

**SOCIOLOGY 101:
PRINCIPLES OF SOCIOLOGY
COURSE SYLLABUS
FALL 2005**

Course Information:

Meeting Time and Place:

<u>Section</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
5	Monday, Wednesday & Friday	8:00 – 8:50 am	204 Kethley Hall
4	Monday, Wednesday & Friday	10:00 – 10:50 am	204 Kethley Hall

Instructor:

Professor: Dr. Alan Barton

Telephone: 846-4097

Office: 201F Kethley Hall

E-mail: abarton@deltastate.edu

Webpage: http://ntweb.deltastate.edu/vp_academic/abarton

Office Hours:

During Fall Semester, 2005, the professor holds regular office hours at the following times:

Mon., Wed. & Fri. 9:00 – 10:00 am; 11:00 am – 12:00 noon

Tue. & Thu.: 3:00 – 5:00 pm

If you cannot make one of these times, contact the professor to set up an appointment.

Course Web Page:

You can find the most up-to-date information pertaining to the course on the course web page. Check the web page periodically for changes to the syllabus, weekly study questions, and other information about the course. The web page is located at:

http://ntweb.deltastate.edu/vp_academic/abarton/SOC101FA05/SOC101Syllabus.html

Course Materials:

Reading and writing are important elements in this course, as they are in the discipline of sociology. The following materials are REQUIRED.

Course Text:

Richard T. Schaefer. 2006. *Sociology: A Brief Introduction*. 6th Edition. McGraw Hill, Boston, MA. ISBN: 0-07-296158-9.

Course Reader:

Ralph B. McNeil, Jr. and Kathleen A. Tiemann. 2005. *Intersections: Readings in Sociology*. Pearson Custom Publishing, New York, NY. ISBN: E0536938717.

Writing Notebook:

Roaring Springs Paper Products Writing Notebook; "The Original Marble Cover–80 Sheets," College Ruled.

The text, reader and writing notebook are available at the campus bookstore. You should purchase the text and reader, or otherwise make arrangements to access the course reading assignments. YOU **MUST** PURCHASE A WRITING NOTEBOOK. Bring your notebook to each class session.

→ See the course website for tips on how to study the course readings.

Course Overview:

This course introduces you to concepts in the discipline of sociology. We will primarily study **how** and **why** humans organize themselves into large and small groups, focusing on how sociologists study group behavior. The course covers the general rubrics of **social structure**, **social action**, and **social change**, presenting theories that sociologists use to understand these dimensions of social life, and empirical research upon which these understandings are based. We will use many practical examples from a variety of settings to understand **inequality** in social organizations. You will have many opportunities to read about, write about, and discuss these topics over the course of the semester. Please read the assigned readings **before** the class meeting for which the chapter is assigned, and come to class prepared to discuss the material in the readings.

Course Organization and Approach:

Sociology 101 uses a **participatory, learner-centered, adult education** approach. This approach recognizes that **YOU are responsible** for your own learning. The instructor can only provide **opportunities** to learn, but cannot force you to learn. Course material is presented in **substantive readings** from the text; **topical readings** from the course reader; **lecture**; and class **discussions**. You are expected to work hard in this course; for every hour of class time, you should spend at least **two to three hours** outside of class preparing by doing readings, assignments, studying for quizzes and exams, and thinking about the course material.

*You are expected to take **responsibility** for the success of the course, that is, you should take an active interest not just in the course material, but in the course itself, making it a success for all participants. Factors such as **interest, motivation, creativity, and initiative** are important elements in evaluating your performance in the course and assigning a grade.*

Course Objectives:

After you successfully complete this course, you will be able to:

