

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Department of Sociology

**SOCI 480 Sociological Seminar
Fall 2011**

1. LOCATOR INFORMATION:

Semester: **Fall 2011**
Instructor's Name: **Dr. Ella T. Keller**
Course Number and Name: **SOCI 480-01: Sociological Seminar**
Semester Hours Credit: **Three (3)**
Time Class Meets: **6:00 - 8:45 Monday, J Knuckles Annex 308**
Office Location: **Taylor Social Science, Room 210-B**
Office Telephone: **(910) 672-1245**
E-mail: ekeller@uncfsu.edu

Office Hours: **Monday/ Wednesday/Friday: 11:00 – 12:00**
Monday: 4:00 – 6:00 pm
Tuesday 9:30 – 12:30
Available Other Times by Appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

SOCI 480 Expectations: Since all emails are official communications, please use standard business language, grammar, and capitalization.

II. COURSE DESCRIPTION:

SOCI 480 Sociological Seminar is primarily a course of readings and discussions on selected problems and issues in sociology, including various areas in sociology, with special interest in the relationship between theory and research.

The course is designed to pull together all of the loose ends of your sociological training. The course is designed to help students recognize and understand the common threads that run through the discipline of sociology. An attempt will be made to critically examine the field of sociology itself as well as many of the subdivisions of the discipline. The course will reexamine the theoretical perspectives of the early pioneers, contemporary theorists, and current issues in an attempt to understand the sociological perspective.

A good portion of the course will be devoted to the study of the organization of sociology as a

profession. This will include an examination of professional societies and journals, career planning and career opportunities available in the discipline.

This course is designed to be taken by the student in his/her last semester of residence. It presupposes a fairly wide background in the field of sociology. **The major required courses in statistics, research, and theory should have been completed before enrolling in this course.** This course also presupposes some facility in the use of the library, in that, preparation for the discussion topics will require considerable library time.

III. Disabled Student Services:

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. TEXTBOOKS:

Ferris, Kerry and Jill Stein. 2010. *The Real World: An Introduction to Sociology*, 2nd edition. New York: W. W. Norton. (ISBN 978-0-393-93352-9)

Basic References:

Johnson, Allan G. 2000. *The Blackwell Dictionary of Sociology: A User's Guide to Sociological Language*. Cambridge: Blackwell Publishers, Inc. (ISBN: 0-631-21680-2) or any dictionary of sociology.

Useful Websites:

On Plagiarism:

<http://www1.chapman.edu/~babbie/plag00.html>

American Sociological Association Style Guide:

www.asanet.org/Quick%20Style%20Guide.pdf

V. BEHAVIORAL OBJECTIVES: (See Appendix C for NCATE & NCDPI Standards and Expectations)

Upon completion of this course, the student should be able to:

1. Outline the development and significance of major concepts, ideas, theoretical orientations, subdivisions, and methodological techniques of the discipline.
2. Explain the contributions to sociology of major classical theorists.
3. Have a good understanding of contemporary sociological theories.
4. Apply basic sociological theories and theoretical orientations to some given sociological phenomena.
5. Differentiate among different methods of social research.
6. Critically analyze sociological theories and research findings.
7. Discuss the major social, political, and economic factors that have influenced the historical development of sociology as a discipline.

8. Discuss the role that ethnicity, race, and gender have played in the development of American sociology.
9. Discuss the contributions of African American and women sociologists to the development of early American sociology.
10. Discuss the organization of sociology as a profession, such as the structure of its professional societies, major sociological journals, and learned meetings.
11. Critically evaluate the major issues facing the profession, such as the relevance of sociology to everyday life, ethics of research, globalization, and securing employment in a stabilizing market.
12. Evaluate his/her personal relationship to the discipline and the potential use of it for a range of life activities, including a career.
13. Better plan his/her career contingencies by becoming more familiar with career and graduate school opportunities and short falls in the profession of sociology.

