



SOCIOLOGY 497/597
The Greatest Sociologists You've Never Heard Of
COURSE SYLLABUS: Spring 2015

Instructor: Yvonne Villanueva-Russell (Associate Professor)

Class Time: Wednesdays, 5PM-7:40PM

Class Location: Ferguson Social Sciences, Room 312

Office Location: Social Sciences 307

Office Hours: Mondays & Wednesdays: 8AM-9AM; 1PM-2:45PM

Fridays: 8AM-9AM

& other times by appointment

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University Email Address: Yvonne.VRussell@tamuc.edu

eCollege Website: <https://myleo.tamuc.edu>

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- 1) There is no textbook assigned for this course. Numerous readings will be assigned, but these will be available as .pdf files posted on eCollege

Catalog Description

This course will:

- 1) Expose students to the writings of important sociologists they have not covered in detail in other courses
- 2) Tie the writings of these sociologists to larger, contemporary social issues (women & minorities in academia, how to become involved in social change, etc.)
- 3) Provide information about subject areas not well covered in our department (environmental sociology, social movements, sexuality, etc.)

STUDENT LEARNING OUTCOMES

- 1) Students will demonstrate **comprehension** of major sociological concepts in written work
- 2) Students will demonstrate the ability to **apply** sociological theories to real world scenarios in written work.
- 3) Students will demonstrate **synthesis** of major sociological concepts in written work, comparing the work of various theorists against each other.

- 4) Students will demonstrate **evaluation** skills by critiquing the sociological theories in each unit

Course Format

Our class will be organized as a seminar. Rather than relying on lecture by the professor, class discussion will be integral to the learning experience.

Students will be expected to have read the weekly reading assignments and be able to share their insights, questions and opinions about the issues raised within them. Students will need to be active participants as well as being active listeners.

COURSE REQUIREMENTS

Grading Procedures

Our course will be evaluated using paper assignments immediately following each unit of the class. A more detailed description follows.

A. Unit Papers: 4 @ 100 Points each [Graduate Students] 4 @ 50 Points each [Undergraduate students]

This class element is designed to measure Student Learning Outcomes 1 -4

1. **Assignment Description:** Upon the completion of each unit in the course, students will write a paper answering a set of question prompts provided by the professor.

Graduate students:

A total of 5 papers will be assigned, with students complete FOUR of these assignments. Each paper will be worth 100 points. You will answer between 4 question prompts per paper. Papers cannot be re-done or re-graded. An extra paper cannot be completed for extra credit

Undergraduate students:

A total of 5 papers will be assigned, with students completing FOUR of these assignments. Each paper will be worth 50 points. You will answer 2 question prompts per paper. Papers cannot be re-done or re-graded. An extra paper cannot be completed for extra credit

All papers should be submitted as .doc or .rtf attachments to the dropbox on eCollege (no google docs, mac files or links to a dropbox file will be accepted). Do not email your papers directly to your professor unless prior arrangements have been made. All written work is subject to turnitin.com review

Please save and submit your papers as an attachment with a filename like so: ****Last Name_Theorist Paper.doc** or **"Russell_Culture Paper.doc****

Papers are due by 11:59PM on FRIDAY of the assigned week. Late papers will incur a **10% deduction** in points. Papers will not be accepted beyond **one week** of the original assignment's due date.

2. **Assessment:** A detailed rubric will be provided to students with the specific assignment instructions handed out in class. Papers should be between 1-3 pages, although there are no page minimums or maximums. Due Dates vary—a list of papers and their due dates appear below:

Paper Description	Due Date [submit to dropbox by 11:59PM]
African American Scholars	February 27
Institutions	March 13
Subcultures & Culture	April 3
Social Disorganization	March 24
Relevance of Sociology	May 1

