute to our general understanding of this area?
- How might this study contribute to the improvement of the human condition (“the real world”) in the short and long run?

Alternate Design: Think about your proposed study. Propose a qualitative, experimental OR non-reactive design that focuses on the same research question.
- Propose the role you (the researcher) will play in the setting, along the participant-observation continuum or in experimental context. Explain why you might favor this role.
- Discuss what this alternative design will add to the findings of your proposed study that might not be addressed by doing a survey. What will this type of alternative lack? What will the limitations be?

*Appropriately reference and cite relevant chapters in your text.*
METHODS OF SOCIAL RESEARCH
Fall 2014

Exercise 1: Article & Research Statement

This exercise has several purposes. The main purpose is to help you choose a focused research topic for the semester. Other purposes include familiarizing you with the most notable refereed sociological journals and giving you some experience reading professional journal articles. To complete this exercise, you need to follow the steps below. The format for this exercise is essay.

Step 1 → Using the library’s resources, either physical or electronic, page through one or more of the following sociological journals: American Sociological Review (ASR), American Journal of Sociology (AJS), and/or Social Forces or any journal listed on the back cover of your text.

Note: Some of you may already have a general topic in mind. Excellent! But I still expect you to flip through some journals to better familiarize yourself with the above sociological journals. You must provide a photocopy of your article with your completed exercise.

Step 2 → Once you have found an article that falls under a general topic that you would like to research this semester, make a photocopy of the article. I strongly suggest that you do not make a hasty article choice because you will not be able to change your general topic area once you turn in this exercise. It is well worth it to spend more time looking through journals if you are having a tough time finding a general topic of interest.

Step 3 → Now that you have chosen a general topic of interest that you would like to pursue this semester, write a 1-3 sentence research statement about the topic. This statement should be relatively broad at first. You will be responsible for coming up with a central research question and specific research questions in later assignments.

Step 4 → You will be using this article for your literature review (assignment 1), so you need to know its content. Complete the following:

1. Provide the citation for your article (i.e., author(s), year of publication, title, journal name and issue, and page numbers. Use the professional format provided by ASA (available on the Library webpage).
2. In your own words – what is the objective of the article?
3. What research question(s) does the author(s) aim to answer?
4. What is the population or sample of interest in the article?
5. Is a theoretical perspective(s) represented in the article? What is the perspective?
6. What method is employed to study and/or test the topic?
7. What is the level of analysis of the study? What type of data?
8. What are the findings?

Step 5 → Your completed exercise is due at the start of class on Friday, August 29. At this time you must also turn in your photocopied article. Your completed exercise should resemble a professional document at the time it is turned in. It must be typed with 12 point font and have one inch margins at the top, bottom, and sides of the page. This assignment should be no more than 1-2 pages in length and is worth 10% of your grade.
ANALYSIS OF SOCIAL DATA

Dr. Kathleen M. Brennan  
SOC 386:01  
Office: McKee 106B  
Spring 2014  
Phone: (828) 227-3900  
M/W/F 10:10-11:00am  
Email: kbrennan@wcu.edu  
McKee 129  
Office Hours: Mon 11:00am-1:15pm, Thurs 10:00am-12:00pm

PURPOSE OF THE COURSE
The ability to understand the statistical presentation of information is an essential skill in the social sciences and today’s world in general. This course will provide you with a basic knowledge of statistics and their use in the social sciences, as well as an introduction to SPSS. While we will calculate statistical formulas, much of the emphasis of this course is on developing basic statistical literacy (see learning objective 1 below).

LEARNING OBJECTIVES
By the end of this course, students will:
1) Be able to understand the relevance of statistics for social research, analyze and interpret the meaning of statistical tests, and select an appropriate statistic for a given purpose and a given set of data;
2) Be computationally competent and capable of using SPSS, a set of computer programs for statistical analysis; and
3) Be able to comprehend and critically appreciate the professional social science literature.

REQUIRED TEXT

COURSE TOOLS
Student Teaching Assistant - Mary Snodgrass (mksnodgrass1@catamount.wcu.edu, 336-529-3719), a sociology major who has successfully completed SOC 386, is assisting me with the course. Mary will attend class regularly and be on hand to help during lab class meetings. She will also be available outside of class throughout the semester to assist you with class material and help you prepare for the exams. She will be available for group study sessions before each exam and individual study sessions as needed within the confines of her schedule. If you are struggling with specific material in the course, I recommend you first contact Mary for tutoring for that specific material. However, I encourage you to contact me at any time for help in the course. If you are struggling with the course in general, I advise you to contact me immediately and schedule regular tutoring sessions with Mary.

Statistic Interpretation Examples - Knowing when and how to produce a statistic is an accomplishment, but using the correct language to interpret the statistics you produce is a significant achievement that comes with lots of practice. To aid you in learning this language, I will provide a student-created statistical interpretation language guide on Blackboard (see Course Content) that uses Star Wars examples for most of the statistics we are covering this semester.

Class Dataset - We will be using the 2010 General Social Survey (GSS) dataset for our class labs and exams. To download the 2010 GSS dataset, go to [http://www.cengagebrain.com](http://www.cengagebrain.com) and search the text title. Click on the Free Materials tab, then the Access Now button. Under Book Resources, click on Datasets. Under the 2010 GSS Data Set option, click on the link next to Download Now. Save the file as “2010 GSS Dataset” on the thawspace (T: drive) of the lab computer. NOTE: Make sure the computer you are using has SPSS installed on it before you download the dataset, otherwise you will not be able to work with the dataset.

Computer Labs with SPSS - Forsyth 313 and the Technology Commons in the basement of Hunter Library are the only open-access campus labs with SPSS installed on the computers. You will only have access to the
computers in our classroom during class hours, but any class-related SPSS work you want/need to do outside of class may be done on the computers in these labs. However, you must first download the 2010 GSS dataset to the lab computer if you want to work on class problems. I suggest you check that the lab computer you are using has SPSS on it before you download the data set.

**COURSE REQUIREMENTS**
This course is made up of a combination of lecture and lab classes. Problem-oriented exams and lab assignments are used to test your knowledge and application of the course content.

**Exams (400 points total):** Each exam is worth 100 points. Exams are composed of a combination of short answer questions, statistical calculation questions, and SPSS example questions. Five in-class exams will be distributed during the course of the semester (see the tentative schedule below for exam dates), but only four of the exam scores will be included in your final grade. **NOTE:** If you miss an exam, it will count as your dropped exam score. If you complete all 5 exams, I will drop the lowest exam score.

**Lab Assignments (200 points total):** Each lab is worth 25 points. Labs focus on identifying, running, and interpreting appropriate statistical computations via SPSS. Ten in-class labs will be distributed during the course of the semester (see the tentative schedule below for designated dates), but only 8 labs will be included in your final grade. **NOTE:** If you miss a lab, it will count as one of your dropped lab grades. If you complete all ten labs, I will drop the two lowest lab scores. **NOTE:** There is a chance that we will not have enough class time at the end of the semester to complete the tenth lab in class. If this occurs, you will have the opportunity to complete the tenth lab outside of class. **NOTE:** Because the lab material will be represented on the exams, I encourage you to complete all of the labs. You may assume that completed labs are due no later than the beginning of the following class meeting unless I tell you otherwise. If you miss a lab class meeting, it is your responsibility to obtain the lab from Blackboard and complete the missed lab in a timely manner.