- (1) Identify and explain three **sociological paradigms**, and apply them to understand particular social issues and problems;
- (2) Define important **sociological concepts**, explain important **sociological theories**, and describe **sociological research methods**;
- (3) Explain how sociology has **developed** and **changed** through history;
- (4) Explain the connections between **social structure, social action, and social change**;
- (5) Identify 5 important **social institutions**, and explain the relationship between institutions and individuals;
- (6) Describe how **current issues** are shaped by **social conditions** and **social structure**.

~~~~~  
Learning is least useful when it is private and hidden; it most powerful when it becomes public and communal. Learning flourishes when we take what we think we know and offer it as community property among fellow learners so that it can be tested, examined, challenged, and improved before we internalize it.

~Lee Shulman

These objectives contribute to the overall course goals:

(1) Developing **critical thinking skills**. The discussions, readings, writing assignments and quizzes are designed to encourage you to develop and use higher order thinking skills, including analytical, synthetic, comparative and applied thinking.

(2) Understanding the **social structures and processes** that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. Sociologist C. Wright Mills called this using your “**sociological imagination**,” activities in this course are designed to encourage you to use *your* sociological imagination.

→ See the course website for more information on critical thinking and the sociological imagination.

## **Course Policies:**

### ***Responsibility:***

**YOU are responsible** for learning the course material and for your progress in the course. You are expected to **attend class regularly** and **complete all of the assignments**. You are expected to know **all** material presented during class sessions, whether you attended the class or not. If you miss a class session, you should check with another student to see what you missed. “I didn’t know” is **NEVER** a valid excuse. If you don’t know something, it is your job to find out.

### ***Assignments:***

You are responsible for completing all of the assignments in this course in a timely fashion. Assignments are due at the time specified; **no late assignments will be accepted**, and missed assignments **cannot** be made up. If you miss class or an assignment, you are making a choice that prioritizes other activities above the class. If you miss an assignment, you will receive a grade of zero for that assignment. In the first instance, this will count as your lowest grade and will be dropped. Subsequent instances will be scored as zero.

If you must miss a presentation or other in-class activity, it is up to you to arrange to trade with another student before the event. Please notify the instructor of such changes. If you miss a scheduled presentation, you are affecting the entire class, and points will be **deducted** from your grade for the assignment.

16.9% of Mississippians have a college degree. For the U.S., the figure is 24.4% (Source: U.S. Census, 2000).

When you finish your degree, you will join an elite group. What is *your* strategy for finishing your degree?

“From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked.” Luke 12:48

Will *you* be ready to live up to the responsibilities of a college graduate?

---

***Illnesses and Emergencies:***

Illnesses and emergencies **MUST** be documented. If you must miss class due to illness or another personal emergency, notify the instructor **BEFORE** the missed class period either by e-mail or telephone. If you cannot notify the instructor in advance, bring a note from a doctor or other professional to the next class meeting.

Illnesses and emergencies pertain **only** to the student, not to the student’s family, friends or others.

***University Activities:***

If you must miss class for an official university activity, you should make arrangements with the instructor **BEFORE** the missed class. Appropriate documentation is required.

If you miss a quiz or an assignment due to an illness, emergency or official university activity, this will count as your drop grade.

***Absences:***

If you are absent, and do not notify the instructor or bring a note, it will count as one full absence. If you **notify** the instructor before the absence, the missed class will count as one-half absence. If you bring a note from a doctor or other professional, the first two missed classes will count as **excused**, and will not count as an absence. After two excused absences, each additional excused absence counts as one-half absence. One or two absences during the semester will result in a one point deduction from your attendance and participation grade; three or four absences will result in a two point deduction; five or six absences will result in a four point deduction; seven or eight absences will result in a six point deduction; nine or ten absences will result in an eight point deduction.

You are responsible for all material presented in all classes, even during an excused absence. You should get class notes from another student for all class sessions you miss.

It is in your interest to provide the instructor with **written** notification (e.g. a note or e-mail) to document any missed classes. It is risky simply to tell the instructor and expect him to remember.

Make sure that you **sign the roll sheet** at each class meeting.

***Class Participation:***

**Class participation** is an important element in this course. The purpose of class discussions is to provide you with an opportunity to practice thinking skills in a safe environment. In discussions, you are encouraged to explore ideas presented in the readings and lectures, to think about and apply concepts, and to develop arguments and evaluate evidence.

If you repeatedly engage in **disruptive behaviors** during class discussions, you will be asked to leave the classroom.

- You must demonstrate **appropriate respect** for the opinions and ideas of other students during class discussions. It is acceptable (and encouraged) to disagree with the perspectives of other students or the instructor, but you should phrase this to show disagreement with the **idea or opinion**, not with the person presenting the idea or opinion. If you repeatedly show disrespect for other class members, you will be asked to leave the classroom.