VI. COURSE REQUIREMENTS:

1. FSU Class Attendance Policy – This policy became effective on August 16, 2007 and replaces the previous policy.

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class (es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

2. Regular and punctual attendance of class is required. You are expected to attend for the full duration of the class. Attendance will be taken into account for grading purposes. The class roll will be taken once at the beginning of each class session. **Class participation points will be lost for tardiness and absences. For each absence two (2) points will be deducted from class participation points. Two tardies (including leaving class early without permission) will be treated as one absence.**
3. Since this class is a seminar, it is essential that each student comes to class prepared to discuss the readings and assignments as scheduled. You will not be able to follow what goes on unless you do the readings before class. Sometimes you may have difficulty. That is fine; raise your questions in class. **Active and reasoned class participation is required.**

4. **Chewing gum, eating, and drinking are prohibited during class.**
5. Children are not permitted in the classroom during the class period.
6. Pagers, cellular phones, and other like devices are disruptive to the learning process. All such devices should be **turned off** before entering class. **Accordingly, students are not permitted to use electronic devices or wear headphones or other paraphernalia that may be distracting to the classroom environment. Students failing to do so, will be asked to leave the class.**
7. All written assignments are due at the beginning of the class hour on the due date. Unless otherwise indicated by the instructor, a hardcopy of the assignment is to be submitted rather than electronic submission. **Late assignments will be penalized 10 points for each day late.**
8. There will be three examinations this semester. These examinations will cover assigned readings and class discussions. Exams will be a combination of objective and essay questions. Quizzes may be given from time to time. There will be no make-up for quizzes. Approximate dates for the exams are indicated on the assignment schedule. No make-up exams will be given except in cases of dire circumstances. In such cases, arrangements should be made with the instructor **before** the regular exam date. **All make-up exams will be essay.**
9. Cheating, plagiarism or other forms of academic dishonesty will be punished as follows: Zero on the work in question or a course grade of "F", depending on the severity of the infraction. Please familiarize yourself with the University Honor Code. Ignorance of the Honor Code is no excuse for disobeying it.
10. Each student is expected to complete a number of relatively short assignments during the course of the semester. Assignments must represent the work of the individual student who wishes to receive credit. See the course assignment schedule for due dates. **The first written assignment is a 4 to 5 page journal article review.** Select a **research** article from one of the major **sociological journals (published between 2010 and 2011)** and analyze it by addressing in some detail the following points. **A one-sentence response is not a sufficient explanation for either of the points. Include a copy of the article with your analysis.**

A. Source:

1. Please include the name (s) of the author(s); year of publication; title of the article; the name of the journal; volume number of the journal; and pages of the article.
2. Use the full titles of the article and the journal - No abbreviations.

B. Purpose:

1. What is the central question the author is trying to answer or explore? What are the major independent and dependent variables in the analysis?
2. Is the research exploratory, explanatory, or descriptive?

C. Theoretical Perspective/ theory:

1. Discuss the sociological theory or theoretical perspective used in the article.
2. Is the theory or theoretical perspective identified by the author(s) or did you identify the theory?

D. Methodology:

1. What methods are used to collect the data? What is the major source of the data?
2. Describe the sample used in the study.

3. What methods are used to analyze the data?

E. Findings:

1. What are the findings (conclusions) reached by the author?
2. Who is the audience of this article?

F. Student Conclusions:

1. What are your major thoughts after reading the article?
2. What important controversies/issues in sociology may have affected how this article was written?
3. What controversies/issues in American society might have shaped the article?
4. To which subfields of sociology can the article be related?

11. The course requires that each student take a pretest at the beginning and a posttest at the end of the course. Taking both exams fulfills the catalog requirement: **“The Sociology major must complete a comprehensive departmental examination in the senior year.”** Thus, you are required to take both. The pretest and posttest are important elements of the Department of Sociology’s assessment plan. You should take both very seriously and do your best on both. The tests consist of 125 multiple choice questions that cover the discipline of sociology. Although your score on the exams will not be directly calculated into your course grade, the points you receive for taking the exams can help improve your course grade. The points awarded will be reflective of your performance; the higher the score on the exam, the higher the points received. On each test, if your score is below 79 you will receive 5 points, scores between 80 and 99 will receive 10 points, and scores 100 and above will receive 15 points.

