



## **Sociology 101.00 – Introduction to Sociology (Majors/LC) Fall 2004**

**Dr Scott Schaffer**

**Course Meetings: Tues/Thurs 11am to 1215pm, McComsey 120**

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**Course Web Page: <http://www.millersville.edu/~schaffer/courses/f2004/soc101>**

**Caveat:** You should note that *this course is not designed to be a lecture course*. My teaching philosophy, described in fuller detail below, is one that asks you to meet me halfway – to come to class having read the material thoroughly (not just turning the pages, but having thought about the materials), developed ideas and questions about the readings, and being ready to discuss these materials at more than a surface level. If you do that, I will provide you with everything you will need to succeed in the course. *But if you are looking for a course that is just lecture-based, where all you do is memorize and regurgitate, this is not the course for you.*

### **Course Description:**

This course, which is part of the Sociology/Anthropology Learning Community, is dedicated to helping you explore your place in the world. That may seem trite, but one of the key premises of this course is that you are positioned in the world in various ways; that this position enables you to act in particular kinds of ways; that those actions generally *though not always* reinforce the dominant modes of social organization and social practice; and that all of this taken together results in you having a responsibility for and toward the other people in the world, whether local to you or across the world.

Most introductory sociology courses ask you to look at American society using the “sociological imagination” – a perspective that enables you to look at the individuals in the world around you as examples of societal processes or as the intersection of individual biography, society, and history. This course will ask you to do this as well, and your experience and understanding of American society will play a part in this course. But rather than focus exclusively on the US as if it existed in a vacuum, we will focus on the US as a member of the global community, as but one bit player in a massive world drama.

The first part of this course will show you what it is that sociology, if it’s done well, looks like. In working to understand one particular kind of social action – resistance to economic policies in South Africa – we can understand not only why people do the particular things they do, but how it is that players far away from that situation impact on what it is that people can do and achieve. The next phase of the course will work to enable you to think sociologically – that is, to think about the processes by which the world you are a part of is constructed and reconstructed on a daily basis. The concepts, theories, and ideas we will address here will serve as the basic elements by which you’ll work to understand the world during the rest of the course.

Having built up the conceptual toolbox, we'll then begin to explore the ways in which "globalization" – the set of processes by which societies and individuals within them are made more interdependent on one another, for better or worse – operates to bind us and our actions to the lives of people clear around the world. This "global sociology" is designed to enable you to see that, when it comes down to it, societies around the world have the same kinds of issues to deal with, and choose different means to do with those issues. We will then look at the ways in which the structures that government the global social order have created inequalities between and within societies and work to understand the ways in which our actions reproduce those inequalities. The closing section of the course works to give you some hope for the world. In exploring the ways in which the people most harmed by globalization are working to find new ways to manage and control these interdependencies, the ability of individuals to have an impact on the larger social order is highlighted, bringing us full circle in the semester.

The course will be a great challenge to you. I will ask you to undertake a lot of work during the semester, and the issues and ideas we will deal with here will compel you to question the way that you've been socialized into a particular view of American society. It will also ask you to engage with ideas that may seem anathema to how you've been brought up. In other words, this course will mess with your head; but it will also give you the tools to figure out new ways of thinking about yourself, your goals, your actions, and your place in and responsibility to the world. In the end, this course will compel you to develop your own standpoint on how the world around you should operate – and that is what any good university course should do. I welcome you to that journey.

#### Course Readings:

The following books are required readings, and can be purchased at the campus bookstore, or online at Amazon.com, BarnesandNoble.com, or another reputable online bookseller. Please make sure that you purchase them in order, and get the specified edition, which is listed below.

Ashwin Desai, *We Are the Poors: Community Struggles in Post-Apartheid South Africa* (Monthly Review Press, 2002).

Gordon Marshall (ed.), *A Dictionary of Sociology* (Oxford University Press, 1998).

Zygmunt Bauman and Tim May, *Thinking Sociologically* (Blackwell, 2001).

Robin Cohen and Paul Kennedy, *Global Sociology* (New York University Press, 2000).

Sarah Anderson, John Cavanagh, and Thea Lee, *Field Guide to the Global Economy* (The New Press, 2000).