**Attendance and Participation:** You may miss 3 classes with “no questions asked.” You will lose 5 points for each additional absence beyond 3 absences. Keeping in mind that I expect you to have completed the reading before we discuss the material in class, I encourage you to ask questions during class if you need clarification. **NOTE:** Some students begin this course with a feeling of apprehension for the subject matter. The best way to deal with this apprehension is to keep up with the reading material, attend every class, and ask questions when you are confused. Statistical expertise is generally not “natural” but comes with exposure, effort, and practice. See me immediately if you are having difficulty with the course content. It is much easier to catch up early-on in the semester than scramble to catch up at the last minute.

**Extra Credit:** There will be NO EXTRA CREDIT assignments in the course. Consistent attendance and participation will be used at the end of the semester as a means to “push” borderline grades to the next highest grade.

**Letter grades in the course will be determined using the following percentage scale (600 Points Total):**

- A- = 90-92% (540-557 points), A = 93-96% (558-581 points), A+ = 97-100% (582-600 points)
- B- = 80-82% (480-497 points), B = 83-86% (498-521 points), B+ = 87-89% (522-539 points)
- C- = 70-72% (420-437 points), C = 73-76% (438-461 points), C+ = 77-79% (462-479 points)
- D- = 60-62% (360-377 points), D = 63-66% (378-401 points), D+ = 67-69% (402-419 points)
- F = less than 60% (less than 360 points)

**COURSE POLICIES**
Turn off all electronic devices prior to the start of class.

**NO FOOD OR DRINKS ARE ALLOWED IN CLASS. THIS INCLUDES GUM. NO EXCEPTIONS.**
MAKE UP EXAMS WILL NOT BE GIVEN. NO EXCEPTIONS. If you miss an exam for any reason, it will count as your dropped exam score. The material tends to get more difficult as the semester goes on, so it is a good idea to take all exams (even if you don’t feel adequately prepared at the time of the exam) in the course, if possible.

Behavior that disrupts the educational process for other members of the class is subject to student conduct action under the guidelines of WCU’s Code of Student Conduct. This includes, but is not limited to, overt inattentiveness (which may include use of electronic devices during class), inappropriate or offensive comments, or side discussions with other members of the class. If your behavior becomes a distraction during class, I will ask you to leave the classroom. If the behavior continues when you return to the classroom, I will pursue student conduct action. For more information about WCU’s Code of Student Conduct, go to http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct.pdf.

We will be using Blackboard in this class. Go to https://wcu.blackboard.com/ for access to the syllabus, chapter handouts, exam study guides, grade center, and other pertinent course materials.

Western Carolina University policy regarding cheating and plagiarism allows for a range of sanctions for students whose work is determined to have been either taken from others or provided to others. “Others” refers to other students, authors of books or articles, as well as, in some instances, yourself. Any student in the course who is determined to have plagiarized will receive a zero on the plagiarized assignment and may fail the course.

FREE ACADEMIC SERVICES
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Class TIPS: Students who need help with software, technology, or eBriefcase support should visit ClassTIPS on the ground floor of Hunter Library in the Technology Commons. Class TIPS provides support to students via one-on-one appointments, walk-ups, workshops, and online tutorials.

TENTATIVE SCHEDULE  Note: This schedule is subject to change. Any changes will be announced. You are responsible for being aware of changes made to this schedule.

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<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1/13</td>
<td>Course Overview, 2010 GSS Download, GSS Codebook</td>
<td>Appendix G</td>
</tr>
<tr>
<td>W 1/15</td>
<td>SPSS, Basic Math Review</td>
<td>Appendix F, Prologue</td>
</tr>
<tr>
<td>F 1/17</td>
<td>Introduction: Variables &amp; Measurement</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
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<tr>
<td>M 1/20</td>
<td>NO CLASS (MLK JR. OBSERVANCE)</td>
<td></td>
</tr>
<tr>
<td>W 1/22</td>
<td>Introduction: Variables &amp; Measurement</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>F 1/24</td>
<td>Basic Descriptive Statistics, Charts &amp; Graphs</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>M 1/27</td>
<td>Basic Descriptive Statistics, Charts &amp; Graphs</td>
</tr>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>W 1/29</td>
<td>LAB 1</td>
<td>Level of Measurement &amp; Frequency Distributions</td>
</tr>
<tr>
<td>F 1/31</td>
<td>LAB 2</td>
<td>Recoding Variables &amp; Graphs</td>
</tr>
</tbody>
</table>

| WEEK 4       | M 2/03 | EXAM 1: Appendices F & G, Prologue, Chapters 1-2 |
|-------------|--------|-----------------------------------------------|-----------|
| W 2/05 – F 2/07 | Measures of Central Tendency                 | Chapter 3 |

| WEEK 5       | M 2/10 | LAB 3 – Mean, Median, Mode                      |
|-------------|--------|-----------------------------------------------|-----------|
| W 2/12 – F 2/14 | Measures of Dispersion                        | Chapter 4 |

| WEEK 6       | M 2/17 | LAB 4 – Range, Standard Deviation, Scales      |
|-------------|--------|-----------------------------------------------|-----------|
| W 2/19 – F 2/21 | The Normal Curve                              | Chapter 5 |

| WEEK 7       | M 2/24 | LAB 5 – Finding & Interpreting Z Scores        |
|-------------|--------|-----------------------------------------------|-----------|
| W 2/26      | EXAM 2: Chapters 3-5                          |
| F 2/28      | Inferential Statistics: Sampling & Estimation | Chapter 6 |

| WEEK 8       | M 3/03 | Inferential Statistics: Sampling & Estimation |
|-------------|--------|-----------------------------------------------|-----------|
| W 3/05      | LAB 6 – Confidence Intervals                   |
| F 3/07      | Hypothesis Testing I: One-Sample               | Chapter 7 |

| M 3/10 – F 3/14 | NO CLASS (SPRING BREAK) |

| WEEK 9       | M 3/17 | Hypothesis Testing I: One-Sample               |
|-------------|--------|-----------------------------------------------|-----------|
| W 3/19      | Hypothesis Testing II: Two-Sample              | Chapter 8 |
| F 3/21      | LAB 7 – Mean Differences between Variables     |           |

| WEEK 10      | M 3/24 | EXAM 3: Chapters 6-8                           |
|-------------|--------|-----------------------------------------------|-----------|
| W 3/26      | Hypothesis Testing III: ANOVA                 | Chapter 9 |
| F 3/28      | Hypothesis Testing III: ANOVA                 | Chapter 9 |
|             | Hypothesis Testing IV: Chi Square             | Chapter 10|

| WEEK 11      | M 3/31 | Hypothesis Testing IV: Chi Square              |
|-------------|--------|-----------------------------------------------|-----------|
| W 4/02      | LAB 8 – ANOVA and Chi Square                  |
| F 4/04      | Intro to Bivariate Association                | Chapter 11|

| WEEK 12      | Sun 4/06 | COURSEVAL OPENS                             |
|-------------|---------|---------------------------------------------|-----------|
| M 4/07      | Bivariate Association: Nominal Level         | Chapter 11|
| W 4/09      | EXAM 4: Chapters 9-11                        |
| F 4/11      | Bivariate Association: Ordinal Level         | Chapter 12|