12. **For the major written assignment** each student is required to select one of the following options and prepare both a written term paper and an oral presentation of their paper.

Option 1: Select a topic that focuses on the nature, history, or future of the **discipline of sociology** itself. Topics such as the following are acceptable.

A. The development of sociology in another country (excluding France and the US). You should include the following in your paper:

- (1) A description of the major social factors that led to the development of Sociology in the country;
- (2) Document when sociology began in the country. When, where, and by whom were the first courses offered? What were the first textbooks published?
- (3) When and where were the first departments of sociology established?
- (4) Who are considered to be major founders of sociology in the country? What major contributions did they make?
- (5) What was the primary focus (foci) of early sociology. What were research areas? Was the emphasis on pure or applied sociology?
- (6) What were some of the major challenges to sociology’s development?
- (7) What is the current situation of sociology in the country? How is student enrollment/training? What is research focus? What is happening with professional associations and journals?

B. The role of a particular college or university (excluding Chicago and Atlanta) in the development of the discipline in the U S. Include the following in your paper:

- (1) When did sociology begin at the college/university? When were the first courses taught? By Whom?
- (2) When was a department of sociology established? By whom? Was it graduate or undergraduate?
- (3) Who were the major figures in sociology's development at the college/university? What were major contributions of each?
- (4) What were major challenges/successes in sociology's development?
- (5) What is the current status of sociology? How is student enrollment? What degrees are currently offered?
- (6) Describe the current undergraduate curriculum? Is the focus pure or applied?
- (7) What are future prospects for sociology programs at the college/university?

C. Trace the development of a particular concept in the discipline. You should include the following:

- (1) Offer a thorough definition of the concept.
- (2) Which sociologist coined the term? When, why, and in what work?
- (3) Trace changes/growth in usage of the term in sociology? Describe its usage outside the discipline.
- (4) How is the concept currently used in the discipline?
- (5) Cite research/applications of the concept? Cite at least five such studies/applications.
- (6) Has this concept made a substantial contribution to the efforts of sociology to explain the social world? Explain.
- (7) In terms of the future, what is the likelihood of continued importance and usage of the concept.

Option 2:

Select a book that is considered to be a classic in sociology and do an analytical review of the book. A book by any of the founders of sociology, books that pioneered or made a major impact on some area in the discipline, and books by major theorists including minority sociologists may be considered classics. There are many classic works and new publications that are very interesting to read. (See the list of selected references for some suggestions.)

The book review should include the following information:

1. Complete bibliographic citation for the book that you read.
2. A synopsis of the book? What is the basic premise of the book? If it is an empirical study, describe the methodology. What are the major conclusions drawn by the author?
3. What theoretical perspective does the author use? Use illustrations from the text of the book to explain why you believe the perspective you cited was used.
4. If the book was written before 2000, explain how sociologists in 2011 would or do treat the same topic. Point out socio-cultural changes that stand out since the book was printed? (For example, what terms are used to refer to women or ethnic groups? Is it outmoded theory, methodology, etc?)
5. Books are considered to be classics partially because they make some major contribution to the discipline. Explain in some detail the contributions to the discipline made by the book under discussion. Offer what support you can for this claim.
6. An analysis of the cross-contributions between the book and the course. How did the course material and the book complement each other? How did they work together to

contribute to your understanding of the issues involved? Don't limit your analysis to one topic in the course that the book specifically covered.

7. Summary statement.

Option 3:

Select a subfield of the discipline of sociology **in which you have not taken a course.**

(There are around fifty, such as, sociology of education, sociology of sports, health sociology, sociology of emotions, environmental sociology, sociology of childhood, or military sociology).