York W. Bradshaw and Michael Wallace, *Global Inequalities* (Pine Forge Press, 1996).

William F. Fisher and Thomas Ponniah (eds.), *Another World is Possible: Popular Alternatives to Globalization at the World Social Forum* (Zed Books, 2003).

There are also three required course supplies available: a day-planner agenda (so you can plan ahead with the readings and assignments); "sticky note" flags (so you can keep track of your thoughts on the readings); and a world map (so you can prepare for the map quizzes and get a better sense of what the world is like around you). **You must obtain and utilize these supplies in order to do well in the course.**

### Course Assignments:

There will be eight types of assignments in this course. **Failure to complete all assignments in a timely manner will result in your failure in the course.**

BlackBoard Discussion: Starting in the second week of the course, you will participate in online discussions with your classmates through the Blackboard system. This system will enable you to post discussion questions and responses to others' questions and responses at any time. You are required each week to post *two discussion questions* and *two responses to others' questions or responses to posted questions*. You are also strongly encouraged to respond to the responses your question gets – after all, it is discussion. You must post *one* discussion question prior to the Tues class session, and another prior to Thurs' class; the responses to the posted questions will go through the entire week. The questions that are posted will be used as the basis for discussion in Weds class sessions. Each question you post will receive either an "A" or "F": if it produced a discussion germane to the course issues, it receives an A; if it didn't... Likewise, each response you make to another's question or response should be germane and utilize course readings (with citations, if possible); if it is, it will receive an A... Also, failure to post the two required questions and two required responses will result in an F for the week.

Examinations. There will be two examinations in this course – a midterm exam in week six, and a final exam during the scheduled final examination session. These exams will be essay-based, and review questions will be provided to you two weeks in advance.

Research Paper. There will be a research paper in this course, handed out during week six, and due in week 13. This paper will require outside research on your part, and it is strongly suggested that you begin on the project as soon as it is distributed.

Map Quizzes. There will be a total of six map quizzes during the semester, one for each of the continents. Since this course is globally oriented, I expect that you will be able to identify the location of the countries on each of the continents. These quizzes are listed in the reading schedule.

Pop Quizzes. There will be three pop quizzes during the semester. These are designed to ensure that you are prepared for class, keeping up with the reading, and thinking about the materials. Often, they will appear after a class session in which there is not a lot of discussion or questioning; coming to class prepared and ready to discuss the materials can stave off these quizzes, perhaps even indefinitely.

Cultural Events. You are required to attend *two* cultural events during the semester and to write a 2pp essay relating that event to the issues and concepts discussed in this course. A list of the suggested events will appear on the course web site; others can be accepted with prior approval.

Course Participation. As always, your participation in this course is crucial to your success here. I take "participation" as *anything that indicates your desire to succeed in the course*. On some days, that may be simply showing up to class, taking notes, and asking questions; on other days, that might involve leading discussion on the readings assigned for that day. It can also involve posing questions in class, during office hours, or via email – in other words, all of the things you're supposed to be doing anyway. My teaching philosophy is such that the success and enjoyment of this course is incumbent on you doing your "job" – coming to class having read the assigned materials, thinking about the readings, and preparing germane and interesting things to say during discussions and questions you have on the materials. If you are unwilling to do that, you will want to find another course to take.

**Grade Breakdown:**

Please note that I do not grade on a “points” basis; all grades for this course will be letter grades with +/- modifiers, and will be converted into GPA equivalents and weighted for the purposes of figuring out your final grade in the course.

Midterm Examination	10%
Research Paper	20%
Map Quizzes	10%
Pop Quizzes	5%
Cultural Events	10%
Blackboard Discussion	10%
Participation	15%
Final Examination	20%

**Course Policies:**

Attendance and Preparation: Your attendance in each class session is mandatory – you cannot expect to do well in this course, or any other university course, without being in class. Not only are you expected and required to be in class every day, you are also expected to have read the material, to have thought about the readings, and to be ready to discuss the readings and pose questions. If you are unable to attend on a particular day, you *must* let me know via email before the class begins, *especially when something is due*. **No makeup exams or pop quizzes will be given in any case, and no late work will be accepted unless I am informed in advance and evidence can be provided.**