<p>| WEEK 13      | M 4/14 | Bivariate Association: Ordinal Level         |
|-------------|--------|---------------------------------------------|-----------|</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 4/16 – F 4/18</td>
<td>NO CLASS (HOLIDAY BREAK)</td>
</tr>
<tr>
<td><strong>WEEK 14</strong></td>
<td><strong>LAB 9 – Bivariate Association (Nominal &amp; Ordinal)</strong></td>
</tr>
<tr>
<td>M 4/21</td>
<td>W 4/23 – F 4/25</td>
</tr>
<tr>
<td><strong>WEEK 15</strong></td>
<td><strong>Multivariate Techniques</strong></td>
</tr>
<tr>
<td>M 4/28 – W 4/30</td>
<td>Lab 10 – Pearson’s r, Regression</td>
</tr>
<tr>
<td>F 5/02</td>
<td>Sat 5/03</td>
</tr>
<tr>
<td></td>
<td>COURSEVAL CLOSES (8am)</td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>EXAM 5: Chapters 12-14</strong></td>
</tr>
<tr>
<td>W 5/07</td>
<td>(8:30 – 11:00am)</td>
</tr>
</tbody>
</table>
COURSE OBJECTIVE

Welcome! At this point you have had at least one Sociology class or perhaps some other courses in the social sciences. What you are about to explore in this class is the very heart and soul of everything else you learned in previous classes. Social theory is the very foundation of what other sociological works are based on. It is what guides our empirical research, our quest for the true nature (if there is any true nature) of human society. It tells us what to study and which questions to ask. We will examine social theory from its beginnings, examine some of the “giants” of the discipline, and then take a look at contemporary social theory. The active and interested student in this class will develop a solid and basic understanding of social theory. This knowledge will make both previous and subsequent sociology classes seem more important and profound. Additionally, this course is designed to build the basic skills expected of college graduates: The successful student will become a better reader, writer, and critical thinker.
REQUIRED READING

- Other readings will also be assigned. They will be placed on Blackboard, emailed, or handed out in class. Consult the course schedule.

COURSE ACTIVITIES AND EVALUATION

- **Exams:** There will be three take-home essay exams. The last, or “final” exam will be cumulative. *Exams will be approximately 100 points each.*

- **Chapter Abstracts/Critical Writing Exercises:** Students will write a total of six one page abstracts based on the readings. Students get to choose which eight you will write on. They are designed to build active reading skills as well as writing skills. Late abstracts will not be accepted. *You must do six abstracts to receive full credit. Abstracts will be worth 10 points each and will be weighted at the end of the semester to equal 100 points, or an exam grade.*

- **Using Theory to Understand the Real World:** Students will write two brief essays directed towards the application of sociological theory to understand current events. For each paper, the student is to choose a text-based news article and explain how it relates to the sociological theories we have studied in class. *You must hand in a hard copy of the news article you have chosen, articles must be from a legitimate news agency, no blogs or activist groups. Papers are to be 2-4 pages in length and are due September 20th November 22nd.*

- **Class Participation:** Students may occasionally be given credit for participating in in-class activities. This will include group discussion. Class participation (attendance, discussion, and preparedness) will also be taken into consideration for those students whose final grades are right on the border of one grade to the next (C’s can become C+’s if you are only a point off for example).

GRADING SCALE

Final grades will be determined on a “straight percentage” of the total points you earn during the semester. They break down like this...

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstracts</td>
<td>100pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Papers</td>
<td>100pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Exam I</td>
<td>100pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II</td>
<td>100pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100pts.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
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</table>
Letter grades will be determined by the scale below...

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% and above</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>66-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-65.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9%</td>
</tr>
</tbody>
</table>

COURSE POLICIES

**Attendance:** I take attendance every day. Six absences will result in a reduction of one full course grade. An A- becomes a B-. Eight absences will result in a reduction of two full grades that A- is now a C-. If you do miss class and have a legitimate documented excuse, please see me, I am not an ogre. Also, always let me know in advance if you KNOW you will miss class, regardless of the reason. If you fall victim to these grade reductions, do not whine, do not make excuses, just accept it. You were warned.

**Tardiness:** Please be on time. When you arrive late it disrupts the class, and can be very annoying. I understand that we are all late from time to time, but do not let this become a habit. Also, if you are late, do not be afraid to join us late. I do not want you to miss an entire class period just because you were 15-20 minutes late. Better late than never. Those arriving after roll has been taken will receive a half of an absence. This means 12 late arrivals will reduce your grade as well.

**Seating Assignments:** Sit wherever you like, however I do have three rules: 1) No one is allowed to sit in the back row or two rows of the classroom unless there are no other seats available. 2) If the classroom is wide, you must sit as close to the center of the room as possible. 3) If the place you sit in leads to a disruptive classroom environment, I reserve the right to reassign your seat.

**Late Assignments:** All work is to be handed-in on the predetermined due date. All late work will be discounted a minimum of 10% (one whole grade) and will increase as time passes. Late abstracts will not be accepted; other work handed-in two weeks after the due date will not be accepted. If you know your work is going to be late, please discuss this matter with me in advance.

**Format for Written Work:** All written work completed outside of class is to be typed, double-spaced, with ONE INCH margins, and STAPLED. All work needs to be in 12 pt. times new roman font. All major papers written outside of class must also be uploaded to turnitin.com. Any work NOT conforming to the class format will be returned to the student un-graded, and may be considered late once it is returned in proper format. Spelling and grammar counts on all work done outside of class.

**Academic Honesty:** Cheating and plagiarism is a serious offense. Dishonesty on any particular assignment will result in a “zero” grade for that particular assignment or exam and will be reported to the department head. Repeat offenders will be given
an 'F' for the semester. Please refer to the student handbook for further information regarding WCU's academic honesty policy.

**Extra Credit:** There will be no extra credit, so please take your assignments seriously the first time around.

**Emailing Assignments:** *I do not accept emailed assignments.* It can get lost in the tons of email I get every day. Also, it is not my job to print and staple them, nor is it the department's responsibility to cover the expense. I will only accept emailed assignments in special circumstances if you arrange it with me in advance.

**Communication Via Internet:** As needed, I may send messages to the entire class or to specific students through email (your “Catamount Mail”). I will assume you have received and read it. Not seeing the message because you did not check is no excuse, so check both your email and Blackboard regularly.