For the subfield that you select you will do the following:

1. Present a brief history of the development of the subfield.
2. Review the subfield's basic concepts, theories, and theorists.
3. Review the literature on recent trends (what is happening in the subfield in terms of foci, methodology, etc.). In your review of the literature for the recent trends section, find and list all the articles Published in your subfield in the **American Sociological Review** from 2010 to present. You may consult other journals and/or other book sources in those years for general information on trends.
4. Consider possible practical applications of knowledge from the subfield.
5. Prepare a fairly comprehensive syllabus for a course that you would propose in your subfield. This is not to be an outline of your presentation; it should be more comprehensive, like a course syllabus. Be creative. Do not just copy one. Begin your outline with a one-paragraph rationale for why you propose what you do.

Mechanics: For each Option, you must prepare a written paper and do a ten (10-15) minute presentation based on the paper. The paper must be word processed using double-spacing, standard 1" margins, and a type size of 12 cpi. The pages of the paper must be numbered, beginning with page 2 of the narrative. Further you must have a title page and an abstract. The length of the paper should be 10-12 pages exclusive of the references. Your paper must demonstrate proficiency with the mechanics of writing sociological papers including proper documentation. Excessive typographical and/or spelling errors will result in a lower grade for the assignment. If the paper is printed using a worn-out ribbon so that it is difficult to read, the paper will not be accepted. With the exception of Option Two, the paper must contain at least 10 different cited references. This requirement means that each reference must be cited at least one time in the body of the paper. Since this is an academic paper at least half of the references must be books and/or academic journals. The paper will be graded on content (each element of the chosen option must be included in the paper) and the fundamentals of writing sociology papers.

An important element of our work as sociologists is the sharing of research findings and interpretations with the public in both written and oral form. In this class you are required to share your paper with at least your classmates. The presentations will be done in the format of student led discussions based on your paper. Your presentation will also be graded; be prepared for questions and sometimes counter arguments during the discussions. You are to discuss your paper with the class, not read it to your classmates. (See further explanation of the paper format on Blackboard.)

13. EVALUATION CRITERIA/GRADING SCALE

Activity	Points
Exam 1.....	100
Exam 2.....	100
Exam 3.....	100
Term Paper	100
Other Assignments	
Journal article analysis.....	25
Concepts	15
Cover letter & resume.....	20
Class Participation	40
Total	500

Numerical grades will be converted to a letter grade in the following manner:

Numerical Scale	SOCI 480 Scale	Qualitative Descriptions
92 -100 = A	460 - 500 = A	Exceptionally High
83 - 91 = B	415 - 459 = B	Good
73 - 82 = C	365 - 414 = C	Satisfactory
64 - 72 = D	320 - 364= D	Marginally Passing*
63 & below = F	319 and below = F	Failing

*Please note that as sociology majors you must earn at least a “C” grade in all sociology courses for graduation. A “C” grade or higher must also be earned in courses that are needed for the minor, electives, or concentration. (See Appendix B for the University’s final grade policy).

VII. ACADEMIC SUPPORT RESOURCES: The writing Center is available to students needing additional help.

VIII. COURSE OUTLINE (with Assignment Schedule): This calendar is subject to change as we go through the semester.

August 21

- **By midnight Sunday, August 21, Post to Discussion Board a brief introduction to the class. Please include in the discussion why you have selected sociology as a major.**

August 22

- **Overview of the course**
- **Discussion Topic: Unit I: What is Sociology?**
- **Key Ideas:** What is the sociological perspective? What is the sociological imagination?
- Overview and study questions are on Blackboard under course documents for Week One
- **Readings:** Berger: “Sociology as a Passion to be Understood”
DuBois: “The Tasks of Sociology” (Labeled, The Atlanta Conferences)
Mills: “The Sociological Imagination” (All on course reserves)
Ferris & Stein, Chapter 1 (This is your textbook)
- **Wednesday, August 24 (5:00 am) – August 26 (midnight) take pretest on Blackboard**

August 29

- **Discussion Topic: Unit II: When and Why Sociology? Sociological Beginnings.**
- **Key Ideas:** What were the major factors that led to the development of sociology as a discipline?
Discuss the founding of Sociology in France.
- Overview/ Power Point slides are on Blackboard
- **Readings:** Ritzer: Chapter 2, “In the Beginning: The founding of Sociology in France”
(On Course Reserves)

September 5

- **Labor Day – No Class**
- **Begin reading for September 12th Class**
- **By Wednesday September 7, 2011 post to the Discussion Board the answer to the following two questions?**
 1. What do you consider to be the two most important points made by Calhoun Duster regarding the history of sociology in the article “The Visions and Divisions of Sociology” (Link is on Blackboard in Course Documents for week of September 12.)
 2. After looking at the Ritzer and Wright articles, define in your own words a “school of sociology.”