Timeliness: As you know, the tempo of the semester system does not allow one to fall behind, and everything in this course builds to the final research paper. As such, you are requested and required to submit all assignments on the time and date announced. Except in the case of a severe, catastrophic, and well-documented misfortune that befalls you (such as your departure from this mortal coil), **no late papers will be accepted**; in the event of a catastrophe, you must contact me by phone or e-mail as early as possible. Papers must be submitted to the instructor in person at the time and date due, to the Sociology Department office prior to the deadline, or by e-mail to me before the deadline. **No makeup exams will be given without prior approval at least 24hr in advance of the exam date.**

Presentation: The writing you will undertake in this course will represent a significant portion of your time this quarter and are intended to get you to think about the nature of the society in which you find yourselves. The expectation is that you will pursue these assignments with vigor and a clear intent to do well in the development of your analytic and critical thinking skills. As such, **you are required to proofread and spell- and grammar-check all work submitted during this course.** There is no excuse for submitting shoddy work in a time when any decent word processing program can polish your work. Any paper submitted with copious errors will automatically lose *two full letter grades* (with no appeal), and may be returned for editing. If a second paper is submitted without being proofread, that paper – and any future unproofed paper – will automatically receive a zero (0).

Academic Dishonesty: Absolutely **NO** form of academic dishonesty (defined as the use of prohibited materials during an examination, any kind of communication with another person other than the professor or an exam proctor during an examination, the representation of another’s work as your own whether that work was purchased or freely offered) will be tolerated in this course. As it is contrary to both the mission of the university and to MU policies, any act of

academic dishonesty will be met with an immediate failure on the assignment at minimum, and failure in the course and referral to Student Affairs for judicial board proceedings at most. Just don't even think about it – it robs us all of the learning experience.

Grading: I do my best to ensure that my evaluation of your work is as impartial as possible and reflects the quality of what you submit at the due date and time. If you have issues with my evaluation of your work, you may submit a one-page statement of how it is you think I misunderstood what you presented in your work (and only what appears in the work submitted) *no sooner than 24 hours after I return the work to you.* We will then meet to discuss the issue. Please note that I reserve the right to elevate your grade, maintain the grade applied, or to lower the grade depending on that re-evaluation.

Other Issues: My teaching philosophy is such that I see you as being primarily responsible for your success in the course. I do not teach in a “spoon-feeding” manner; my job is to provide you with the tools to enable your own education, and I will do that to the best of my abilities during the semester. Should you not wish to take a course like this that requires that you commit yourself to doing your best by your own motivation, it would be best for you to find another course. I also work to respond to issues that come up in class, either during the semester or on a daily basis. To that end, I reserve the right to change, adapt, or amend this syllabus, the reading schedule, and other policy issues at any time in order to make possible the improvement of the course; *however, I will only do so with the consent of and input from the class as a whole.* Finally, any issues that you feel are impacting on your ability to do well in the course, whether they are issues inside or outside the classroom, should be brought to me as soon as possible. If the issue is not adequately resolved through the discussion with me, proper university protocol requires that you speak with Dr Glazier, the Sociology/Anthropology department chair. I take what goes on in this course very seriously and personally; I hope you will as well.

### **My expectations of you during the semester**

As should be clear by now, I take what I do in this course very seriously, and I expect the same from you. This is not the kind of course that allows you to be irresponsible with regard to your work, your attitude, your comportment, or your behavior in the classroom or while interacting with other classmates. To make perfectly clear what these expectations are, I submit the following; you will be asked to sign a contract signifying your consent to these “rules of the game,” and your failure to do so will result in your failure in the course:

- Adequate preparation for class sessions: Below, you will find the full and complete reading schedule for the semester. It may slow down a bit at points, and may need to be adjusted to account for the depths to which we are addressing the material. However, it is provided to you *in advance, and you have no excuse for not knowing what reading is due in what week.* The way I teach is such that I rely on your preparation to make the course work. If you don't do that, the course suffers, not just for me, but for you and all your classmates. It is your responsibility to have read the material before the first class session of each week, to be prepared with your ideas about and questions on the materials, to post discussion questions and responses when required, and to contact me in person or via email when you have problems with the material.
- Ask questions: The first class session of each week will be motivated by your questions and ideas on the readings *for the entire week,* and will be run following the Socratic method – in other words, I will ask you questions, call on people randomly, and expect that you will provide responses other than “Um...”. The second class session will be focused on filling in the gaps from the first session's discussion and will be a bit more

lecture-oriented. However, the first 10-15 minutes of each class session are set aside for your questions on materials, assignments, etc. Which leads me to...