**Classroom Conduct:** All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. ([http://www.northcarolina.edu/policy/index.php?tag=700.4.2](http://www.northcarolina.edu/policy/index.php?tag=700.4.2)). The following conduct, or an attempt to engage in the following conduct, is subject to student conduct action:

- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities (including its public-service functions), whether the conduct occurs on the University’s main campus or some other location.

- Physical abuse or attack of any member of the University community, or any other conduct that physically threatens the safety and welfare of any member of the University community, including one’s self.

- Bullying or stalking. (The term “bullying” means any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on University premises or at any University sponsored function that (i) places a person in actual and reasonable fear of harm to his/her person or damage to his/her property, or (ii) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits, or a University employee’s ability to perform the essential functions of his/her job.)

- Students that violate these policies can be reported to the Office of Student Affairs and will be sanctioned in accordance with university policy.
**Some General Rules to Live By:**

- Keep extraneous talking to a bare minimum.
- Do not disrespect your classmates by speaking when they “have the floor”.
- Have your notebooks out and be ready go before class starts. There will NEVER be a time when you will not “take notes”.
- DO NOT pack up your stuff before class is over.
- DO NOT work on stuff for another class during this class.
- NO TEXTING!!!

**Cell Phones and Other Electronic Devices:** All cell phones, pagers or other noise-making devices must be turned off when you enter the classroom. They are a distraction to me, your classmates, as well as yourself. **Do not** set them on “vibrate”; Turn them off. If you forget and your phone goes off **do not** answer it, just turn it off immediately. If you are expecting a call so important you must take it then perhaps you should not be in class, take a “personal business day”©. I do allow students to use laptops in class providing their use is directed toward class activities and **not** other things like solitaire, checking email, or surfing the web. If you are “busted” for inappropriate use you will be forbidden from bringing your laptop for the remainder of the semester.

**Leaving During Class:** Lately I have noticed an increasing trend of students getting up and leaving in the middle of class and then returning (for what, I do not know). I understand that sometimes “emergencies” arise; if you must get up then do so. If you know in advance that you may need to leave then sit near the door. Also, it is not appropriate to make a regular habit of this, smoke your cigarettes and go to the restroom before class. If you cannot make it that long without a cigarette you may want to consider quitting; or at least bring some nicotine gum to class. If you cannot make it that long without “going to the bathroom”, you may want to see a doctor.

**Food and Beverage:** I do permit food and drinks in class providing they do not become a distraction for anyone (including yourself). Noisy or excessively odorous foods are likely to be distractive, consume them before class.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

**Student Support Services:** Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [ssprogram@wcu.edu](mailto:ssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.
**Writing and Learning Commons (WaLC):** The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**The Mathematics Tutoring Center:** (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

**Academic Calendar:** Includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at:
http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

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**TENTATIVE COURSE SCHEDULE**

**A BRIEF INTRODUCTION TO SOCIAL THEORY:**
**THE FOUNDATION AND BASIC THEMES**

**WEEK 1:** August 18th 20th, & 22nd

*C. Wright Mills: Chapter 1 from The Sociological Imagination* - “The Promise” (For Wednesday- .pdf on Blackboard)

*Allan: Introduction to Part I: Modernity and Sociology Response and Chapter 1- On Theory (For Friday)*

**DISCOVERING THE POWER OF SOCIAL FORCES:**
**THE FUNCTIONALIST TRADITION**

**WEEK 2:** August 25th, 27th, & 29th

*Allan Chapter 5: The Problem with Diversity - Emile Durkheim (1858-1917)*
**WEEK 3:**  
**September 4th & 6th**  
(No class Monday)  
*Allan Chapter 8: Structural Functionalism - Talcott Parsons (1902-1979), Robert K. Merton (1910-2003)*

**WEEK 4:**  
**September 8th, 10th, & 12th**  
*Allan Chapter 3: Contradictions in Capitalism - Karl Marx (1818-1883)*

**CONFLICT, ECONOMICS, AND CULTURE: THEORIES OF CONFLICT AND SOCIAL CLASS**

**WEEK 5:**  
**September 15th, 17th, & 19th**  
*TBA*

*First News Analysis Essay due September 19th*  
*Release Exam 1: Sept. 19th (Due September 26th)*

**WEEK 6:**  
**September 22nd, 24th & 26th**  
*Allan Chapter 4: The Irrationality of Rationality - Max Weber (1864-1920)*  
*George Ritzer (.pdf): The McDonaldization of Society*

**WEEK 7:**  
**September 29th, October 1st, & 3rd**  
*Movie Presentation: Gattaca*

*Allan Chapter 10: What Happened to Class? - Erik Olin Wright, Daniel Bell, and Pierre Bourdieu*
Issues of Agency and Structure: 
Human Interaction and Structural Emergence in the Modern Context

**WEEK 8:** October 6th, 8th, & 10th

*Allan Chapter 6: The Modern Person- George Herbert Mead (1863-1931), and Georg Simmel (1858-1918)*

**WEEK 9:** October 13th, 15th & 17th

*Fall Break*

**WEEK 10:** October 20th, 22nd, & 24th

*The Modern Person Continued*

Larry T. Reynolds- “The Chicago School” and “Iowa School” (see .pdf in Blackboard)

**Release Exam 2: October 24th (Due November 2nd)**

**WEEK 11:** October 29th, 31st & November 2nd

*Allan Chapter 12: The Late Modern Person- Erving Goffman (1922-1982), Harold Garfinkle (1917 - )*

**Last Day to drop with a “W”— October 31st**

**WEEK 12:** November 3rd, 5th, & 7th

*Allan Chapter 14: Problems in Modernity- Jürgen Habermas (1920- ) and Anthony Giddens (1938- )*

**BEYOND “OLD DEAD WHITE GUYS”:**
**ISSUES OF DIVERSITY AND INEQUALITY**

**WEEK 13:** November 10th, 12th, & 14th

*Allan Chapter 8: Structures of Racial and Gender Inequality- Race and Gender: William Julius Wilson (1935-), Janet Chafetz (1942-)*
WEEK 14: November 17th, 19th, & 21st

Readings to Be Announced: Why Race Still Matters

Second News Analysis Essay Due November 22nd

WEEK 15: November 24th

Thanksgiving Break: No Class Wednesday and Friday

WEEK 16: December 1st, 3rd, & 5th

Allan Chapter 17: Politics of Identity- Dorothy E. Smith (1926 - ), Patricia Hill Collins (1948 - ), and Cornel West (1953 - )

Review

WEEK 17: Final Exam
SOCIOLOGY OF WORK

Dr. Kathleen M. Brennan
SOC 450-01
Office: 106B McKee
SOC 450-01
Office Phone: (828) 227-3900
Fall 2013
Email: kbrennan@wcu.edu
McKee 112
Office Hours: Mon 1:15-3:15pm, Thurs 8:45-10:45am

PURPOSE OF THE COURSE:
Work is undoubtedly of great relevance for any attempt to understand the human condition, considering the majority of us will spend around half of our life’s waking hours at work and most of us will give our activities, thoughts, and even emotions to someone else’s control for a wage. Work occupies a central role in our lives, but its social significance extends beyond our personal identities and daily activities. It is closely intertwined with other social institutions, social structures, and social processes, especially social inequality. Work is perhaps the most important way in which society impacts our social experiences and life chances. Throughout the course, we will challenge society's taken-for-granted notions about what constitutes work, whose work is more highly valued, and the significance of the economic vs. the social outcomes of work.