September 12, 2011

- **Discussion Topic: Unit III. The Beginning of Sociology in the United States.**
- **Key Ideas:** What were the major issues in the founding of sociology in the United States? What is a “school of sociology?”
- Overview and study questions are on Blackboard
- **Readings:** Calhoun and Duster: “The Visions and Divisions of Sociology” (BlackBoard)
Ritzer: Chapter 4, “The Beginnings of a Sociological School: Chicago Sociology From 1892 to 1935”(course reserves)
Wright: “Using the Master’s Tools” (course reserves)

September 19

- **Exam One – 6:00 – 7:30**
- **Discussion Topic: Unit III. Continued: Sociology in the United States Continued.**
- **Key Ideas:** Contributions to early American Sociology by African Americans.
- Overview, Power point slides and study questions are on Blackboard.
- **Readings:** Cunnigen: “African American Sociologists Profile”
Collins & Makowsky (ch.11): “Emergence of African American Sociology”
Zuckerman: “Introduction, the Social Theory of W. E. B. DuBois”
(all on course reserves)
- Take a look at this website: <http://www.blacksociologists.org/>

September 26

- **Discussion Topic: Unit III. Continued: Sociology in the United States Continued.**
- **Key Ideas:** Continue discussion on African American sociologists;
Contributions of women to early American sociology.
- Overview, Power point slides and study questions are on Blackboard.
- **Readings:** Lengermann & Niebrugge-Brantley: “The Chicago Women’s School of Sociology”
(course reserve)
Coghlan, “Please Don’t Think of me as a Sociologist” (Blackboard)

October 3

- **Discussion Topic: Unit IV. Methodological and Theoretical Beginnings in Sociology**
- **Key Ideas:** Review of major theoretical perspectives in Sociology.
- Overview is on Blackboard including theoretical perspectives chart
- **Readings:** Ferris & Stein (textbook): Chapters 2 and 5
- **Submit in writing the option and title of term paper to the Digital Dropbox.**

October 10:

- **EXAM 2, 6:00 – 7:30**
- **Discussion Topic: IV. Continued, Methodological Beginnings**
- **Key Ideas:** Review of major research methods in sociology
- Overview and review questions are on Blackboard
- **Readings:** Ferris & Stein (textbook): Chapter 3
- **By 5:00 pm Thursday, October 13, 2011 submit hard copy of journal article analysis to my office (TS 210-B)**

October 17:

- **Midterm Break – No Class**

October 24

- **Discussion Topic: Basic Sociological Concepts and Their Functions**
- **Key Ideas:** Develop your own glossary of major sociological concepts listed in Appendix A; Sociology through literature.
Overview is on Blackboard.
- **Readings:** Cooper, “\$100 and Nothing” (Listed on Course Reserves as “A Piece of Mine”)

October 31:

- **Discussion Topic: Unit V. The Profession of Sociology**
- **Key Ideas:** What are the major sociological journals and societies; applying to graduate school; Careers in Sociology.
- Overview and Power point slides are on Blackboard.
- **Readings:** ASA, “What Can I do with a BA in Sociology: A National Survey” (Blackboard).
Examine the website of at least two of the sociological professional societies.