- Know that you're all in the same boat: For most people in the room with you, this will be either one of the first university courses you've taken, or one of the first sociology courses you've been in. It will most likely be the first time you've addressed the issues and concepts we'll be using during the semester. Therefore, I would expect that none of you will "know it all," which means that no one will look like a fool or look stupid for asking questions, saying you don't know something, or expressing confusion about what we're discussing. Any question that any of you will pose during this term will most likely be one that most, if not all, of your classmates has. They will thank you for it.
- Show some respect: The people who are sitting around you in this course come from different backgrounds, have different beliefs, and come up with different ideas. They are at MU for the same reason you are - to learn about the world around them. They deserve your respect; and while some good-natured ribbing should be expected, absolutely no disrespect will be tolerated.
- "Schaffer makes this look easy...": At times, you will say to yourself, "Schaffer, we're not at your level," or you'll think that I'm intentionally pitching the materials and ideas over your head. Remember: It's my job to know this material, to know it well, and to present it to you in a way that challenges you to rise to the level that it's at. I've dealt with these materials countless times in countless ways (though I'm still learning about it, in large part because the stuff we'll talk about this semester is currently going on all around you and changing your world), so for me, it *is* easy. I don't expect the same from you. If you feel like what I'm saying or what you're reading is going over your head, there's a very simple solution: *Tell me*. I rely on your questions, both on Blackboard and in class, to know where you're at with the materials and ideas we're discussing. If I don't get questions, I can only assume that all of you understand the material and are ready to deal with it in the ways that I'm asking you to. If you're not ready for that, just ask - I'll help you be ready to do this.
- Do your best work: I do not expect perfection from any of you. Chances are that none of you will give me perfect work, and I'm not looking for that in any case. The issues we will discuss here are difficult and will most likely be new to you, and the assignments and questions I will pose to you will be challenging (and probably ones you've never been asked before). What I am looking for is a good faith sign that you are doing the best work you are capable of doing. I will take this and push on it; I will challenge you to do even better work; and I will help you achieve your potential in this course. But I can't do that if you're not trying your hardest in the course.

### Lecture and Reading Schedule:

Please note that you are expected to have completed the readings listed for each week by the first class session of the week. The first session will focus primarily on dealing with your questions about the materials and the discussion questions you've posted on Blackboard; the second session will work to fill in the gaps in our discussion, either with further discussion or with lecture. While my lectures, when they happen, will touch on issues raised in the readings, you should not presume that they are a substitute for actually doing the readings or vice versa. Please ensure you have read and thought about the readings prior to each class session, and come prepared with something to say about them. You should, at the very least, be ready to discuss these five things:

- What the readings were about (in other words, a brief summary)
- Responses to appropriate discussion questions
- One interesting thing about each of the readings
- One question you had about the readings
- One thing that made you angry, changed your mind about something, or made you rethink something you thought you knew.

I would also recommend the purchase of "sticky note" flags (available in the MU bookstore, next to the books for this course). These should be used to flag places in the readings that are important, either because they have sparked an idea or because you have a question on them. I would suggest flagging places in the texts that you have questions on with a *red* flag; answered questions with a *green* flag; and key points in the readings with a *blue* flag. Regardless of the code you use, you should flag the readings in addition to taking notes on them. It will be a great help come exam and paper time.

### Week 1 – Introduction to the Course

#### **Week 1: Read *Global Sociology*, chapters 1 and 2 for Th Sep 2**

- T Aug 31: Introduction to the Course – Mechanics, and why you're here...
- Th Sep 2: Introduction to the Course – Themes, issues, and concepts

### Weeks 2-3 – This Is What Sociology Looks Like – Understanding Social Practices

#### **Week 2: Read *We Are the Poors*, pp. 7-45, and *Field Guide to the Global Economy*, Introduction and Chapter 1 (pp. 1-27)**

- T Sep 7: Discussion on *WATP*, pp. 7-45
- Th Sep 9: Fill-in lecture and discussion on *WATP*, pp. 7-45

