Sociology 101.60: Introduction to Sociology
General Education Competency Areas: Social and Behavioral Ways of Knowing, Diversity
Fall 2015

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Course Summary

This course is an introduction to the basic concepts, theoretical perspectives, and substantive issues in sociology. You will learn about culture and socialization, social interactions and institutions, social stratification, and social change in order to develop new ways of understanding your life and the diverse lives of others in the context of the broader society. This process will involve your active engagement with readings, virtual lectures, video clips, and discussions.

General Education Learning Outcomes

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline (sociology).

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

This course is also designed to help you achieve required learning outcomes for the Diversity component of the General Education Core. In this regard, upon successful completion of this course, you will be able to do the following:

1. Explain the effect of culture on individual and collective human behavior and perspectives.

2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.

4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds) shape the human experience.

5. Assess and utilize information about human diversity from a variety of sources.
Course-specific Learning Outcomes

This course aims to help you gain knowledge and develop skills that will aid you in becoming a critical thinker, a successful student, and an informed, engaged member of society. To this end, in this course you will do the following, which are linked to the above General Education Learning Outcomes as noted in parentheses:

- gain knowledge of how society operates on the micro and macro levels (ii, iv, v, 1, 4, 5).
- learn how to interpret a broad range of human behaviors and social processes by applying key sociological theories and concepts (i, ii, iii, iv, v, 1, 4, 5).
- develop what C. Wright Mills called a “sociological imagination,” enabling you to understand your life and the diverse lives of others in the context of broader historical trends and social processes (i, ii, iv, v, 1, 2, 4, 5).
- discuss social issues in an informed, critical, and civil manner and in the process gain experience speaking to an audience of your peers (i, ii, iv, v, 1, 2, 4, 5).
- write evidence-based essays in which you analyze and interpret social phenomena and apply sociological theories, concepts, and insights appropriately (i, ii, iii, iv, v, 1, 2, 4, 5).

Overall Goal

I want you to learn something new in this class. Sounds simple, right? Well, in my experience, this isn’t always such an easy task. We all have so many taken for granted assumptions about how the world works, what constitutes reality, why people behave in certain ways, etc., that it is sometimes difficult for us to recognize when “what we’ve always known” is keeping us from knowing more. I think that all of us—teachers and students alike—need to continually challenge ourselves to learn more about the world in which we live. I believe the way to accomplish this is by questioning status quo interpretations of reality, seeking out information that will help us answer our questions, and understanding that we can always learn more about any given topic. You should do well in this class if you approach the material with this in mind.

Required Readings

The following required book is available at the LCSC Bookstore, at various booksellers online, and from fellow LCSC students who have taken this class in the past:


In addition to the textbook, a collection of chapters and articles are available at the LCSC Bookstore as a bound course reader from Pearson Custom Publishing. This course reader is also required.

Please note: You can find the textbook online from sites like Amazon and Abe Books, but the course reader is one that I specifically assembled for this course, so you will not find it anywhere online. Also, one of the readings for this course (a chapter by Eric Schlosser for Week 4) is
Assignments and Grading

Your grade will be based on the following:

**Discussion Forum Essays 30% (60 pts.)** You are required to post one brief, formal essay to the discussion forum every other week. If your last name starts with the letter A-K, you will post to odd-numbered discussion forums (i.e., Discussions 1, 3, 5, 7, 9), whereas if your last name starts with the letter L-Z, you will post to even-numbered discussion forums (i.e., Discussions 2, 4, 6, 8, 10). Additionally, during weeks when it is not your week to write a formal essay, you will read all of the essays that your classmates have posted and pick one to critically respond to after the formal discussion period has ended. Please see below under the heading titled “Discussion Forums: How they work, how they are graded, and how to do well on them” for details on how the discussion forums work and the expectations I have for your posts.

**First Exam - 20% (40 pts.)** The first examination will consist of a combination of multiple choice and true/false questions on material covered during Weeks 1-5.

**Second Exam - 20% (40 pts.)** The second examination will consist of a combination of multiple choice and true/false questions on material covered during Weeks 7-10.