LEARNING OBJECTIVES:
By the end of this course, students will:
1. Be able to demonstrate an understanding of the historical development of modern forms of work;
2. Be able to demonstrate an understanding of social change stimulated by transforming work processes and globalization;
3. Be able to articulate the challenges and oppressions of humanity through the lens of work inequalities at a national and international level; and
4. Be able to develop analytical and critical thinking abilities in both written and oral forms in exploring ideas, organizational structures, and current events within the frameworks of the sociology of work.

REQUIRED TEXTS:


Other readings used in the course (see the tentative schedule below) will be posted on Blackboard.

Additional course readings may be assigned.

COURSE REQUIREMENTS:
1 Learning Co-Facilitator: 100 points.
You are responsible for being the class learning co-facilitator once during the semester. As learning co-facilitator, you and two of your classmates are to provide a 10-15 minute commentary that (1) **identifies the themes from the week's readings** and (2) **discusses how the readings are related to earlier class material and/or the general themes of the course**. AVOID MERELY SUMMARIZING THE READINGS, SINCE IT CAN BE PRESUMED THAT EVERYONE HAS READ THEM. Make sure to also (3) **provide a class handout (an electronic version for Blackboard is sufficient)** that includes an outline of your commentary along with at least 6 questions (at least two from each co-facilitator) to discuss with the class following your 10-15 minute commentary.

2 Article Submissions: 30 points (total = 60 points).
Twice during the semester you are responsible for identifying a current (within the last year) news or research article/report that is related to the topical area and typing a one page, double-spaced discussion of the article that incorporates a tie to the relevant class material. Your typed submission is due on one of the two days we discuss the topic. You may only submit once per topic.
1 Research-Based Paper: 100 points.
You are responsible for writing research-based paper on the sociological study of work. Your paper may take one of two forms: (1) You may write a critical literature review about a substantive topic related to work, such as stress and health outcomes related to a specific type of work, balancing work and family life, specific work policies, the effect of globalization on a specific industry, or self outcomes related to work; OR (2) You may use existing research on inequality in a specific occupation to frame an interview with a worker (past or present) in that occupation, tying the existing research to the interview findings in your paper. Expectations for the paper are listed below.

3 Exams: 100 points (total = 300 points).
Exam format will consist of essay questions that cover the readings since the previous exam.

Attendance and Participation: 40 points
- You may miss 2 classes with “no questions asked.” You will lose 5 points for each additional absence.
- The primary format of the class is discussion. All members of the class are responsible for contributing to discussions. Consistent class attendance and participation will be used at the end of the semester as a means to “push” borderline grades to the next highest grade. There will be no opportunities for extra credit in the course.

GRADING:
Letter grades in the course will be determined using the following percentage scale (600 points total):
A- = 90-92% (540-557 points), A = 93-100% (558-600 points)
B- = 80-82% (480-497 points), B = 83-86% (498-521 points), B+ = 87-89% (522-539 points)
C- = 70-72% (420-437 points), C = 73-76% (438-461 points), C+ = 77-79% (462-479 points)
D- = 60-62% (360-377 points), D = 63-66% (378-401 points), D+ = 67-69% (402-419 points)
F = below 60% or 360 points.

COURSE POLICIES:
NO LAPTOPS OR TABLETS are allowed in class unless you have an appropriately documented reason for needing to use it in class.

Behavior that disrupts the educational process for other members of the class is subject to student conduct action under the guidelines of WCU's Code of Student Conduct. This includes, but is not limited to, overt inattentiveness (which may include use of electronic devices during class), inappropriate or offensive comments, or side discussions with other members of the class. If your behavior becomes a distraction during class, I will ask you to leave the classroom. If the behavior continues when you return to the classroom, I will pursue student conduct action. For more information about WCU's Code of Student Conduct, go to http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct.pdf.

We will be using Blackboard in this class. Go to https://wcu.blackboard.com/ for access to the syllabus, exam study guides, grade center, and other pertinent course materials.

Western Carolina University policy regarding cheating and plagiarism allows for a range of sanctions for students whose work is determined to have been either taken from others or provided to others. “Others” refers to other students as well as to authors of books or articles. Any student in the course who is determined to have plagiarized will receive a zero on the plagiarized assignment.

FREE ACADEMIC SERVICES
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or jalexis@wcu.edu. You may also visit the office’s website at http://disability.wcu.edu.
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**TENTATIVE SCHEDULE**  
Note: This schedule is subject to change. Any changes will be announced in class, and/or via your email account. You are responsible for being aware of changes made to this schedule.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
<th>READING</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
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<tr>
<td>T 8/20</td>
<td>Course Overview</td>
<td>Syllabus</td>
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<tr>
<td>R 8/22</td>
<td>Historical Foundations</td>
<td>Rybczynski: Keeping Saint Monday</td>
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<td>Jacoby: The Way It Was: Factory Labor before 1915</td>
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<td>Schwartz Cohen: The Invention of Housework</td>
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<td><strong>WEEK 2</strong></td>
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<td>T 8/27</td>
<td>Historical Foundations</td>
<td>Marx: Alienated Labor</td>
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<td>R 8/29</td>
<td>Conceptual Foundations I</td>
<td>Weber: Bureaucracy</td>
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<td>Taylor: Fundamentals of Scientific Management</td>
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<td><strong>WEEK 3</strong></td>
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<tr>
<td>T 9/03</td>
<td>Conceptual Foundations I</td>
<td>Mayo: The Hawthorne Experiment</td>
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<tr>
<td>R 9/05</td>
<td>Conceptual Foundations II</td>
<td>Hochschild: The Managed Heart</td>
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<td>Braverman: The Division of Labor</td>
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<td><strong>WEEK 4</strong></td>
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<tr>
<td>T 9/10</td>
<td>Conceptual Foundations II</td>
<td>Wilson: Jobless Poverty</td>
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</tbody>
</table>
| R 9/12 | Inequality - Social Class | Sanderson: Does Immigration Have a Matthew Effect: A cross-
| | | National Analysis of International Migration and |
| | | International Income Inequality, 1960–2005 |
| | | Hanser: Class & the Service Encounter: New Approaches to |
| | | Inequality in the Service Work-Place |
| **WEEK 5** | | |
| T 9/17 | Inequality - Social Class | |
| R 9/19 | EXAM 1 | |
| **WEEK 6** | | |
| T 9/24 | Inequality - Race / Ethnicity | Pager & Western: Identifying Discrimination at Work: The Use of |
| | | Field Experiments |
| | | Wingfield: Are Some Emotions Marked "White Only"? |
| | | Racialized Feeling Rules in Professional Workplaces |
| | | Benson: Giants in the Field: Agribusiness and Farm Labor Politics |
| | | in the United States |
| R 9/26 | Inequality - Race / Ethnicity | GUEST SPEAKER: Nathan Dollar, ED, Vecinos Inc. |
| **WEEK 7** | | |
| T 10/01 | Inequality - Gender I | Sandberg: Introduction, Chapters 1 & 2 |
| R 10/03 | Inequality - Gender I | |
Research Paper Requirements

You are responsible for writing a research-based paper on the sociological study of work. The purpose of this paper is to apply what you are learning about work to a real life context. You will formulate a question(s) of interest related to work and seek an answer to that question. **Your paper may take one of two forms:**

1. You may write a critical literature review about a substantive topic related to work, such as stress and health outcomes related to a specific type of work, balancing work and family life, specific work policies, the effect of globalization on a specific industry, or self outcomes related to work.