3. **Important notes**

- a. Students are expected to integrate as many relevant sociological concepts as possible, making sure to define them before using them in their essays
- b. Students must cite in-text using APA, ASA or another style they are familiar with
- c. All written work should be submitted to the dropbox on eCollege by the due date
- d. Late assignments will receive a 10% deduction in points
- e. No written assignment will be accepted beyond one week of the original due date.
- f. Written assignments cannot be re-done or re-graded. The fifth paper cannot be used as extra credit.
- g. All written work must be submitted *as a WORD (.doc) attachment* to the dropbox on eCollege. Do not email assignments to your professor, and make sure assignments are .doc or .rtf files.
- h. Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

B. Interview Project 1 @ 100 points

This class element is designed to measure Outcomes 2 & 4

1. **Assignment Description:** Upon completion of several reading assignments that deal with women in academic positions, the class will construct a list of interview questions to be administered to faculty of Texas A&M University-Commerce.

Students will interview one female and one male in similar, parallel positions. You will contact this person, administer the questionnaire prepared in class, transcribe the conversation, if possible, and then answer the question prompts on the assignment. You will be expected to analyze the data gathered from your campus interview and critically evaluate it against the readings from "Gender and the Academic Experience." Your professor will assist you in selecting whom to interview.

Undergraduate students may work in a group, although permission must be granted from the professor prior to beginning this assignment. An additional evaluation of each group member's efforts will be factored into the final grade (see rubric).

2. **Assessment:** A detailed rubric will be provided to students with the specific assignment instructions handed out in class. Papers should be between 5-7 pages, although there are no page minimums or maximums.

3. **Important notes**

- a. Students are expected to integrate as many relevant sociological concepts as possible, making sure to define them before using them in their essays
- b. Students must cite in-text using APA, ASA or another style they are familiar with
- c. All written work should be submitted to the dropbox on eCollege by the due date
- d. Late assignments will receive a 10% deduction in points
- e. No written assignment will be accepted beyond one week of the original due date.
- f. Written assignments cannot be re-done or re-graded.
- g. All written work must be submitted *as a WORD (.doc) attachment* to the dropbox on eCollege. Do not email assignments to your professor, and make sure assignments are .doc or .rtf files.
- h. Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

C. PowerPoint Presentation 1 @ 50 points

This assignment has been designed to measure student learning objective #1

1. **Assignment Description** Students will create a PowerPoint (or Prezi) presentation that summarizes the biography, major contributions and significance of a scholar of their choosing.

Students will submit the name of the scholar you wish to focus upon for this assignment on March 25th, 2015. You will be expected to research the scholar's biography, but also read primary works written by this author for your presentation. Graduate students will be expected to read a full academic book (or its equivalent) written by the author. Undergraduate students will be expected to read two peer-reviewed articles (not book reviews) written by the author.

Assignments will be submitted to the dropbox on eCollege during finals week.

2. **Assessment:** A detailed rubric will be provided to students with the specific assignment instructions handed out in class

GRADING

Grading:

Individual assignments in the course include the following:

GRADUATE STUDENTS:

4 Unit Papers (100 points each)	400
Interview Project	100
<u>PowerPoint Presentation</u>	<u>50</u>
Total Points	450 points

UNDERGRADUATE STUDENTS

4 Unit Papers (50 points each)	200
Interview Project	100
<u>PowerPoint Presentation</u>	<u>50</u>
Total Points	350 points

Your final grade in the class will be determined according to the following scale:

GRADUATE STUDENTS:

405 – 450	90-100%	A
360 – 404	80-89%	B
315 – 359	70-79%	C
270 – 314	60-69%	D
269 and below	59%-0	F

UNDERGRADUATE STUDENTS:

315 – 350	90-100%	A
280 – 314	80-89%	B
245 – 279	70-79%	C
245 – 244	60-69%	D
224 and below	59% - 0	F

Grades of Incomplete:

I do not assign grades of incomplete in this course. Your grade will assigned based on the points you have earned from all completed work at that time. It is your responsibility to finish assignments prior to their due dates or to make alternate arrangements for their completion. Do not assume I can or will extend due dates or course requirements for your individual needs or preferences. All coursework must be submitted by 5PM on Friday, May 13th, 2015.