- Class discussions are **NOT** a time to chat with other students about topics not related to the course. Talking privately with other students while the rest of the class is trying to carry on a discussion is disruptive, bothersome, and disrespectful to other students and to the professor. If you repeatedly speak when you do not have the floor, you will be asked to leave the classroom.
- Class is **NOT** a time to catch up on your sleep. If you are not prepared to stay awake and participate in class discussions and other activities, you should not come to class. If you continually fall asleep during class activities, you will be asked to leave the classroom.

If you are asked to leave the classroom for disruptive or disrespectful behavior, you **cannot** make up any work that you miss as a result.

***Electronic Devices (Cell Phones, Pagers, etc.):***

Please make sure that all cell phones, pagers, and similar electronic devices are **turned off** during class time. If your phone or pager repeatedly interrupts class, you will be asked to leave the classroom.

**DO NOT** bring cell phones or other portable communication devices to class during quizzes, exams, or in-class assignments. If the instructor sees a cell phone or other device during a quiz, exam or in-class assignment, you will receive a grade of zero on the quiz, exam or in-class assignment, and you will be asked to leave the classroom.

If you must have a cell phone or pager (e.g. if you are a volunteer fireman or emergency responder), you **MUST** make arrangements with the instructor in advance.

***Academic Honesty:***

You are expected to **comply with all academic standards and ethics** as defined in the DSU Bulletin and Handbook. You are expected to do your **own work** in this course. Plagiarism and other forms of cheating will **NOT** be tolerated.

You should be fully aware of the **Course Policy on Plagiarism and Cheating**. If you are caught cheating in this course, you will be dismissed from the course with a grade of "F." In addition, a report will be filed with the university's Vice President for Academic Affairs.

**IT IS YOUR RESPONSIBILITY TO UNDERSTAND THESE GUIDELINES.** Make sure you know what constitutes plagiarism and cheating **BEFORE** turning in any assignments. Once you turn in an assignment, you are representing it as your own work. If you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted.

If you are not sure what constitutes plagiarism, see the DSU Library's "**Plagiarism Prevention: A Guide for Students.**" The **Course Policy on Plagiarism and Cheating** also outlines examples of plagiarism. If it is still unclear, see the instructor.

The DSU Library's "Plagiarism Prevention: A Guide for Students" can be viewed at:  
<http://library.deltastate.edu/libguides/plagiarismstudents.pdf>

The Course Policy on Plagiarism and Cheating can be viewed at:  
[http://ntweb.deltastate.edu/vp\\_academic/abarton/SOC101FA05/PlagiarismPolicy.htm](http://ntweb.deltastate.edu/vp_academic/abarton/SOC101FA05/PlagiarismPolicy.htm)

***Special Accommodations:***

Appropriate accommodations will be made for students with medical problems or diagnosed disabilities. Have Dr. Richard Houston at Reily Health Center (846-4690) contact the course instructor to make arrangements.

**Assignments and Grading:**

You must complete all of the following assignments:

(1) **Attendance and Participation** (20 points)

- You are expected to attend all class sessions. Please arrive on time.
- You are expected to engage actively in all class discussions.
- If you miss class frequently, or show up late to class, this suggests a lack of interest in the course material, and this will be reflected in your final grade.
- Please **do not** come to class meetings unprepared (i.e. not having done—and thought about—the assigned readings).
- Make sure you sign the attendance sheet at each class session.

→ See the course website for tips on taking notes and getting the most out of class sessions.

(2) **Quizzes** (20 points)

- Three in-class quizzes will be given during the semester.
- Each quiz is worth 10 points; the lowest grade will be dropped at the end of the semester.
- The quizzes will consist of multiple choice, true/false, fill-in-the-blank, and matching terms questions.
- Bring a No. 2 pencil to quizzes.
- On the quizzes, incorrect answers receive partial credit. See the course website for an explanation of quiz scoring.
- The first quiz covers material presented since the beginning of the course, and subsequent quizzes cover material presented since the previous quiz.

→ See the course website for suggestions on studying for quizzes.

(3) **Informal Writing** (10 points)

- You must purchase the notebook indicated in the required materials section above.
- Bring the notebook to each class session; we will use them frequently for informal essays.
- Keep up with the informal writing in your notebook; you will be asked to submit your notebook occasionally for the instructor to review.
- You are expected to do your own work on these assignments. The policy on plagiarism and cheating will be enforced with **no exceptions**.

→ See the course website for more information on informal writing and for tips on writing papers for this course.



(4) **Book Review and Discussion** (30 points)

- You will select a book from the list posted on the course website, read the book, and prepare a book review in which you analyze one aspect of the book using a theory drawn from the course text.
- During the final week of the semester, you will participate in an in-class panel discussion of your book.
- See the link on the course website for complete instructions on this assignment. You will turn in and evaluate drafts of this assignment; these are due on the dates specified on the assignment sheet and the course outline below.
- You are expected to do your own work on this assignment. See the policy on plagiarism and cheating posted on the course website; this policy will be enforced with no exceptions.

→ See the course website for more information on the book review assignment and for tips of writing papers for this course.

(5) **Final Exam** (20 points)

- Each student must take the final exam.
- The exam includes multiple choice, true-false, short answer, matching terms, and essay questions.
- The exam tests your ability to absorb and synthesize course material presented in the readings and lectures.
- The final exam is comprehensive.

→ See the course web site for tips on taking essay tests.

(6) **Engagement** (+/-10 points)