**Final Exam - 30% (60 pts.)** The final is a comprehensive exam consisting of a combination of multiple choice and true/false questions. It will test your knowledge of material covered throughout the semester and especially emphasize material covered during Weeks 12-15.

**Please keep in mind that any information from the readings is fair game for exams, whether or not it is explicitly covered in our discussions or in the virtual lectures that I post. Also be aware that the virtual lectures will often introduce material not covered in the textbook, so it is important for you to read both.**

**Exams will be timed. Although the online medium means that, in theory, you could look up answers to exam questions as you are taking them, the limited timeframe that you will have for each exam prevents this from being a realistic option. Given this, please make sure that you are thoroughly prepared for exams before starting them.**
Grading scale:

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>92.5%</td>
<td>100%</td>
<td>185-200 pts.</td>
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<td>A-</td>
<td>90%</td>
<td>92.5%</td>
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<td>B+</td>
<td>87.5%</td>
<td>89%</td>
<td>175-184 pts.</td>
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<td>B</td>
<td>82.5%</td>
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<td>B-</td>
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<td>D+</td>
<td>67.5%</td>
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<td>D</td>
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<td>F</td>
<td>59%</td>
<td>100%</td>
<td>118 pts. or below</td>
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An important note on how grades appear on Blackboard:

Blackboard is notoriously un-user-friendly when it comes to how things appear in “My Grades,” the page where you can see your grade on assignments and in the class as a whole. More specifically, Blackboard likes for everything to appear as “X” number of points out of “Y,” or as a percentage grade, which is fine in some instances, but not so good in others, namely, in the running tabulation it keeps of your grade in this class. Although there are a total of 200 points possible in this class, because of how the discussions are set up and graded and how I integrate a few extra credit points on some of the exams, Blackboard thinks there are actually over 250 points and, as a result, will continuously divide the points you’ve earned by that inflated total in order to calculate your percentage grade. Because I actually calculate your grade using a 200-point scale, I have intentionally hidden Blackboard’s running tabulation of your percentage grade, because that incorrectly calculated grade would be much lower than your actual grade in the class.

To help you understand the grading system (and why Blackboard’s calculations are incorrect), consider the following example: Let’s say you earn an 8 and an 8.5 on your first two discussion forum essays, one point each on your first two response posts, and then you earn 34 points on the first exam. When you add that up, you get 52.5 points. If you divide that by 250, the total points that Blackboard thinks are possible in the class, it equals 21%. “Twenty-one percent?!,” you’ll say, “That’s an F! How can that be? Professor Earles wrote positive comments about my two posts; I thought I did pretty well on the exam!” Ahhh, but that’s the funny thing about Blackboard. It’s not dividing by how many points you could have earned by that point in the semester, which is 60. Instead, it’s dividing by the total points you could theoretically earn (plus 50 more) over the entire semester. To correct for this you need to do two things: First, just ignore any percentage grade that Blackboard shows you (and again, I’ve hidden the percentage tabulation for your overall point totals, so you shouldn’t be able to see that in My Grades anyway). Second, at any point in the semester you can figure out exactly what your percentage grade is in the class by adding up the points you’ve earned on discussion forums and exams and dividing by what those, and only those, forums and exams are worth point-wise. How do you know how many points that is? By simply remembering that discussion forum essays are worth 10 points each and the first two exams are worth 40 points each. Also, note that your discussion response posts are effectively bonus points (explained below), so you don’t divide those by anything; you just add them to your point total. Again, this is where Blackboard is confusing, because it will tell you that you’ve earned 1/10 on discussion forums for which you
are actually only required to post a response. You will, indeed, have earned only one point, but
that’s all those response posts are worth. Trust me on this. I’ve spent a lot of time setting up the
point system in the class. It works. Just ignore Blackboard’s fractions and percentages.

So, to return to our hypothetical example above, when you divide 52.5 \((8+8.5+1+1+34)\) by 60
\((10+10+40)\), you see that you would actually have an 87.5\%, a B+, in the class. **It’s a simple
process of adding up the points earned and dividing by the points possible.** That is how you
can keep track of your grade in this class.