2. You may use existing research on inequality in a specific occupation to frame an interview with a worker who is currently in that occupation or was previously in that occupation, tying the existing research on inequality in the occupation to the interview findings in your paper.
Your paper should resemble a professional document at the time it is submitted (see the format checklist below for guidelines on formatting your paper). This assignment is worth 100 points of your final grade. **IT IS DUE AT THE START OF CLASS ON TUESDAY, DECEMBER 3RD.** Make sure to bring a hard copy of your paper to class and upload an electronic copy of your paper to Blackboard by 5pm that same day.

**Paper Format Checklist:**
- **DO NOT INCLUDE A TITLE PAGE.**
- Did you use Times New Roman 12 point font?
- Did you double-space the lines of your paper?
- Does your paper have one inch margins at the top, bottom, and sides of the page?
- Is your paper at least 8 full pages in length, not including the reference page(s) or Appendix (for the Inequality Occupation Interview Paper)?
- Have you numbered your pages, starting with page 1?
- **Critical Literature Review Paper:** Are at least 10 credible (peer reviewed journal articles and/or texts) sources represented?
- **Inequality Occupation Interview Paper:** Are at least 5 credible (peer reviewed journal articles and/or texts) sources represented?
- **Inequality Occupation Interview Paper:** Have you included an Appendix with information about your interview time/date/location, interviewee name, and interview questions? Note: Your appendix should not be included as part of the 8 page length requirement.
- Have you referred to and appropriately cited your reference materials in the text of your paper?
- Is a reference page using professional formatting (ASA, APA, MLA) included?
- Have you submitted one paper copy in class and one electronic copy to Blackboard?

**Critical Literature Review Paper Content Checklist:**
- Is there an introductory section that summarizes the topic of your paper and tells what you plan to cover in the paper? Have you included a central thesis or research statement?
- Is there a middle section that addresses the following:
  - What research has been done previously on your topic?
  - What have others said about the topic?
  - What theories are represented in previous research about your topic?
  - Whether or not findings are consistent and points of consistency/inconsistency.
  - Why do different studies give different results (for example, different methodologies, different participant groups, different timelines)?
  - What flaws exist in the body of existing research?
- Is there a conclusion section that synthesizes the ideas presented in the paper? Have you addressed:
  - Why is the problem worth studying?
  - A suggested course of action for future research.

**Inequality Occupation Interview Paper Content Checklist:**
- Is there an introductory section that summarizes the topic of your paper and tells what you plan to cover in the paper? Have you included a central thesis or research statement?
- Is there a middle section that addresses:
  - What research has been done previously on your topic?
  - What have others said about the topic?
  - Who are you interviewing and why?
  - Your interviewee's responses to questions you formulated using current research on the topic.
  - How your interviewee's responses relate to current research on the topic (for example, do her/his responses reaffirm what you've found in the literature?).
- Is there a conclusion section that synthesizes the ideas presented in the paper? Have you addressed:
  - Why is the problem worth studying?
  - A suggested course of action for future research based on your interviewee's responses.
PROFESSIONAL ISSUES IN SOCIOLOGY

Dr. Kathleen M. Brennan  
Office: McKee 101B  
Phone: (828) 227-3835  
Email: kbrennan@wcu.edu

SOC 460:01  
Fall 2014  
Mondays 12:20-1:10pm  
McKee 114

Office Hours: Tues 2:00-3:00pm, Wed 10:00-11:00am, or by appointment

PURPOSE OF THE COURSE
The primary goal of the class is to provide sociology students with the opportunity to explore career and graduate education opportunities in sociology. The focus will be to assist students in becoming aware of how sociology is applied in the "real world". Although the class schedule must be flexible to allow students to pursue course material according to their interests, the following represents a broad outline of topics to be considered:

Career Issues
- Identifying your career goals
- Locating employment opportunities
- Preparing a resume/vitae and cover letter
- Professional networking
- Successful interviewing

Graduate School Issues
- Identifying programs
- Preparing an application
- Admissions and financial aid
- Suggestions for success

Ethics in Sociology
- Professional competence and integrity
- Professional, scientific, and social responsibility
- Respect for people's rights, dignity, and diversity
- Social policy issues and social change

LEARNING OBJECTIVES
By the end of this course, students will:
1) Be able to identify and pursue the variety of employment opportunities available to sociology majors;
2) Be aware of the graduate school application process and graduate program expectations; and
3) Be able to comprehend and appreciate the ethics involved in the profession of sociology.

COURSE READINGS
- This booklet is available on Blackboard. You are expected to read this booklet in its entirety early in the semester.

- This is the rental text for the course. While I have not assigned specific readings from this text, you will review at least one chapter that pertains to your career area(s) of interest and discuss it in class.

COURSE REQUIREMENTS
Resume and Cover Letter (20 points): Write a 1-2 page resume (or curriculum vitae in the case of students who wish to apply to academic or research positions) and be prepared to share it with the class. Note: If you would like additional insight for this assignment, see our Career Services webpage http://www.wcu.edu/academics/campus-academic-resources/career-services-and-cooperative-education/information-for-students-and-alumni/index.asp.
Sociologists in Action (20 points): The purpose of this assignment is to encourage you to think about not only the types of jobs and/or occupations you may pursue with your sociology degree(s) but also how to make your work meaningful with respect to the sociological perspective and the ethics of the profession.

Informational Interview (20 points): Identify a job/career of interest and conduct an informational interview with a professional in that job/career to find employment leads and expand your professional network. Make sure to use well-prepared questions and follow proper etiquette for informational interviewing. Be ready to discuss your interview with the class.

Research a Graduate Program (20 points): Identify a graduate program of interest and research information about that program. Be prepared to discuss the following with the class: The program focus, point of contact, program ranking and/or competitiveness, program curriculum, required application materials, application deadline, opportunities for funding, potential mentors in the program, etcetera.

Attendance and Participation (20 points): This course is designed to be a cooperative educational experience. Along with your written work, your participation in class discussions will determine your grade. This is a once a week class, so ATTENDANCE IS REQUIRED. You may miss one class meeting without penalty to your grade. Each additional class missed will result in 5 points deducted from your overall grade.