#### **Week 3: Read *We Are the Poors*, pp. 46-149, and *Field Guide to the Global Economy*, Chapter 2 (pp. 28-38)**

##### ➤ **Th Sep 16: Map Quiz – Sub-Saharan Africa**

- T Sep 14: Discussion on *WATP*, pp. 46-149
- Th Sep 16: **Map Quiz – Sub-Saharan Africa**; Fill-in lecture and discussion on sociological nature of *WATP*

Weeks 4-6 – The Conceptual Basis of Sociology

**Week 4: Read *Thinking Sociologically*, Introduction and Part I**

- **Th Sep 23: Map Quiz – North and Central America; Midterm examination prep sheet handed out and discussed**

T Sep 21: Discussion on *TS*, Intro and Part I

Th Sep 23: **Map Quiz – North and Central America; Midterm examination prep sheet handed out and discussed;** Fill-in lecture and discussion on *TS*, Intro and Part I

**Week 5: Read *Thinking Sociologically*, Parts II and III**

T Sep 28: Discussion on *TS*, Parts II and III

Th Sep 30: Fill-in lecture and discussion on *TS*, Parts II and III

**Week 6: Midterm Examination**

- **Th Oct 7: Midterm examination; term project assignment handed out**

T Oct 5: **Midterm prep session – this will be motivated entirely by your questions**

Th Oct 7: **Midterm exam in class; Term project assignment handed out at end of exam**

Weeks 7-10: Global Sociology and the Sociology of Globalization

**Week 7: Read *Global Sociology*, chapters 3-5 (pp. 41-97)**

- **Th Oct 14: Map Quiz – Middle East and North Africa**

T Oct 12: Fall recess – no class

Th Oct 14: **Map Quiz – Middle East and North Africa;** Discussion on *GS*, chapters 3-5

**Week 8: Read *Global Sociology*, chapters 6-9 (pp. 99-171), and *Field Guide to the Global Economy*, Chapter 3 (pp. 39-63)**

- **Th Oct 21: Map Quiz – Europe**
- **Sa Oct 23: Service Learning Trip to Ten Thousand Villages - mandatory**

T Oct 19: Discussion on *GS*, chapters 6-9

Th Oct 21: **Map Quiz – Europe;** Fill-in lecture and discussion on *GS*, chapters 6-9

Sa Oct 23: **Service Learning Trip to Ten Thousand Villages**

**Week 9: Read *Global Sociology*, chapters 11-15 (pp. 193-284), and *Field Guide to the Global Economy*, Chapter 4 (pp. 64-89)**

- **Th Oct 28: Map Quiz – South America**

T Oct 26: Discussion on *GS*, chapters 11-15

Th Oct 28: **Map Quiz – South America;** Fill-in lecture and discussion on *GS*, chapters 11-15

**Week 10: Read *Global Sociology*, chapters 16-17, 19-20 (pp. 287-320, 340-374)**

- **Th Nov 4: Map Quiz: Asia and Pacific Rim**

T Nov 2: Discussion on *GS*, chapters 16-17, 19-20

Th Nov 4: **Map Quiz – Asia and Pacific Rim;** Fill-in lecture and discussion on *GS*, chapters 16-17, 19-20

**Weeks 11-12: Global Inequalities and Our Place in Them**

**Week 11: Read *Global Inequalities*, chapters 1-4 (pp. 1-90)**

T Nov 9: Discussion on *GI*, chapters 1-4

Th Nov 11: Fill-in lecture and discussion on *GI*, chapters 1-4

**Week 12: Read *Global Inequalities*, chapters 5-8 (pp. 91-204)**

T Nov 16: Discussion on *GI*, chapters 5-8

Th Nov 18: Fill-in lecture and discussion on *GI*, chapters 5-8; paper prep discussion – this segment of the course will be motivated by your questions on the term project

**Weeks 13-15: This Is What Sociology Can Do – Remaking Globalization and the Global Order**

**Week 13: Read *Another World is Possible*: Read the Introduction + pick 3 topics from Part I, and *Field Guide to the Global Economy*, Chapter 5 (pp. 90-120)**

- T Nov 23: Term project due at start of class

T Nov 23: **Term project due at the start of class**; Discussion on *AWIP*, Introduction and Part I

Th Nov 25: Thanksgiving Recess – No class.