- A total of 10 points may be added or subtracted from your final grade to reflect the degree of engagement in the course that you exhibit.
- Engaged students demonstrate qualities such as motivation, extra effort, interest in the course material, improvement over the course of the semester, and leadership.
- Lack of engagement is manifested by frequent absences, talking with others or dozing off in class, lack of interest in the course material, lack of preparation, and lack of participation in course activities.

→ See the course web site for tips on developing good study habits, which will increase your engagement in the course.

An international study of 13-year-olds ... found that Koreans ranked first in mathematics and Americans last. When asked if they thought they were "good at mathematics," only 23 percent of the Korean youngsters said "yes" – compared to 68 percent of American 13-year-olds. The American educational dogma that students should "feel good about themselves" was a success in its own terms – though not in any other terms.

~Thomas Sowell (quoted in J.M. Henslin, 2004)

---

### **Computing Your Grade:**

Your **final grade** in the course will be calculated as follows:

- There are a total of 100 points available for the semester. Your final score is simply the sum of all points earned over the semester.
- If you accumulate 90 or more points, you will get an "A" in the course. If you accumulate 80 to 89 points, you will get a "B," for 70 to 79 points you will get a "C," and for 60 to 69 points you will get a "D." If you get less than 60 points, your final grade will be an "F."
- Note that you start with zero and earn points; you do not start with 100 and lose points.

If you comply with all course requirements and submit all of the assignments satisfactorily and on time, you can expect a "C" in this course. To receive a higher grade, you must demonstrate a superior grasp of course material and an ability to apply the material in productive ways. It is also helpful to show an interest in the course material and in learning, and an achievement-based orientation.

Note that you simply cannot pass this class unless you attend the lectures and discussions regularly, as a substantial portion of your grade depends on attendance and active participation in class activities.

### **Study Questions:**

Each week, a set of study questions pertaining to the week's topic will be posted on the course web page. These questions are designed to assist you with the week's reading assignments. It is recommended that you prepare short answers to these questions to prepare for lectures and discussions. Questions for the quizzes and the final exam are frequently drawn from these study questions. See the course web page to download the study questions each week.

**Course Outline:**

| Week | Date                                                  | Topic                                                                  | Reading/Assignment                                                                                   |
|------|-------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1    | <b>Introduction to Sociology</b>                      |                                                                        |                                                                                                      |
|      | Mon.<br>8/22                                          | Course Introduction; Review Syllabus; Course Policies and Expectations |                                                                                                      |
|      | Wed.<br>8/24                                          | Sociological Themes                                                    | <i>Schaefer Text</i><br>Ch. 1, pp. 1–26                                                              |
|      | Fri.<br>8/26                                          | The Sociological Imagination                                           | C. Wright Mills, “The Promise,”<br><i>Intersections Reader</i> , pp. 12–23                           |
| 2    | <b>Social Research: How We Learn About Society</b>    |                                                                        |                                                                                                      |
|      | Mon.<br>8/29                                          | The Scientific Method and the Social Sciences                          | <i>Schaefer Text</i> ,<br>Ch. 2, pp. 27–36                                                           |
|      | Wed.<br>8/31                                          | Methods of Social Research                                             | <i>Schaefer Text</i> ,<br>Ch. 2, pp. 36–49                                                           |
|      | Fri.<br>9/2                                           | Theory and Methods                                                     | Robert K. Merton, “The Bearing of Empirical Research...,”<br><i>Intersections Reader</i> , pp. 41–58 |
| 3    | <b>Structure and Culture</b>                          |                                                                        |                                                                                                      |
|      | Mon.<br>9/5                                           | LABOR DAY HOLIDAY                                                      |                                                                                                      |
|      | Wed.<br>9/7                                           | Basics of Social Structure                                             | <i>Schaefer Text</i> ,<br>Ch. 5, pp. 106–117                                                         |
|      | Fri.<br>9/9                                           | Cultural Building Blocks                                               | <i>Schaefer Text</i> ,<br>Ch. 3, pp. 53–58, 62–68                                                    |
| 4    | <b>Social Structure, Social Change, Social Action</b> |                                                                        |                                                                                                      |
|      | Mon.<br>9/12                                          | Social Structure and Social Change                                     | George Ritzer, “The McDonaldization of Society,”<br><i>Intersections Reader</i> , pp. 129–145        |
|      | Wed.<br>9/14                                          | Social Structure and Social Action                                     | <i>Schaefer Text</i> ,<br>Ch. 5, pp. 102–106, 117–125                                                |