Extra Credit: There will be NO EXTRA CREDIT assignments in the course. Consistent attendance and participation will be used at the end of the semester as a means to “push” borderline grades to the next highest grade.

Letter grades in the course will be determined using a 100 point percentage scale:
A- = 90-92 points, A = 93-100 points, A+ = 97-100 points
B- = 80-82 points, B = 83-86 points, B+ = 87-89 points
C- = 70-72 points, C = 73-76 points, C+ = 77-79 points
D- = 60-62 points, D = 63-66 points, D+ = 67-69 points
F = less than 60 points

COURSE POLICIES
We will be using Blackboard in this class. Go to https://wcu.blackboard.com/ for access to the syllabus, class readings, handouts, grade center, and other pertinent course materials.

Behavior that disrupts the educational process for other members of the class is subject to student conduct action under the guidelines of WCU's Code of Student Conduct. This includes, but is not limited to, overt inattentiveness (which may include use of electronic devices during class), inappropriate or offensive comments, or side discussions with other members of the class. If your behavior becomes a distraction during class, I will ask you to leave the classroom. If the behavior continues when you return to the classroom, I will pursue student conduct action. For more information about WCU's Code of Student Conduct, go to http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct.pdf.

Western Carolina University policy regarding cheating and plagiarism allows for a range of sanctions for students whose work is determined to have been either taken from others or provided to others. “Others” refers to other students, authors of books or articles, as well as, in some instances, yourself. Any student in the course who is determined to have plagiarized will receive a zero on the plagiarized assignment and may fail the course.

The Academic Calendar includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.
FREE ACADEMIC SERVICES

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Student Support Services (SSS): Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

The Writing and Learning Commons (WaLC): Located in BELK 207, the WaLC provides free small group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus.

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<th>DATE</th>
<th>TOPIC/ASSIGNMENT</th>
<th>READING/OTHER</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>M 8/18 Course Overview</td>
<td>Syllabus</td>
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<td></td>
<td>M 8/25 Career Planning: Work vs. Graduate School</td>
<td>21ST Century Careers:</td>
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<tr>
<td>WEEK 2</td>
<td></td>
<td>READ ENTIRE BOOKLET</td>
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<td></td>
<td>M 9/01 NO CLASS --- LABOR DAY</td>
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<tr>
<td>WEEK 3</td>
<td>M 9/08 Career Planning: Work vs. Graduate School</td>
<td>21ST Century Careers</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>M 9/15 Get to Know Yourself: What Are Your Goals?</td>
<td>21ST Century Careers:</td>
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<td>COMPLETE ACTION BOX ON PG. 28 PRIOR TO CLASS</td>
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<tr>
<td>WEEK 5</td>
<td>M 9/22 Professional Ethics</td>
<td>Sociologists in Action</td>
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<tr>
<td>WEEK 6</td>
<td>M 9/29 Guest Speaker: Career Services &amp; Cooperative Education – Mardy Ashe</td>
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<tr>
<td>WEEK 7</td>
<td>M 10/06 Finding a Job / Building a Resume and Cover Letter</td>
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<tr>
<td>WEEK 8</td>
<td></td>
<td>Job Posting, Resume, and Cover Letter DUE TODAY</td>
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<tr>
<td>M 10/13</td>
<td>NO CLASS --- FALL BREAK</td>
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</table>
WEEK 9  
M 10/20  
NO CLASS --- You are required to attend a WCU Career Fair & Graduate School Day in the UC Grand Room on EITHER Wednesday, October 22nd between 1:00 and 4:00pm OR Thursday, October 23rd between 1:00 and 4:00pm

WEEK 10  
M 10/27  
The Informational Interview  
Sociologists in Action DUE TODAY

WEEK 11  
M 11/03  
Guest Speaker: Applying to Graduate School – Tonya Steiert, WCU Graduate School

Sun 11/09  
COURSEVAL OPENS

WEEK 12  
M 11/10  
Guest Speaker: Occupation – Christina Smith, Jackson County DSS

WEEK 13  
M 11/17  
Guest Speaker: Occupation – Amy Grimes Sims, The Community Table

WEEK 14  
M 11/24  
Guest Speaker: Occupation – Elizabeth Snyder, WCU OIPE

WEEK 15  
M 12/01  
Report on Graduate Programs  
Research a Graduate Program DUE TODAY

Sat 12/06  
COURSEVAL CLOSES @ 8AM

FINAL EXAM PERIOD  
Tues 12/09, 3-5:30pm  
Report on Jobs and Careers: Informational Interviews and Sociologists in Action  
Informational Interview DUE TODAY
COURSE REQUIREMENTS

Each of the following assignments should resemble a professional document at the time it is submitted. Specific page lengths and due dates for each assignment are specified below.

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Resume / Cover Letter (20 points): Identify a specific job posting (make sure to include the posting source and description in your assignment) and prepare a 1-2 page resume and a cover letter with the specific job posting in mind. Be prepared to share your work with the class.

See WCU’s [http://www.wcu.edu/academics/campus-academic-resources/career-services-and-cooperative-education/information-for-students-and-alumni/resumes-cover-letters/index.asp](http://www.wcu.edu/academics/campus-academic-resources/career-services-and-cooperative-education/information-for-students-and-alumni/resumes-cover-letters/index.asp) for more information on resumes and cover letters, including suggestions and samples.


See [http://jobsearch.about.com/od/jobsearchglossary/g/curriculumvitae.htm](http://jobsearch.about.com/od/jobsearchglossary/g/curriculumvitae.htm) for more information on curricula vitae, including CV writing tips and samples.

**Due in class on Monday, October 6th**

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Sociologists in Action (20 points): Look through your Sociologists in Action: Sociology, Social Change, and Social Justice class text and choose a reading(s) that relates to a potential area of your career interest (Note: The content of the reading does not have to be directly related.). After reading the selection, be prepared to discuss the following: The social issue(s) addressed in the reading, a description of the types of work done to address that issue(s), the sociological tools used to do that work, the role of sociology in the pursuit of social change and/or social justice, the types of related jobs and/or occupations you may pursue to address the social issue(s) discussed, and any other relevant information related to the reading.

The purpose of this assignment is to encourage you to think about not only the types of jobs and/or occupations you may pursue with your sociology degree(s) but also how to make your work meaningful with respect to the sociological perspective and the ethics of the discipline. This assignment may be submitted in paragraph or bulleted format. This assignment should be a minimum of 2 full double-spaced pages in length (1.5 line spaced for bulleted format) but no more than 4 full pages in length.

**Due in class on Monday, October 27th**

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Informational Interview (20 points): Identify a job/career of interest and conduct an information interview with a professional in that job/career to find employment leads and expand your professional network. Make sure to use well-prepared questions and follow proper etiquette for information interviewing. Be ready to discuss your interview with the class.

This assignment may be submitted in paragraph or bulleted format, but it must include information about the person interviewed (name, job title, organization), where and when the interview took place, the questions you used in your information interview, and the interviewee's responses to those questions. Be sure to include appropriate citations and references for all sources of information used for your completed assignment. This assignment should be a minimum of 3 full double-spaced pages in length (1.5 line spaced for bulleted format) but no more than 5 full pages in length.