**Week 14: Read *Another World is Possible*: Pick 3 topics from Part II and 4 topics from Part III, and *Field Guide to the Global Economy*, Conclusion (pp. 121-127)**

- T Nov 30: Final exam prep sheet handed out

T Nov 30: **Final exam prep sheet handed out and discussed**; Discussion on *AWIP*, Parts II and III

Th Dec 2: Fill-in lecture and discussion on *AWIP*, Parts II and III

**Week 15: Read *Another World is Possible*: Pick 4 topics from Part IV**

- Th Dec 9: All cultural events reports due

T Dec 7: Discussion on *AWIP*, Part IV

Th Dec 9: **All cultural events reports must be submitted by this date**; Final exam prep session and closure discussion

**Week 16: Final Examination**

- T Dec 14, 8am to 10am: Final examination

### Summing Up – Due Dates...

**Every Tuesday:** The *entire* set of readings for the *entire* week need to be completed  
**Every Tuesday and Thursday, 9am EST:** One discussion question posted on Blackboard for *each class session*  
**Every Sunday/Monday 12midnight:** *Two* responses to other people’s discussion questions

#### Exams:

**Th Sep 23:** Midterm Examination Prep Sheet handed out  
**Th Oct 7:** Midterm Examination  
**T Nov 30:** Final Examination Prep Sheet handed out  
**T Dec 14, 8am to 10am:** Final Examination

#### Term Project/Cultural Events:

**Th Oct 7:** Term Project Assignment handed out (discussed on Th Oct 14)  
**T Nov 23:** Term Project Due at start of class  
**Th Dec 9:** All Cultural Events reports due at start of class

#### Map Quizzes:

**Th Sep 16:** Sub-Saharan Africa  
**Th Sep 23:** North and Central America  
**Th Oct 14:** Middle East and North Africa  
**Th Oct 21:** Europe  
**Th Oct 28:** South America  
**Th Nov 4:** Asia and Pacific Rim

### **Paper and Exam Essay Evaluation Guidelines:**

More information on these guidelines and examples of what I expect is available in the “How to Write a ‘Schaffer Paper’” handout, which is available on the course web site. These, though, are the overall guidelines *in order of importance*. The grading rubric, included as the last page of this syllabus, is designed to make clear how it is your work is being evaluated and how well you’ve succeeded in achieving the goals of each assignment.

- 1. Strength and clarity of response to the paper topic’s main question.** Each paper assignment will ask you to respond directly to an argumentative question, and you should ensure that your paper contains a direct and clear response to this question.
- 2. Strength and cohesiveness of the argument.** The papers you will write in this class are argument-based – it isn’t enough to deliver a simple one-sentence statement that answers the question. Instead, you need to take the time to show me how it is you came to that response – the thought process you went through, the references you drew from in order to figure out your position, and how you put everything together. In algebra, it was called “showing your steps”; here, it’s just good argumentation.
- 3. Accuracy in presentation and understanding of materials.** While most of this course is devoted to the development of your own perspective on these thinkers and the world, there are some minimum “correct” and “incorrect” understandings of what the authors said. You need to be sure that you accurately represent what each author says, that you accurately and adequately

cite any reference to the original text(s), and that you explain any unorthodox presentation of the authors' works.

**4. Presentation – spelling, grammar, tone, and the actual submitted paper.** As it's become ridiculously easy to ensure that your work is cleanly presented, you must ensure that your paper is spell- and grammar-checked prior to submitting it for evaluation. You should also endeavor to ensure that it's proofread, either by you, a discussion group member, or someone else – and this proofreading should be both for the technical matters *and* for clarity of argument. Otherwise, you're paper will appear bad, even iff its the most brilliant thing ever written.

**Deductions:** The following are automatic deductions without appeal:

- Not reaching minimum page count: 1/3 letter grade per page the paper is short;
- Not utilizing minimum number of texts or sources: 1/3 letter grade per text the paper is short;
- Not proofreading the paper: two full letter grades the first time, with revisions possible *at my discretion*; the second time, your paper will receive a zero (0);
- Not citing all references to outside texts: one full letter grade;
- Not including a bibliography when required by the assignment: one full letter grade (incomplete bibliography: -2/3 letter grade).