|      | Fri.<br>9/16                                          | Social Movements and Social Change                                     | <i>Schaefer Text</i> , Ch. 16, pp. 423–429, Ch. 14, pp. 379–385                                      |

| Week                                                                     | Date          | Topic                                                                  | Reading/Assignment                                                                                      |
|--------------------------------------------------------------------------|---------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b><i>Social Change: Social Movements, Technology and Population</i></b> |               |                                                                        |                                                                                                         |
| 5                                                                        | Mon.<br>9/19  | Technological Bases of Social Change                                   | <i>Schaefer Text</i> ,<br>Ch. 16, pp. 429–443                                                           |
|                                                                          | Wed.<br>9/21  | <b>Title and Theme Essay Due</b><br>Demographic Bases of Social Change | <i>Schaefer Text</i> ,<br>Ch. 15, pp. 388–398                                                           |
|                                                                          | Fri.<br>9/23  | Population and Poverty                                                 | Donella H. Meadows et al., “The Driving Force,” <i>Intersections Reader</i> , pp. 24–40                 |
| <b><i>Socialization: Becoming a Social Being</i></b>                     |               |                                                                        |                                                                                                         |
| 6                                                                        | Mon.<br>9/26  | <b>QUIZ 1</b><br>Learning Social Roles                                 | <i>Schaefer Text</i> ,<br>Ch. 4, pp. 79–92                                                              |
|                                                                          | Wed.<br>9/28  | The Effects of Socialization                                           | Kingsley Davis, “Final Note on a Case of Extreme Isolation,” <i>Intersections Reader</i> , pp. 73–83    |
|                                                                          | Fri.<br>9/30  | Agents of Socialization                                                | <i>Schaefer Text</i> ,<br>Ch. 4, pp. 92–99                                                              |
| <b><i>Social Structure: Groups and Organizations</i></b>                 |               |                                                                        |                                                                                                         |
| 7                                                                        | Mon.<br>10/3  | Emergent Properties                                                    | Emile Durkheim, “What is a Social Fact?” <i>Intersections Reader</i> , pp. 1–11                         |
|                                                                          | Wed.<br>10/5  | Types of Groups                                                        | <i>Schaefer Text</i> ,<br>Ch. 6, pp. 128–135                                                            |
|                                                                          | Fri.<br>10/7  | Formal Organizations and Bureaucracies                                 | <i>Schaefer Text</i> ,<br>Ch. 6, pp. 135–142                                                            |
| <b><i>Social Structure: Keeping People in Line</i></b>                   |               |                                                                        |                                                                                                         |
| 8                                                                        | Mon.<br>10/10 | Deviance and Social Control                                            | <i>Schaefer Text</i> ,<br>Ch. 8, pp. 172 – 191                                                          |
|                                                                          | Wed.<br>10/12 | Authority and Obedience                                                | Philip Meyer, “If Hitler Asked You to Electrocute a Stranger,” <i>Intersections Reader</i> , pp. 98–109 |
|                                                                          | Fri.<br>10/14 | FALL BREAK                                                             |                                                                                                         |

| Week | Date                                                                                | Topic                                                                       | Reading/Assignment                                                                                |
|------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 9    | <b><i>Social Structure: Stratification and Social Inequality</i></b>                |                                                                             |                                                                                                   |
|      | Mon.<br>10/17                                                                       | Social Groups and Stratification                                            | Max Weber, "Class, Status, Party," <i>Intersections Reader</i> , pp. 84–97                        |
|      | Wed.<br>10/19                                                                       | Stratification and Poverty in the United States                             | <i>Schaefer Text</i> , Ch. 9, pp. 202–222                                                         |
|      | Fri.<br>10/21                                                                       | A New Global Order: Stratification in the World System                      | <i>Schaefer Text</i> , Ch. 9, pp. 222–235                                                         |