See [https://career.berkeley.edu/Info/InfoInterview.stm](https://career.berkeley.edu/Info/InfoInterview.stm) for more information on the benefits and steps in informational interviewing.

**Due in class on Tuesday, December 9th**

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**Research a Graduate Program (20 points):** Identify a graduate program of interest and research information about that program. Be prepared to discuss the following with the class: The program focus, point of contact, program ranking and/or competitiveness, program curriculum, required application materials, application deadline, opportunities for funding, potential mentors in the program, etcetera.

This assignment may be submitted in paragraph or bulleted format, but it must include information about the specific sociology program, including location and contact information, along with information about the items listed above. Be sure to include appropriate citations and references for all sources of information used for your completed assignment. This assignment should be a minimum of 1 full double-spaced page in length (1.5 line spaced for bulleted format) but no more than 3 full pages in length.

Note: I will put the 2011 *American Sociological Association Guide to Graduate Departments of Sociology* on reserve in Hunter Library for your review. However, I strongly suggest you look at this guide as a first step to help you identify graduate program specialties of interest in sociology (see the Index of Special Programs in the back of the guide), then go to the relevant program websites to find out the most recent information about the program.

**Due in class on Monday, December 1st**

-------------------------------------------------------------------------------
Western Carolina University
Department of Anthropology and Sociology
SOCIOLOGY OF CHILDHOOD 494-01
Fall 2014

COURSE INFORMATION
Instructor: Dr. Marilyn Chamberlin
Office Hours: Wednesdays 1:30-3:30 Tuesdays and Thursdays 3:30 – 5:00 or by appointment
Office: McKee 108B
Office Phone: 227-3839
Department Phone: 227-7268
E-mail: mchamber@email.wcu.edu


COURSE DESCRIPTION AND OBJECTIVES
This course is designed to examine the structural and institutional influences (race, gender, and class) on childhood. Upon completion of this course you should:
* Be familiar with research that describes changes in the societal definitions of childhood and children’s “place” in society.;
* Acquire in-depth knowledge about the social, emotional, and economic circumstances of children’s lives today
* Understand the impact of social institutions on the lives of children
* Understand the social problems children face today
* Be able to intellectually participate in the debate over children’s rights and the impact of rights on children’s policy
* Be familiar with examples of cultural artifacts created by, for, or with children

COURSE REQUIREMENTS

Projects
You will have one paper in this class. The paper will be worth 100 points. The due date and details can be found in the project description.

Exams
Four exams and a final will be given in the course. The four exams will be worth 50 points each. The final will be cumulative and worth 50 points. The lowest exam grade will be dropped so exam points will only be worth a total of 200. You must take the final exam or a point deduction in your grade of 25 points will be given. Since you have the option to drop the lowest grade NO MAKE UP EXAMS will be given.

Service Component
Since this class focuses on children and the issues that face children, several service options will be given for each of you to complete during the semester. Some of these will be off campus options others will be working on a charity for children with me. You will need to put in the required hours as well as turn in a reflection of your experience.

Engaged Learning Requirement
If you are using this class to fulfill the engaged learning requirement for graduation, you will need to do an additional section on the service component. You will also need to have a contract signed by your advisor and myself describing the details of the requirement. See me for more information if you need to have this requirement fulfilled.

In class projects
Throughout the semester you will have in class projects. At times you may be required to bring something in to class or you will be provided with information to apply to theories or topics in class. The total
points will be 100. Many of these are to be done in class and therefore failure to attend class regularly will result in a reduction in your grade. However attending class regularly can improve your grade significantly through these projects.

COURSE POLICIES

Cheating
Cheating will not be tolerated in this course. If you participate in any act of cheating you will receive a failing grade for the course. This grade will be effective immediately after the incident is discovered. Cheating includes: fabrication of information, plagiarism, and facilitation of dishonesty, each defined in the Student Handbook. The actions described in the Student Handbook will be taken for those found cheating.

Attendance
Attendance is not required however the papers are linked to information provided in class. If you are not present, you will not be able to effectively complete those assignments. In addition material in class will be presented that may differ from or add to the information in the readings. This material will comprise a fair portion of the exam, and lack of attendance will result in poor performance on the exams with respect to the material from lectures.

Late Papers
Late papers will have a 10 point deduction for each day they are late.

Grammatical mistakes
Mistakes are inevitable, but having too many mistakes is not acceptable. Style differences will be corrected, but not counted as mistakes. If your paper has more than 5 mistakes 10% of the grade will be deducted. For example: A paper worth 50 points that has more than 5 mistakes will be reduced by 5 points. Watch the typos, they count too!!

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GRADES
Grades consist of the following assignments and exams:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>In-Class Activities</td>
<td>100</td>
</tr>
<tr>
<td>Papers</td>
<td>100</td>
</tr>
<tr>
<td>Service component</td>
<td>50</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(50)</td>
</tr>
</tbody>
</table>

Grades are calculated by adding up your points and dividing by the total number of possible points. The final distribution of points and grades for the course is:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 - 416</td>
<td>A</td>
<td>92.5%</td>
</tr>
<tr>
<td>415 - 403</td>
<td>A-</td>
<td>89.5%</td>
</tr>
<tr>
<td>402 - 385</td>
<td>B+</td>
<td>85.5%</td>
</tr>
<tr>
<td>384 - 371</td>
<td>B</td>
<td>82.5%</td>
</tr>
<tr>
<td>370 - 358</td>
<td>B-</td>
<td>79.5%</td>
</tr>
<tr>
<td>357 - 340</td>
<td>C+</td>
<td>75.5%</td>
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<tr>
<td>BELOW 268</td>
<td>F</td>
<td></td>
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</tbody>
</table>

SERVICES

Office of Disability Services
Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current
diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Writing and Learning Commons (WaLC)**

The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**Academic Calendar**

Includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrar-office/academic-calendar.asp

**Schedule**

**Understanding the Sociology of Childhood**

Readings
Corsaro, William (2005). *The Sociology of Childhood* Chapters 1, 2, 3

Additional readings posted on WebCat

Exam 1 *September 9*

**Historical and Cultural Contexts**

Readings

Additional Readings posted on WebCat

Exam 2 *September 23*

**Children’s Cultures**

Readings
Corsaro, William (2005). *The Sociology of Childhood* Chapters 6, 7, 8, 9

Additional readings posted on WebCat

Exam 3 *October 23*

**Social Problems and children**

Readings
Additional readings posted on WebCat

Exam 4 November 18

Policy and Children
Readings
Corsaro, William (2005). The Sociology of Childhood Chapters 12

Additional readings posted on WebCat

Final Exam December 8 12:00 - 2:30

DATES TO REMEMBER
5th week grading ends September 19
Fall Break No Classes October 13 – 17
Last Day to Withdraw No Class October 20
Advising Day No Class October 28
Thanksgiving Break No Class November
Course Evaluations No Class November 9 - December 6