Also, note that I grade on a letter grade with +/- additions, so there should be no dallying around with the math.

In general, grades on papers indicate the following (and note that failing to meet these criteria will generally result in a failing grade):

- “A” – directly answers the assigned question; well-argued in a logical order, making clear how the evidence presented is utilized
- “B” – evades answering the assigned question; fairly well-argued, but reasoning process or analysis of the evidence weak
- “C” – no clear answer to assigned question; paper reads more like a book report than an analysis; evidence presumed to make argument on its face.

I consider work that receives a grade below a C to be failing work. This would include work that is presented poorly, is not thought out well, and that includes no attempt to address the assigned question.

#### **Course Evaluation Criteria:**

I know that on occasion, it's difficult to figure out what a professor expects of you in order to pass the course or to receive a particular grade. In order to assuage that concern, here is the set of expectations I have of you during this term; please note that they are *not* listed in order of importance:

- Consistent attendance in class sessions, with you having read the materials, come prepared to discuss the materials, and come prepared to pose any questions that you have, either verbally or as a “blind question”;
- Attendance in my office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- Thoughtful reflection on the course materials and issues prior to coming to class, and thoughtful discussion of these materials and issues during class sessions;

- The diligent pursuit of all assignments, with you committed to doing your best work on each one;
- And, overall, your commitment to doing your best work in every class session and on every assignment.

I know that you have other responsibilities or interests you have to attend to, and I am sympathetic to the various pulls on your time. However, you should note that I take very seriously what you do in this course, and I expect that your continued presence in this course will mean that you too take that seriously. If you're not interested in doing your best – or even better than you think your best might be – in the course, withdraw now. Presuming that you do take your work in here seriously, and you do your best to meet the expectations as listed above, you will pass the course. Failure to attend to your responsibilities in this course will result in your failure in this course.

**Course Objectives:**

By the end of the semester, you will be able to:

- Develop the “sociological imagination” and the conceptual and analytic tools to think sociologically about your place in the world;
- Understand the basic sociological theories that motivate the ways in which sociologists pursue research and analyze the social world;
- Know the essential areas of sociological research, both in/on American society and on the global social order;
- Examine the ways in which actions in and by the United States have impacts on other societies around the world;
- Analyze the nature of global inequalities, as well as the ways in which individuals and collectives work to counter those inequalities;
- Develop thoughtful and well-argued sociological responses to questions relating to our place in the social order;
- And advance your own ideas about how the world you are a part of should operate and what you can do to bring that into being.

Essay/Paper Evaluation Form

Name \_\_\_\_\_

Your task on receiving this is to revisit your paper, identify the elements of what you wrote that merited these comments and criticisms, and figure out how to improve on them.

**Strength and clarity of response to question.**

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|---|---|---|---|---|---|
| 1. How directly did the paper respond to the assigned question ("TBQ")? | S | E | G | F | P |
| 2. How well-argued was the response?                                    | S | E | G | F | P |
| 3. Did the logic/structure make sense?                                  | S | E | G | F | P |
| 4. Did the writer seem sure about what they were saying?                | S | E | G | F | P |

**Use of evidence in support of response.**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. How well did the paper use evidence from the readings in developing the response?                                 | S | E | G | F | P |
| 6. Did the writer cite all evidence they utilized?   | S | E | G | F | P |
| 7. Was the evidence that was utilized used correctly (i.e., in accordance with usual understandings of the authors)? | S | E | G | F | P |

**Explanation of how evidence supports response.**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 8. How well did the writer show <i>how</i> and <i>why</i> their evidence supported what they were saying? | S | E | G | F | P |
|---|---|---|---|---|---|

**Development of analytic framework and criteria for recognizing concepts.**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 9. How clearly did the writer define their analytic framework and/or concepts and show how they would recognize them? | S | E | G | F | P |
| 10. Other "intangibles" (writing style, clarity, etc.).   | S | E | G | F | P |

Deductions: \_\_\_\_\_

Essay/Paper Grade: \_\_\_\_\_

[Key: S = Superior; E = Excellent; G = Good; F = Fair; P = Poor]