November 7:

- **Student Led Seminars – Presentation of term papers**
- Cover letter and resume due

November 14:

- **Student Led Seminars – Presentation of term papers**

November 21:

6:00 – 7:50 pm

- **Student Led Seminars – Presentation of term papers**
- **Final Date for Submission of term Papers**

8:00 – 8:50

- **Discussion Topic: The Future of Sociology**
- **Key Ideas:** What factors will influence sociology's future; high school sociology.
- Overview and study questions are on Blackboard.
- **Readings:** Read one of the following articles
 - (1) Eitzen, "The Prospects for Sociology in the Twenty-First Century" (CR)
 - (2) Lashbrook, "Sociology in High School: A Profile of New York State" (CR)
 - (3) DeCesare, "The High School Sociology Teacher" (BB)
 - (4) Best, "Giving it Away: The Ironies of Sociology's Place in Academia" (CR)
- **Take Post test November 22-26, 2011**

November 28:

- **Take Final examination, November 28, 2011.**

IX. TEACHING STRATEGIES

Since this is a seminar class, the primary teaching strategy will be discussion. Each student is expected to read the assigned readings and participate in an analysis or evaluation of those readings in the discussions for the week. The course will require a good deal of written analysis.

X. SELECTED REFERENCES

- American Sociological Association. 2010. *Guide to Graduate Departments of Sociology*. Washington, DC.
- American Sociological Association, Research and Development. Department. 2006. "What Can I Do with a Bachelor's Degree in Sociology" A National Survey of Seniors Majoring in Sociology First glances: What Do They Know and Where are They Going? Washington, D. C: American Sociological Association.
- Anderson, Margaret L. 2000. 5th ed. *Thinking About Women: Sociological Perspectives on Sex and Gender*. Needham Heights, MA: Allyn & Bacon.
- Anderson, Margaret L. & Patricia Hill Collins. 1998. *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- Berger, Arthur Asa. 2003. *Durkheim Is Dead: Sherlock Holmes is introduced to Sociological Theory*. Walnut Creek, CA: AltaMira Press.
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- Cole, Johnnetta Betsch & Beverly Guy-Sheftall. 2003. *Gender talk: The Struggle For Women=s Equality in African American Communities*. New York: Ballantine Publishing Group.
- Collins, Patricia Hill. 2004. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge.
- Cooper, J. California. 1984. *A Piece of Mine*. New York: Doubleday.
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- DeCesare, Michael . 2007. *A Discipline Divided: Sociology in American High Schools* Lanham, MD: Lexington Books.
- _____ 2006. "'It's Not Rocket Science!' High School Sociology Teachers' conceptions of Sociology." *The American Sociologist*. 32, 51-67.
- _____ 2005. "The High School Sociology Teacher." *Teaching Sociology*. 33, 345-354.
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- DuBois, W. E. B. 1994. *The Souls of Black Folk*. Mineola, N.Y.: Dover Publications, Inc.
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- _____ 1966. *The Negro Family in the United States*. Chicago: Univ of Chicago Press.
- _____ 1957. *Black Bourgeoisie*. New York: The Free Press of Glencoe.
- _____ 1932. *The Negro Family in Chicago*. Chicago: Univ. Of Chicago Press.
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Appendix A Sociological Concepts Assignment

Below are some of the more common concepts used in the discipline of Sociology. This list is not meant to be exhaustive; it covers mainly general concepts. As we go through the course additional concepts relevant to specific subject matter areas will be discussed.

Directions: In your notes, define each of the following terms and where relevant indicate the origin of the term and theorist who coined it.

