

One main goal of the course is to stimulate critical thought about social problems and issues these theorists addressed and apply their theories to similar problems and issues today.

Prerequisite: SOCI 210

III. DISABLED STUDENT SERVICE

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK

Ashley, David and David Michael Orenstein. 2005. Sociological Theory: Classical Statements. Sixth edition, Boston. Allen and Bacon.

The ISBN is: :0-205-38130-8. To order, call 1 800-922-0579

V. STUDENT LEARNING OUTCOMES

A) Course Objectives

1. To enable students to discover the nature of and diversity in sociological theory in order to provide them with a better understanding of contemporary theoretical perspectives in sociology;
2. To help students acquire analytical skills and a strong sense of critical thinking that is grounded in rationality. This is intended to enhance students' understanding of social issues, enable them make course-focused oral presentations and make informed and knowledgeable decisions in everyday life;
3. To acquaint students with major issues and problems in sociological theorizing and the approaches taken by different theorists in the past; and
4. To help students to understand contemporary theoretical models in sociology, tracing their roots back to classical theorists.

B) Behavioral objectives

Upon completion of this course students would be able to:

1. Associate theorists with their basic theoretical formulations and their contributions to sociology;
2. To compare theories and classify them into various contemporary theoretical perspectives, identifying similarities and differences among them;

3. To be able to critically examine the utility of various theories to various social problems and issues and identify the influences of these theories on contemporary theory;.
4. To be able to trace the development and impact of basic domain assumptions of the major sociological perspectives from their origin to contemporary theories.

C) GENERAL COURSE GOALS

1. The primary goal of the course is to provide students with analytical skills necessary for critical thinking, logical, and abstract reasoning (INTASC 4.7, 4.10);
2. A second goal is to expose students to various social problems and issues and their sociological analyses as provided by classical theorists;
3. A final goal is to establish the link between theory and research; and theory, research and social policy.

D) SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

E) NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Social Studies Standards	NCATE Standard(s)	Assessment(s)
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom

		Discussions; Virtual Classroom presentations; Group Projects on Discussion Board.
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F) NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

<i>National Council for the Social Studies Standards</i>	<i>Assessment (s)</i>
1.1 Culture and Cultural Diversity.	Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations; Group Projects on Discussion Board.
1.5 Individuals, Groups, and Social Institutions.	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment; Virtual Classroom presentations; Group Projects on Discussion Board.
1.9 Global Connections.	Exams; Quizzes; Classroom discussions; In-class exercises; Virtual Classroom presentations; Group Projects on Discussion Board.

G) NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Core Standards	Assessment(s)
1. Teachers know the content they teach.	Exams; Quizzes; classroom Discussions; In-class

	exercises.
6. Teachers respect and care about students	Classroom discussions; In-class exercises

H) NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Diversity Standards	Assessment(s)
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies; Virtual Classroom presentations; Group Projects on Discussion Board.

I) TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

NCDPI Technology Standards	Technological Applications Used in this Course
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom presentations; Group Projects on Discussion Board.

J) DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

Professional Competence		Professional Responsibility	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows imitative and motivation
Professional Dispositions and Qualities Professional Integrity			
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

VI. COURSE REQUIREMENTS

Minimal requirements for this course are as follows:

- regular attendance;
- informed participation in class and group activities;
- satisfactory and timely completion of writing assignments;
- satisfactory performance on all examinations;
- reading text assignments prior to class meeting.

A) CLASS POLICIES

1) The University attendance policy will be strictly enforced in this class. Regular and punctual class attendance are crucial to a successful completion of this course with credit. **Students are strongly encouraged to participate regularly in all class exercises, assignments, discussions and projects. No student will be admitted to the class five (5) minutes after the class session has begun to avoid disruptions of the instructional process.**

Unjustifiable absences will be counted toward the final grade. There will be no make-up quizzes, tests or examinations except in unavoidable circumstances. The group reports are meant to be just that not individual projects and require the participation of every student in all group discussions and final reports. If a student decides to withdraw from the course for any reason, he or she must follow through to the Registrar's office to ensure that he or she has actually been dropped from the class roster. This must be done to avoid an "F" grade.