I do not drop students from my courses. If you feel Sociology 497/597 is not the course for you, please take the necessary steps to remove yourself from this class. Simply not participating or logging on, in hopes that I will remedy the situation for you will not occur. You are responsible for the consequences stemming from either coming to class, or not coming to class. [Student may submit a “drop request” through MyLeo to drop this course.]

TECHNOLOGY REQUIREMENTS

This is primarily a face to face course, but course handouts, instruction assignments, PowerPoint lectures will be posted on eCollege as a supplement. In order to access eCollege, student will need the following:

Ability to open Adobe Acrobat files (.pdf), PowerPoint files (.ppt) and Word files (.doc)

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

ACCESS AND NAVIGATION

Ecollege technical concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling 1-866-656-5511, or through online chat by clicking on the “Live Support” tab within your ecollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

I expect each of you to be active and thoughtful participants within our classroom and learning community. You are to expect the same of me. This includes completing our readings related to course topics, individual written assignments, and completion of exams.

Email [Yvonne.VRussell@tamuc.edu] s the best way to reach me, as I check it daily. . You can expect to receive a reply to any inquiry within 24 hours (M-F). It is advisable to include the course number and your full name in any electronic correspondence with me.

In case of emergency, you may leave word for me through the Sociology & Criminal Justice department, who can forward your message to me: 903-886-5332.

Check your MyLeo email account regularly for announcements about our class!!!

COURSE AND UNIVERSITY PROCEDURES/POLICIES

I. Course Specific Procedures:

a. Late Work:

Unless a genuine emergency has arisen, all students are expected to turn in assignments on or before the deadlines assigned. Late assignments will receive a **10% deduction** in points for that assignment. No assignment will be accepted beyond **one week** of the original assignment’s due date.

b. Grades of Incomplete

I do not assign grades of incomplete in this course. All coursework must be handed in to me by May 13th, 2015. Your grade will be assigned based on the points you have earned from all completed work at that time. It is your responsibility to finish assignments prior to their due dates or to make alternate arrangements for their completion. Do not assume I can or will extend due dates or course requirements for your individual needs or preferences.

c. Dropping the class

I do not drop students from my courses. If you feel Sociology 497/597 is not the course for you, please take the necessary steps to remove yourself from this class. Simply not attending in hopes that I will remedy the situation for you will not occur. You are responsible for the consequences stemming from either coming to class, or not coming to class.

d. Attendance:

At the graduate level, regular class attendance, alone, is not enough to master the complex theories we will discuss over the course of the semester. Students should not only be present in class, but prepared and able to contribute meaningfully to ongoing discussions. It is your responsibility to have an understanding of course material whether you were present in class or not.

e. Academic Honesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must work to provide an environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. University regulations regarding academic dishonesty will be strictly enforced. At a minimum, any student found to be in violation of university rules will receive a zero grade on the exam or assignment involved. ALL instances of academic dishonesty will be reported to both the Department Head as well as the Dean of the College. These offices may also wish to evaluate the case and decide punishment independent of this professor's actions. In short, cheating, plagiarizing and engaging in unethical student behavior carries a high price for such a short-term reward – don't do it! If in doubt, check with your professor on citing procedures, format and style.

*****If in doubt, check with your professor on citing procedures, format and style. See notes above about the use of turnitin.com in this class.**

II. University Specific Procedures:

A. Special Needs:

ADA Statement

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

Students with Disabilities:

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

B. Statement on Student Behavior

As stated in the student handbook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."

(See Student Guide Handbook, Policies and Procedures, Conduct, for more information.) Please refer to the section on discussion boards about expected behaviors in these forums.

All cellular telephones, beepers and electronic devices should be turned off or set on silent mode before entering the classroom.

C. Statement on Nondiscrimination

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE/CALENDAR

Test dates and written assignments are scheduled tentatively at this time. They may be changed but advanced notice will be given in class. You are expected to read the assigned material prior to its discussion in class. In the case of inclement weather, a substitute assignment will be given via eCollege.