**Discussion Forums: How they work, how they are graded, and how to do well on them**

With regard to how the discussion forums work in this class, I will admit, they are not discussions
in the traditional sense of the word. Each week up until Week 14 (with the exception of the first
week and exam weeks) I will post a question or group of related questions in the discussion
forum for you to ponder and then respond to in the form of a **formal essay**. You will alternate
participation in these discussion forums, as noted above, with half of the class posting in each
one, i.e. either the A-K group or the L-Z group, depending on whether it is an odd- or even-
numbered discussion. **Please note that the discussion numbers do not coincide with the weeks of the semester.** For example, Discussion 5 takes place during Week 7. (See the course
schedule below to know when your required discussions are taking place, and I will also remind
you each week when I post the weekly announcements for the course). **During Week 14, there will be a final, full-class discussion forum in which everyone will post an essay.**

Your posts to the discussion forums should take the form of brief, formal essays, i.e., the
equivalent of roughly one-and-a-half to two pages in a Word document, **written in paragraph form, in which you directly answer the question(s) posed.** In fact, I would recommend writing your brief essay in Word first, so that you can edit it, run spellcheck, and save it in your personal files, and then cut and paste it into a discussion post, so that it is neatly formatted and in final form when you post it. **In your essay, you should provide evidence that you have done the readings** (and read the virtual lecture, watched any video clips that I may have posted, etc.) by
using sociological concepts, applying them appropriately, and explicitly citing the textbook
authors and/or authors in the course reader using properly formatted APA or ASA in-text
citations. (Read that sentence again; it’s very important.) **Avoid simply giving your own opinion on the topic.** You should also not use Wikipedia or any other online sources of
information. **The point of these essays is for you to engage with the course readings, virtual
lectures, and films.** In other words, you must show your fellow classmates and me that you
are learning how to think sociologically.

Once the deadline for posting each week has passed (which is Sunday at midnight—more on that
below), students in the group that didn’t post formal essays (A-K or L-Z last names, depending
on the week) will read all of the essays that have been posted and then each person in that group
will choose one essay to respond to in a way that builds on it in a meaningful way and/or
constructively criticizes it. These responses should be no longer than a paragraph or two. (In
other words, you do not have to write an essay-length response.) **Your response can take a variety of forms, but the best approach is to select one or two main points that the author of the essay you have chosen has made, and either build on that point or points with another**
point or two of your own (and, ideally, a reference to the course material to back it up), or constructively criticize a point the author has made by presenting counter evidence from the course materials. I will leave it up to each of you to choose which of your classmates’ essays you would like to respond to each week, but I would encourage you to select a different essay if you notice that, say, three or four of your classmates have already responded to a particular one. Also, be sure you read all of the responses that have already been posted so that you aren’t simply repeating what someone else has already written. That said, sometimes several of you may make a similar point in different ways, which is perfectly fine. **One thing you should avoid doing is simply stating that you agree with the author of the essay. You need to build on what he or she has written in a way that broadens or deepens their points.**

**In summary, you should approach the discussions as a forum to exhibit what you are learning in the course and to engage with others in the learning process. You should not treat the discussion board as a back-and-forth exchange of opinions. Good writing, evidence of having done the readings, properly citing direct quotes, and courtesy are key.**

With regard to the specific points attached to discussions, **your formal essay posts will be graded on a 10-point scale.** A score of 7.5-8.5 (a C or B) is about average, so please don’t wonder why you’re not earning 10 points on your posts. The discussions are not simply a case of “do the assignment, earn all the points.” Instead, these posts are graded like any other essay/paper would be. Think of the points as representing a percentage grade. A score of 8.9, for example, is 89%, a B+. In this way, you can see why earning 10 pts. is not likely. After all, that would be 100%, an A+, and very few people ever earn an A+ on an essay of any kind in any class, so keep that in mind.