No cellular phones, guests or children are allowed in class according to University policy. If a student brings a cellular phone by mistake, she or he must ensure that it is turned off.

- 2) In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading and writing.
- 3) There will be four tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced in class at least one week prior to scheduled date of test or examination. No make-up tests or examinations will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor **before** the regular test or examination date.
- 4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. ***The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires.*** If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get **a zero** for that particular test or examination.
- 5) **NO student shall attempt to print any test or examination.** Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this fair warning and attempts printing any test or examination, the penalty is a zero for that particular test or examination.

B) GROUP PROJECTS

These projects are designed to provide students with an opportunity to present and critically examine the theoretical formulations of a particular theorist assigned their group. Students are expected to apply the knowledge acquired from lectures and discussions of classical sociologists in identifying, and/or discussing and explaining the items as identified in the outline.

The group must be prepared to respond to clarification questions from the instructor and the other members of the class. Every member of the group is expected to participate fully in all group activities and discussions. Each member of the group must be assigned a specified task as her or his responsibility. **The grade for this component of the final grade is group based.** It is not determined on an individual basis. However, group members are held responsible both as individuals and as a group. If a student fails to participate or collaborate with other group members in all the group activities leading up to the group presentation, the student will receive **a zero** for this component of the final grade.

Note: it must be emphasized that it is the responsibility of each student, **NOT** that of the group leader/coordinator, to seek out and contact members of her or his group to ensure full participation and collaboration. This assignment must be guided by the detail description, instructions and allocation of points for each item as provided in the “Assignment Section” of this Syllabus.

C) COURSE EVALUATION AND GRADING POLICY AND SCALE

Grading Scale

A.....	92 - 100
B.....	83 - 91
C.....	73 - 82
D.....	64 - 72
F.....	LESS THAN 63.
I.....	Incomplete

D) COMPONENTS OF FINAL GRADE

Grades for the course will be based on the following:

*Tests.....	20% of the final grade
** <i>Attendance and Informed Participation</i>	<i>10% of the final grade</i>
*** <i>Group Projects</i>	<i>20% of the final grade</i>
Mid-term Examinations.....	25% of the final grade
Final Examination.....	25% of the final grade
Total.....	100%

The tests and examinations will consist of multiple choice and essays.

*This component may be more than 20% of the final grade depending on whether a student has earned: 1) points for extra credit activities; and 2) the 10 points for perfect attendance, perfect attendance determined by a student’s presence and informed participation in *all* classroom discussions and group presentations.

**There is a bonus of 10 points for *perfect attendance* and *informed participation in class discussions*.

****Group Projects*- Successful completion is determined by: 1) each student’s *timely interaction with group members with respect to the group project*; and 2) making valuable contributions to her or his group’s project that are *clearly identifiable under her or his name in the final copy of the group project*, submitted to the instructor.

Important Note: These two components of the final grade (*Group Projects and Attendance and Participation*) are very important and will *determine your successful completion and passing of this course*. You are, therefore, encouraged to take them very seriously and do what is asked of you as a group and as individuals.

E) FORMULA FOR COMPUTING FINAL GRADE

The following formula will be used to compute the final grade for this class:

(Extra Credit + Perfect attendance + Test #1 + Test #2 + Test #3 + Test #4 + Test #5 divided by 5), which account for 20% of final grade + Attendance & Participation, which account for 10% of final grade + Group Projects, which account for 20% of final grade + Mid-term, which accounts 25% of final grade + Final Exam, which accounts for 25% of final grade, Total=100% or more depending on whether student earned points for extra credit and perfect attendance or not.

F) FSU POLICY ON DISRUPTIVE BEHAVIOR IN THE CLASSROOM

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Final Grades – This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

1. WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

Ø INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

1. FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

2. When you withdraw from a class, you are wasting your money and time. You receive

no refund for withdrawing from individual classes and you slow your progress toward degree completion.