Date	Topic	Reading	Assignment/Notes
January 21	Introductory Remarks	No Reading	
January 28	1) The Sociological Perspective 2) What it means to be "erased" from history	1) "The Promise" by C. Wright Mills 2) "Present At the Creation" by Lengermann, & Niebrugge-Brantley	
February 4	A classic view of being erased: Jane Addams	1) Addams reading on eCollege	
February 11	A contemporary view of being erased: Arlie Russell Hochschild, Dorothy Smith & Arlene Kaplan Daniels	1)" A Berkeley Education" by Smith 2) "Inside the Clockwork of Male Careers" by Hochschild 3) "When We Were All Boys Together" by Daniels	Prepare interview questions for Interview Project
February 18	Classical African American scholars: WEB DuBois	1)SKIM for background: "The Emergence of African American Sociologists" 2) Excerpts from DuBois 3) Excerpts from Cayton & Drake 4) Excerpts from Frazier	INTERVIEW PROJECT DUE

Date	Topic	Reading	Assignment/Notes
February 25	Contemporary African American scholars: William Julius Wilson	1) "The Cost of Racial and Class Exclusion in the Inner City" 2) "When Work Disappears: New Implications for Race and Urban Poverty in the Global Economy" 3) "Toward a Framework for Understanding Forces that Contribute to or Reinforce Racial Inequality"	Paper 1 due BY 11:59pm on Friday
March 4	Marriage & Family— then and now: From Jesse Bernard to Arlie Russell-Hochschild	1) "The Husband's Marriage" by Bernard 2) "The Paradox of Happy Marriage" by Bernard 2) "The Time Bind" by Hochschild	
March 11	Education & cultural capital: From Bordieu to Annette Laureau	1) "Social Class Differences in Family-School Relationships: The Importance of Culture Capital" 2) "Social Class and the Transition to Adulthood"	Paper 2 due by 11:59PM on Friday
March 18	SPRING BREAK	SPRING BREAK	SPRING BREAK
March 25	Work & Occupations. From Everett Hughes to Gary Fine	1) "Justifying Work: Occupational Rhetorics as Resources in Restaurant Kitchens" 2) "Games and Truths: learning to Construct Social Problems in High School Debate"	Gain instructor approval of scholar to feature in PowerPoint Presentation during finals week
April 1	Culture: From Gramsci to Stuart Hall	1) "Public Pedagogy as Cultural Politics" MOVIE: "The Stuart Hall Project"	Paper 3 due by 11:59PM on Friday
April 8	Social disorganization: Mabel Elliott	1) "Mabel Elliot, We Hardly Knew You" by McGonigal & Galliher 2) "Perspective on the American Crime Problem" 3) Delinquent Behavior of People"	Guest Discussant: Dr. Kate McGonigal

Date	Topic	Reading	Assignment/Notes
April 15	Student vote: Norbert Elias or Kathleen Tierney	To be announced	Paper 4 due by 11:59PM on Friday
April 22	The Politics of Knowledge: Steven Epstein	1) "The New Attack on Sexuality Research: morality and the Politics of Knowledge Production" 2) "Sex, Science and the Politics of Biomedicine: Gardasil in Comparative Perspective" 3) "Funding Science in the National Interest"	
April 29	The Relevance of Sociology. From Karl Marx to Michel Burawoy	1) "Mythologies of Work: A Comparison of Firms in State Socialism and Advanced Capitalism" 2) "The Return of the Repressed: Recovering the Public Face of U.S. Sociology, One Hundred Years On"	Paper 5 due by 11:59PM on Friday
May 6	Work Week- Read work(s) by your chosen scholar		
May 13	POWERPOINT PRESENTATIONS DUE to eCollege by 11:59PM	POWERPOINT PRESENTATIONS DUE to eCollege by 11:59PM	POWERPOINT PRESENTATIONS DUE to eCollege by 11:59PM