| 10   | <b><i>Social Relations: Race and Ethnicity</i></b>                                  |                                                                             |                                                                                                   |
|      | Mon.<br>10/24                                                                       | Prejudice, Discrimination and Institutionalized Discrimination              | <i>Schaefer Text</i> , Ch. 10, pp. 239–255                                                        |
|      | Wed.<br>10/26                                                                       | <b>QUIZ 2</b><br>Race and Ethnicity in the United States                    | <i>Schaefer Text</i> , Ch. 10, pp. 255–267                                                        |
|      | Fri.<br>10/28                                                                       | The Effects of Racial Discrimination                                        | Joe R. Feagin et al., "Black Students at White Colleges," <i>Intersections Reader</i> , pp. 59–72 |
| 11   | <b><i>Social Relations: Gender</i></b><br><b><i>Social Institutions: Family</i></b> |                                                                             |                                                                                                   |
|      | Mon.<br>10/31                                                                       | Gender Roles, Sex Discrimination, Women's Movement                          | <i>Schaefer Text</i> , Ch. 11, pp. 270–285                                                        |
|      | Wed.<br>11/2                                                                        | <b>Draft Book Review Due</b><br>Marriage and the Family                     | <i>Schaefer Text</i> , Ch. 12, pp. 299–308                                                        |
|      | Fri.<br>11/4                                                                        | Diversity and the Family                                                    | <i>Schaefer Text</i> , Ch. 12, pp. 309–324                                                        |
| 12   | <b><i>Social Institutions: Religion and Education</i></b>                           |                                                                             |                                                                                                   |
|      | Mon.<br>11/7                                                                        | Functions of Religion; Religious Markets; The Protestant Ethic & Capitalism | <i>Schaefer Text</i> , Ch. 13, pp. 325–343                                                        |
|      | Wed.<br>11/9                                                                        | Functions of Schools; Role of Schools in Society                            | <i>Schaefer Text</i> , Ch. 13, pp. 343–355                                                        |
|      | Fri.<br>11/11                                                                       | <b>Comments on Book Review Due</b><br>Issues in U.S. Education              | Jonathan Kozol, "Savage Inequalities," <i>Intersections Reader</i> , pp. 110–128                  |

| Week             | Date                                                      | Topic                                                  | Reading/Assignment                                                                 |
|------------------|-----------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------|
| 13               | <b><i>Social Institutions: Government and Economy</i></b> |                                                        |                                                                                    |
|                  | Mon.<br>11/14                                             | Types of Authority; Power and Pluralism                | <i>Schaefer Text</i><br>Ch. 14, pp. 366–377                                        |
|                  | Wed.<br>11/16                                             | Economic Systems; Economic Change                      | <i>Schaefer Text</i><br>Ch. 14, pp. 359–366                                        |
|                  | Fri.<br>11/18                                             | Corporations in the Global Economy                     | <i>Schaefer Text</i> , Ch. 14, pp. 377–379; Ch. 6, pp. 142–146; Ch. 7, pp. 163–168 |
| 14               | <b><i>Making Sense of Society</i></b>                     |                                                        |                                                                                    |
|                  | Mon.<br>11/21                                             | <b>Final Book Review Due</b><br>The Value of Sociology | Handout                                                                            |
|                  | Wed.<br>11/23                                             | <b>Quiz 3</b><br>Review for Final Exam                 |                                                                                    |
|                  | Fri.<br>11/25                                             | THANKSGIVING HOLIDAY                                   |                                                                                    |
| 15               | <b><i>Book Reviews</i></b>                                |                                                        |                                                                                    |
|                  | Mon.<br>11/28                                             | Book Panels                                            |                                                                                    |
|                  | Wed.<br>11/30                                             | Book Panels                                            |                                                                                    |
|                  | Fri.<br>12/2                                              | Book Panels<br>Course Evaluation                       |                                                                                    |
| <b>Exam Week</b> | TBA                                                       | <b>FINAL EXAM</b>                                      |                                                                                    |

***PREPARATION and PERSEVERANCE are the KEYS to SUCCESS***

***Be prepared; don't give up***

→ ***See the course website for perspectives on preparation and perseverance***