3. If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

4. STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

VII. ACADEMIC SUPPORT RESOURCES

The following resources are available on Blackboard:

Lecture Notes; documents for group projects; document for Mid-term Examination; tests; examinations; Discussion Board topics; and email for group members. In addition, students are urged to make good use of the University College Learning Center in order to get assistance, especially with respect to group projects and how scholarly papers are written in sociology.

VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE

This calendar is subject to change or adjustment as needed throughout the semester.

Week	Topic	Reading
1	Course orientation Introduction What is Theory Theory Construction Domain Assumptions Assessment Procedures Theory and Research Methods Test #1	
2	Ideology, History, and Classical Sociological Theory The Rise of Sociology Sociology as Profession and as Ideology Sociology and Problems of Modernity The United States: Expansion and Voluntarism Sociology and Postmodernity	Chapter 1
3	The Nature and Types of Sociological Theory On the Differences Among Species Theory and Social Life Positivism	Chapter 2

**Interpretive Theory
Critical Theory**

4 (Isidore) Auguste Marie Francois-Xavier Comte Chapter 3

**His Mission
Intellectual Roots
Background Factors
Conceptualization of Society
Conceptualization the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology**

5 (David) Emile Durkheim Chapter 4

**The introduction to Emile Durkheim
His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology
Test #2**

6 Herbert Spencer Chapter 5

**His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual
Methodology
Vision of the Future
Contribution to Contemporary Sociology
Group Project #1: Presentation**

7 Georg Wilhelm Friedrich Hegel Chapter 6

**His Mission
Background Factors
Intellectual Roots
Conceptualization of Society
Conceptualization of the Individual**

8	Methodology Vision of the Future Contribution to Contemporary Sociology Karl Marx	Chapter 7
9	His Mission Background Factors Intellectual Roots Conceptualization of Society Conceptualization of the Individual Methodology Vision of the Future Contribution to Contemporary Sociology Test #3	Chapter 8
10	Max Weber His Mission Background Factors Intellectual Roots Conceptualization of Society Conceptualization of the Individual Methodology Vision of the Future Contribution to Contemporary Sociology Group Project #2: Presentation	Chapter 9
11	Georg Simmel His Mission Background Factors Intellectual Roots Conceptualization of Society Conceptualization of the Individual Methodology Vision of the Future Contribution to Contemporary Sociology Test #4	Chapter 10
11	Sigmund Freud His Mission Background Factors Intellectual Roots Conceptualization of Society Conceptualization of the Individual Methodology	Chapter 10

A) ASSIGNMENTS: GROUP PROJECTS

These projects are designed to provide students with an opportunity to present the theoretical formulations of a particular theorist assigned their group by applying the knowledge acquired from lectures and class discussions. The assignment *revolves around section 2 of the outline->identifying and articulating the conceptualization of society.* Therefore, all group members *must jointly work* on this section to *identify and articulate the conceptualization of society first and foremost.* Your presentation, analysis, and critique must focus primarily on and be guided by the following outline and points allocated to each item:

Outline and Point Allocation Page

Outline Item	Points Allocated
1) Background factors. You must <i>explain how the factors shaped theorist's conceptualization of society and the individual and his other theoretical formulations</i>	2 points;
2) Theorist's conceptualization of Society. State <i>very clearly what, according to theorist, society is the product of. The Statement "Society is the product" of must be the opening statement for this section</i>	4 points;
3) Theorist's conceptualization of the individual (must be the same or consistent with that of society). State <i>very clearly what, according to theorist, the individual is the product of. The Statement "The individual is the product of" must be the opening statement for this section</i>	4 points;
4) Theorist's Methodology. This involves <i>specifying theorist's data collection method, such as surveys, observation, experiments, secondary analysis, historical comparison, content analysis, as derived from the conceptualization of society and the individual</i>	4 points;
5) Theorist's Vision of the future. State what kind of society the theorist envisioned for the future.....	1 point.
6) Theorist's Contributions to Contemporary Sociology. This involves <i>identifying Sociology courses in FSU Course catalogue whose basic intellectual ideas can be traced to theorist</i>	1 point;
7) Conclusion: State something new you learned in the process	1 point;
8) Language and Systematic and Orderly Presentation of ideas.....	1 point;
9) Proper Acknowledgment of Sources of your Ideas.....	1 point;
10) Sufficient and Adequate, Relevant References or Bibliography.....	1 point.
Total.....	20 points