**I will grade your essay posts according to the thoroughness with which you have addressed the question(s) posed; the extent to which you offer a critical, sociological analysis/interpretation and use terminology correctly; the extent to which you have integrated course readings, virtual lectures, and video clips into your posts; and the quality of your writing (good grammar; proper capitalization, spelling, and punctuation; proper use of quotation marks and citations; and organization).** “A”s (9-9.9) are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing. “B”s (8-8.9) are assigned to above-average, well-written work that answers the questions posed in a sociological manner. “C”s (7-7.9) are an indication that more detail and analysis are needed and/or your writing needs improvement. “D”s (6-6.9) are a sign that you did not adequately meet the requirements of the essay and/or your writing needs major improvement. “F”s (0-5.9) are an indication that you have not met the requirements of the essay and/or your writing is unacceptable. **Additionally, if you do not include at least one direct reference to the readings (integrating and citing either a relevant direct quote or a relevant concept/idea/theory from one or more of the authors), you will receive no higher than a C on your essay.**

**In contrast, your response posts to your classmates’ essays will be graded as a simple point or no point.** If you post a reasonable, well-written response that elaborates and/or critiques the point(s) your classmate has made in a way that substantively adds to the thread, you get a point. If you post a couple of sentences that aren’t much more than an affirmation or a criticism without any real evidence to illustrate your point, or if you don’t bother to post a response at all, then you get a zero.
The formal discussion forum period ends at midnight on Sundays, so if it is your week to post a brief essay, you must do so by then. If it was not your week to post a brief essay, you will instead spend some time Monday and Tuesday reading through the essays that have been posted and then post your response to one of those essays by that Wednesday morning at 10:00 a.m. If it is your week to post a response, you will not be able to do so until Monday morning, when I open up the discussion so that everyone can read the various posts. (I will try to do this by around 10 a.m. every Monday.)

There will be a total of ten discussion forums before the final, full-group forum during Week 14, given that during the first week and exam weeks there will not be discussions. And, again, each of you is required to post formal essays in five of the ten (odd- or even-numbered discussions, depending on where your last name falls in the alphabet), and then responses in the other five of the ten (when it is not your turn to write a formal essay). Everyone will then post an essay in the final, full-group forum. **In other words, you will each be writing a total of six brief essays for this course as well as five short responses to others’ essays.** If you do the math, you will see that it is therefore theoretically possible to earn 65 points on the discussions ((6x10) + (5x1)), meaning there is a 5-point extra credit cushion built in. This means that those response posts, while on the surface not worth that many points, can actually really boost your grade, so they are well worth doing.

**Policy on Make-ups**

*Discussion forums cannot be made up.* You must post your essay within the allotted time period each week (Wednesday through Sunday at midnight), and you must post to the appropriate discussion forum for your last name, i.e. either the A-K (odd-numbered) or L-Z (even-numbered) discussions. *You cannot make up for a missed discussion by posting to the other group’s discussion.* For example, if your last name begins with the letter C, but you forgot to post to Discussion 1 (i.e., an odd-numbered, A-K discussion) you cannot then make up the missed points by posting to Discussion 2 (i.e., the L-Z group’s discussion). Similarly, if you do not post a response to one of your classmate’s essays during the Monday through Wednesday morning window when it is your week to do so, you have missed your chance and cannot regain that point with any subsequent response posts. If you ever experience technical difficulties with Blackboard that prevent you from posting your essay by the Sunday night deadline, **take a screenshot of the incident** (i.e. the error message or whatever shows up on your computer screen as the issue that might be preventing you from posting), and **email it to me immediately along with a Word version of your essay.** That way, I will have a date/time-stamped record of your problem, and I can see that your essay was completed on time. Again, document the incident with a screen shot and email your essay to me right away, and also contact Blackboard Help right away, so they can help you get to the bottom of the issue.

*Exams cannot be made up.* You must take the exams during the availability periods noted in this syllabus. (See the course schedule below.)