1. Society
2. Culture
3. Popular culture
4. Socialization
5. Symbol
6. Values
7. Beliefs
8. Norms
9. Crime
10. Deviance
11. Social Control
12. Social Sanctions
13. Cultural Relativism
14. Ethnocentrism
15. Subculture
16. Agency (Human Agency)
17. Youth culture
18. Social structure
19. Status
20. Master status
21. Achieved status
22. Ascribed status
23. Role
24. Role strain
25. Role conflict
26. Institution
27. Reverse socialization
28. Resocialization
29. Group
30. Primary group
31. Secondary group
32. Self
33. Reference group
34. Gender role
35. Heterosexism
36. Gender identity
37. Interaction ritual
38. Sexual scripts
39. Civil unions
40. Work/family balance
41. Stratification
42. Power
43. Caste
44. Class
45. Class consciousness
46. Disenfranchisement
47. Socioeconomic status
48. Conspicuous consumption
49. Power elite
50. Life chances
51. Poverty
52. Feminization of poverty
53. Social mobility
54. Intergenerational mobility
55. Intragenerational mobility
56. Prejudice
57. Discrimination
58. Racism
59. Environmental racism
61. Africana Studies
60. Privilege
62. Misogyny
63. Misandry
64. Alienation
65. Anomie
66. Situational ethnicity
67. Assimilation
68. Corporate welfare
69. Demography
70. Crude death rate
71. Demographic transition
72. Urbanization
73. Gemeinschaft
74. Gesellschaft
75. Community
76. Social movement
77. Relative deprivation
78. Life expectancy
79. Index of dissimilarity
80. Total Fertility rate
81. Cultural studies
82. Cultural capital
83. Digital divide
84. Variable
85. Hypothesis
86. Correlation
87. Causation
88. Level of analysis
89. World System
90. Status inconsistency
91. Critical race theory
92. Communal economy
93. Co-optation
94. Social distance
95. Social change
96. Human ecology
97. Internal colonialism
98. Rites of Passage
99. Split Labor Market
100. Structural unemployment
101. Credentialism
102. Terrorism
103. Double consciousness
104. Infant mortality rate
105. Hidden curriculum
106. Liberation theology
107. Globalization
108. Privatization
109. McDonalidization
110. Autoethnography
111. Outsourcing
112. Surface acting
113. Strain theory
114. Unchurched spirituality
115. Disaster research
- 116.. Residential segregation
117. Applied sociology
118. Degradation ceremony

Appendix B: FSU Final Grade Policy

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

Appendix C: NCATE & NCDPI Standards and expectations.

1. 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.

2. NCATE, NCDPI SPECIALTY AREA STANDARDS

NCDPI Social Studies Standards	NCATE Standard(s)	Assessment(s)
	1. Candidates preparing to work in schools as teachers and other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.	
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations; Pretest/posttest
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Pretest/posttest
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom

		Exercises
4. Social Studies teachers know relevant applications of the content.	Content Knowledge Pedagogical Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Pretest/posttest
10. Social studies teachers grow and develop as professionals as they interact with the learning community and the resources it provides.	Professional Pedagogical Content Knowledge Dispositions and Skills for all Candidates Student Learning	Classroom Exercises; Assignments; Classroom Discussions; Participation in Professional Societies
11. Social studies teachers advocate for the inclusion of social studies as a vital component of the basic curriculum.	Professional Pedagogical Content Knowledge Dispositions for all Candidates Student Learning	Classroom Exercises; Assignments; Classroom Discussions; Participation in Professional Societies

7. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

National Council for the Social Studies Standards	Assessment (s)
1.1 Culture and Cultural Diversity.	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations
1.2 Time, Continuity, and Change.	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations
1.4 Individual Development and Identity.	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations
1.5 Individuals, Groups, and Social Institutions.	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations; Pretest/posttest

8. NCDPI CORE STANDARDS

NCDPI Core Standards	Assessment(s)
1. Teachers know the content they teach.	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations
5. Teachers are reflective about their practices.	Classroom Discussions; Classroom Exercises; Assignments; Student Presentations;
6. Teachers respect and care about students	Classroom Discussions; Classroom Exercises; Assignments; Student Presentations

9. NCDPI DIVERSITY STANDARDS

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; Classroom Exercises; Student Presentations
4. Teachers acknowledge and understand that diversity exists in society and utilizes this diversity to strengthen the classroom environment to meet the needs of individual learners.	Exams; Quizzes; Journal Article Analysis; Classroom Discussions; Classroom Exercises; Student Presentations

10. TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

NCDPI Technology Standards	Technological Applications Used in this Course
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint
5. Teachers use technology to enhance their productivity and professional practice.	Internet; Blackboard; Email; Power Point;

11. DISPOSITIONS

This course will seek to enhance and strengthen the dispositions checked below.

Professional Competence		Professional Responsibility	
X	Appreciates and engages in self-reflection	X	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
X	Uses culturally sensitive language when communicating with families	X	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
X	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	X	