Take Note: This Outline and Point Allocation Page above MUST become the second page (the page after the Title page) of your final paper submitted to the instructor for grading.

**** This assignment requires systematic and orderly presentation of ideas and at least ten relevant references. Proper referencing and citation are also required. Use the (American Sociological Association (ASA) Style (format).**

B) Three Examples of Proper Acknowledgment (Citation) of Sources

- 1) According to Drugger (1988) in black culture, employment is an integral, normative, and traditional component of the roles of wife and mother.
- 2) Women's excitement with these opportunities which had been denied them for many years (Fuhrmann et al. 1991).
- 3) In 1972, "female seniors were much more likely than their male peers to enroll in a vocational education program" (Green 1993: 2).

References

Drugger, Karen. 1988. 'Social Location and Gender-Role Attitudes: A Comparison of Black and White Women.' *Gender and Society* 2, 4:425-448.

Fuhrmann, Barbara S. et al. 1991. "Black Males in College: An Endangered Species?" *ERIC Clearinghouse #HE024369*.

Green, Patricia. 1993. "High School Seniors Look to the Future, 1972 and 1992." *Statistics in Brief (Report No. NCES - 93-473)*. Washington, D.C.: U.S. Department of Education. (ERIC Document Reproduction Service No. ED 366655).

C) INSTRUCTIONS AND GUIDE FOR GROUP PROJECTS

This assignment *revolves around section 2 of the outline-identifying and articulating the conceptualization of society*. Therefore, **all group members must jointly work on this section to identify and articulate the conceptualization of society first and foremost**. Each group member must be assigned a particular aspect of the project to prepare and present to the group. The group then comes to a consensus with respect to the material to be included in the final copy of the group's presentation. The emphasis is on student interaction. **Students are encouraged to engage in meaningful interaction in the process of putting together their group presentation, especially section 2 of the outline- identifying and articulating the conceptualization of society**. It should be noted that a good presentation is one which raises a lot of questions and generates meaningful discussion.

Each group must send to the other members of the class (*one week prior* to the due date of their group project to the instructor as indicated above) an email with an attachment of *a Microsoft Word file* containing a copy of its final group project, which **must clearly indicate each group member's contribution**. Each member of the class must read it very carefully and generate pertinent, relevant comments, questions, and suggestions to be emailed to me timely on or before the specified due date. I strongly urge you all to take time and carefully read through each group's project, since this will help

in the presentation of each Group's project is 10% (10 points) of the final grade. For more information, see Syllabus section titled Components and Formula for Computing Final Grade.

F) THE EDUCATIONAL BENEFITS OF THE GROUP PROJECTS

- 1) They reinforce the basic subject matter of sociology;
- 2) Students who have grasped the basic logic involved in the conceptualization of society, individual, the methodology that is consistent with or derived from this conceptualization, and the background factors which helped shape this conceptualization serve as teachers and assist others in the group to grasp this logic as well;
- 3) They provide students with opportunities to learn the skills of public speaking and research presentation;
- 4) They help in clarifying, reinforcing and applying the logic involved in the conceptualization of society, individual and the background factors which helped shape this conceptualization to the works of different theorists;
- 5) They teach the value and importance of team work at the workplace; and
- 6) They help students synthesize and integrate theory and research.

G) How to Access and Get a Free Copy of the Primary Source for Mid-Term Examination. This document can also be obtained from Blackboard under "Course Documents".