This policy on make-ups may seem inflexible, but because you know right now, at the start of the semester, when everything is due, there is no reason, short of a life-threatening emergency, that you should not be able to get the required essays and exams done on time if you check into the course a couple of times a week, keep track of due dates, and plan accordingly. If you do happen to face a true emergency sometime during the semester (and I don’t mean coming down with a
cold or having to go to your cousin’s wedding one weekend), contact me as soon as possible via Course Email, and be prepared to speak with me in-person or by phone and provide some sort of documentation of the issue. In such cases, we will work together to figure out a resolution.

**Academic Integrity**

Any instance of plagiarism, cheating, or other form of academic dishonesty will not be tolerated and will be dealt with in a manner that is unpleasant for all involved. **Should you plagiarize in a discussion post, you will receive a zero for that discussion grade, and in the most egregious cases (for example, cutting and pasting from a document or webpage and presenting a sentence or passage as your own writing), I reserve the right to give you a failing grade for the entire course.** Please do not ruin your academic future by engaging in such foolish behavior. If you have any questions about what is meant by the terms “academic dishonesty” and/or “plagiarism,” please ask me for an explanation or clarification.

**Additional Notes**

**Documented disabilities**

If you have a documented disability or other issue that may affect your performance in this course, please let me know during the first two weeks of the semester, and we will work together to figure out appropriate accommodations.

**Contacting me**

If you have questions about the course material and/or would like to further discuss any of the topics we are covering, please feel free to come chat with me on campus during my office hours if you are located in the Lewis-Clark Valley. (You can also try calling my office phone during office hours. Please be aware, however, that if you leave a message at any other time on my office phone, I may not get it until the following office hour.) If you need to be in touch with me in a timely manner and/or are located outside of the local area, please contact me using Course Email within Blackboard. **This is important. Use the course email within Blackboard rather than emailing me at my lcscl.edu address.** I check Blackboard email at least 3 times per week, so if I do not reply immediately, know that I will within a day or two. If/when you email me, please include a phone number where you can be reached if your question requires more than a few-sentences reply, so I can call you if I think that would be a more efficient and effective way to respond.

**Course Schedule**

The course schedule is subject to change, depending on our progress in covering the material. It is your responsibility to stay abreast of the course announcements and note any changes that I might make. Occasionally, I will include a link to an article or webpage in the weekly learning module, in addition to the required readings already listed here. I also often include links to video clips in the weekly folders. You should consider these required viewing and/or reading.
Your active engagement with the assigned readings and discussion forums is key to your success in this class. The readings for each week should be completed prior to when you write your essay for the week’s discussion so that you are able to contribute to those discussion forums in an informed manner and cite relevant concepts and passages from the readings. The readings listed for each week include chapters from your textbook (by Andersen and Taylor), and individual selections included in the course reader. These selections are noted by author and title. So, for example, you can see that during Week 1 you will read the first chapter in the textbook as well as the chapter by Mills in the course reader. The one e-reserve reading, a chapter by Schlosser, is noted for Week 4. See “Required Readings” above for a reminder about how to access that chapter.

Every Wednesday morning, usually by around 10:30, I post a content folder on the Course Content page of the Blackboard site. These folders contain the virtual lecture, PowerPoint slides, film clips, etc., and the discussion questions/topic for the week. The discussion then remains open until Sunday at midnight, which, as previously noted, is the weekly deadline for posting essays to the discussion forum. I then re-open the discussion forum for responses to the essays from Monday morning until Wednesday at 10:00 a.m. This means that you must keep pace with the readings and discussion forum each week so that you don’t fall behind and miss a deadline.

The first two exams will be available starting at noon on the Thursday of the weeks they are scheduled (Weeks 6 and 11) and will remain available until the following Monday at noon (i.e. four days). The final will be available starting at noon on Monday, December 14th, and remain available until midnight on Wednesday, December 16th.

Week 1 (8/26): Introduction to the Course

Reading: Andersen and Taylor, Ch. 1; Mills, “The Promise”

*Introductions: Everyone posts to the “Introductions” discussion forum by noon on Friday, 8/28. (Please note: This is not a regular discussion forum, and your post will not be graded, but it is required for attendance verification, which federal financial aid guidelines now require me to do.)

Week 2 (9/2): What is sociology? Sociological Theory and Methods

Reading: Andersen and Taylor, Ch. 3; Babbie, “An Idea Whose Time Has Come”

*Discussion 1: Last names starting with A-K post by midnight on Sunday, 9/6, and L-Z students respond by Wednesday, 9/9, 10 a.m.
Week 3 (9/9): Culture and Socialization

*Reading: Andersen and Taylor, Chs. 2 and 4

*Disscussion 2: Last names starting with L-Z post by midnight on Sunday, 9/13, and A-K students respond by Wednesday, 9/16, 10 a.m.

Week 4 (9/16): The Structure of Society: Groups, Organizations, and Institutions

*Reading: Andersen and Taylor, Chs. 5 and 6; Ritzer, “The McDonaldization of Society,” and Schlosser, “Introduction/What We Eat” (E-reserves)

*Disscussion 3: Last names starting with A-K post by midnight on Sunday 9/20, and L-Z students respond by Wednesday, 9/23, 10 a.m.

Week 5 (9/23): Social Control, Deviance, and Crime

*Reading: Andersen and Taylor, 7; Chambliss: “The Saints and the Roughnecks”

*Disscussion 4: Last names starting with L-Z post by midnight on Sunday, 9/27, and A-K students respond by Wednesday, 9/30, 10 a.m.

Week 6 (10/1): First Exam (available starting at noon on Thursday, 10/1, to be completed by noon on Monday, 10/5)

*Reading: none

*No discussion

Week 7 (10/7): Social Class and Social Stratification

*Reading: Andersen and Taylor, Ch. 8; Loewen, “Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong”

*Disscussion 5: Last names starting with A-K post by midnight on Sunday, 10/11, and L-Z students respond by Wednesday, 10/14, 10 a.m.
Week 8 (10/14): Global Social Stratification: Social and Environmental Causes and Consequences

Reading: Andersen and Taylor, Ch. 9; Eglitis, “The Uses of Global Poverty: How Economic Inequality Benefits the West”

*Discussion 6: Last names starting with L-Z post by midnight on Sunday, 10/18, and A-K students respond by Wednesday, 10/21, 10 a.m.

Week 9 (10/21): Race and Ethnicity


*Discussion 7: Last names starting with A-K, post by midnight on Sunday, 10/25, and L-Z students respond by Wednesday, 10/28, 10 a.m.

Week 10 (10/28): Gender

Reading: Andersen and Taylor, Ch. 11; Espiritu, “All Men are not Created Equal: Asian Men in U.S. History,” and Hartmann, “The Sanctity of Sunday Football: Why Men Love Sports”

*Discussion 8: Last names starting with L-Z post by midnight on Sunday, 11/1, and A-K students respond by Wednesday, 11/4, 10 a.m.

Week 11 (11/5): Second Exam (available starting at noon on Thursday, 11/5, to be completed by noon on Monday, 11/9)

Reading: None

*No discussion

Week 12 (11/11): Education

Reading: Anderson and Taylor, Ch. 14 (only need to read the sections on education)

*Discussion 9: Last names starting with A-K post by midnight on Sunday, 11/15,
and L-Z students respond by Wednesday, 11/18, 10 a.m.

Week 13 (11/18): Power, Politics, and the Economy

Reading: Andersen and Taylor, Ch. 15; Domhoff, “Power and Class in the United States,” and Giddens, “Globalisation.”

*Discussion 10: Last names starting with L-Z post by midnight on Sunday, 11/22, and A-K students respond by Wednesday, 12/2, 10 a.m.

***Thanksgiving Break (11/23-11/27)***

Week 14 (12/2): Social Change and Social Movements

Reading: Andersen and Taylor, Ch. 16; Meyer, “How Social Movements Matter”

*Discussion 11: Everyone posts by midnight on Sunday, 12/6; no response posts required

Week 15 (12/9): Course Wrap-up: What have we learned this semester?

Reading: None

Finals Week (12/14): Comprehensive Final Exam (available starting at noon on Monday, 12/14, to be completed by midnight on Wednesday, 12/16)
Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/student-consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me that you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.