Follow the Following Instructions Below:

- 1) Go to the FSU Home page (<http://www.uncfsu.edu>)
- 2) Click on Chesnutt Library (on the right of screen);
- 3) Under Library Services (on the left of the screen), click on My Library Record (to sign up for Library Services if you have not already done so);
- 4) On the next screen, Type your last Name, University ID (SSN), and PIN;
- 5) Under Library Services (on the left of screen), click on Course Reserves;
- 6) On the next page, type Ngwainmbi, then click on submit search;
- 7) On the next screen, find Ngwainmbi Jilly Dr. and click on it;
- 8) On the next screen, click on desired title; and
- 9) Print

IX. TEACHING STRATEGIES

The teaching strategies used in this course will include a combination of lecture, use of Blackboard for lecture notes, PowerPoint presentations, use of Discussion Board for specified discussion questions, and group presentations and other specified exercises and assignments. Audio and Visual materials will be used as needed.

X. SELECTED REFERENCES

- Anderson, Perry. 1984. In the Tracts of Historical Materialism. Chicago: University of Chicago Press.
- Baldwin, John C. 1986. George Herbert Mead: A Unifying Theory for Sociology. Newbury Park, California: Sage.
- Dahrendorf, Ralf. 1959. Class and Class Conflict in Industrial Society. Stanford, California: Stanford University Press.
- Donini, Antonio and Novach, Joseph A. (eds.). 1982. Origins and Growth of Sociological Theory: Readings on History of Sociology. Chicago: Nelson-Hall.
- Durkheim, Emile. 1964. The Division of Labor in Society. New York: Free Press.
- Durkheim, Emile. 1964. The Rules of Sociological Method. New York: Free Press.
- Durkheim, Emile. 1951. Suicide. New York: Free Press.
- Kinloch, Graham. 1977. Sociological Theory: It's Development and Major Paradigms. New York: McGraw-Hill Book Company.
- Ritzer, George. 2002. Sociological Theory. New York: Alfred A. Knopf, 1983.
- Rubinstein, David. 1986. "The Concept of Structure in Sociology." In M. L. Wardell and S. P. Turner (eds.), Sociological Theory in Transition. Boston: Allen and Unwin: 80-94.
- Scaff, Lawrence. 1989. Fleeing the Iron Cage: Culture, Politics, and Modernity in the Thought of Max Weber. Berkely: University of California Press.
- Thompson, Kenneth. 1975. Auguste Comte: The Foundation of Sociology. New York: Halstead Press.
- Turner, Jonathan. 1982. The Structure of Sociological Theory. (third edition). Homewood, III.: Dorsey Press.
- Wallace Ruth and Wolf Alison. 1980. Contemporary Sociological Theory. New Jersey: Prentice-Hall Inc.
- Weber, Max. 1958. The Protestant Ethic and the Spirit of Capitalism. Translated by Talcott Parsons. New York: Charles Scribner's Sons.
- Weber, Max. 1969. The Theory of Social and Economic Organizations. Translated by Henderson and Parsons. The Free Press.

STUDENT ONLINE MID-TERM COURSE EVALUATION AND FEEDBACK

I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.

- 1) What do you consider to be the main weaknesses of the course up to this point?**

- 2) What do you consider to be the main strengths of the course up to this point?**

- 3) What do you dislike most about the course up to this point?**

- 4) What do you like most about the course up to this point?**

- 5) What can the instructor do differently to help you learn more during the next half of the Semester?**

- 6) The study guides for tests and exams are:**

Clear. Yes _____ No _____. If no, explain.

Helpful. Yes _____ No _____. If no, explain.

- 7) The instructions and guide for group projects are:**

Clear. Yes _____ No _____. If no, explain.

Helpful. Yes_____ No _____. If no, explain.

8) Circle the means of communication that is most helpful to you and explain why.

E-mail Telephone

Explain why:

9) The time allowed for each test or exam is enough Yes_____ No_____ If no, explain

10) General Comments: