

**COURSE COMPRESSION FORMAT CHANGE**

Any course compressed to less than six weeks must be approved by the college or school curriculum council and the appropriate senate committee. Furthermore, any core course compressed to less than 6 weeks must be approved by the Core Review Committee.

Any new course proposal must indicate those course compression formats in which the course will be taught. Only those formats approved will be allowed for scheduling.

**\*\*NOTE: A COURSE SYLLABUS FOR EACH COURSE FORMAT MUST BE SUBMITTED WITH THIS REQUEST\*\***

**SUBMITTED BY:**

Department	Sociology	College/School	College of Liberal Arts
Prepared by	Kara Dillard	Phone	5336
Email Contact	kndillard@alaska.edu	Faculty Contact	

See <http://www.uaf.edu/uafgov/> for a complete description of the rules governing curriculum & course changes.

**1. COURSE IDENTIFICATION:**

Dept	SOC	Course #	100X	No. of Credits	3
<b>COURSE TITLE</b>	Individual, Society and Culture				

**2. COURSE COMPRESSION FORMAT** Indicate all that apply:

<b>COURSE FORMAT:</b> (check one)	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
<b>OTHER FORMAT (specify)</b>						
<b>Mode of delivery (specify lecture, field trips, labs, etc)</b>	Lecture					
Will this course be used to fulfill a requirement for the baccalaureate core? If yes, submit extra copy.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>		

**3. IS THIS COURSE NOW CURRENTLY CROSS-LISTED?**

<b>YES/NO</b>	NO	<b>If Yes, DEPT</b>		<b>NUMBER</b>	
<b>STACKED?</b>	NO	<b>If Yes, DEPT</b>		<b>NUMBER</b>	

(Changing the course compression format requires written notification of each department and dean involved. Attach a copy of notification memo or email.)

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


**Compression of SOC 100X will allow the course to be offered during the Wintermester and Maymester sessions, thus allowing the department to offer more sections of the course throughout the academic year. Since SOC 100X is a University General Education core course, compressing the course for the two-week Winter and Maymester sessions will allow students to complete core courses in a quicker timeframe.**


Approval requested for Maymester 2015

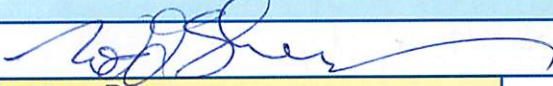
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**APPROVALS:**

*(Additional lines may be added to this form, as needed.)*

	Date	10/2/14
Signature, Chair, Program/Department of: <u>SOCIOLOGY</u>		

	Date	10/24/14
Signature, Chair, College/School Curriculum Council for: UNIT: <u>CLACC</u>		

	Date	11/25/14
Signature, Dean, College/School of: <u>CLA</u>		

	Date	
Signature, Chair Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

*10/2/14 / 10/24/14 / 11/25/14*

Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

### SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

#### 1. Course information:

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

#### 2. Instructor (and if applicable, Teaching Assistant) information:

Name,  office location,  office hours,  telephone,  email address.

#### 3. Course readings/materials:

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

#### 4. Course description:

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

#### 5. Course Goals (general), and (see #6)

#### 6. Student Learning Outcomes (more specific)

#### 7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

#### 8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

#### 9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

#### 10. Evaluation:

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.)  
Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

#### 11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

#### 12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

# ***Sociology 100X: Individual, Society and Culture***

**Maymester Session 2015**

**PROFESSOR:**

**CONTACT INFORMATION:**

**OFFICE HOURS:**

**PREREQUISITES:** Placement in ENGL F111X or higher; or permission of instructor

**REQUIRED MATERIAL:**

Conley, D. (2013). *You May Ask Yourself*, 3<sup>rd</sup> Ed. New York: Norton.

**COURSE OBJECTIVES:**

The study of sociology is fascinating! Sociology is an examination of the complex social arrangements guiding individual behavior and common human concerns in contrasting cultural contexts. Much of current world events can be explained using sociological based concepts. This course is aimed at giving students an introduction into the study of culture, society, and how both function. We will analyze social problems through sociological methods. By the end of the course, students should be able to analyze various social problems through three main theoretical perspectives. More importantly, students should come away from the class with a better understanding of how society and culture has shaped their lives (the sociological imagination) and can identify and explain those sociological features.

This course is part of the UAF core curriculum series which “provides students with a shared foundation of skills and knowledge that, when combined with specialized study in the major and other specific degree requirements, prepares students to better meet the demands of life in the 21st century.” Specifically, this course is meant to give students “an appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions.”

**COURSE OUTCOMES:**

At the end of the course students should be able to:

- Define and apply the three sociological perspectives (functionalist, conflict, and symbolic interaction) to any social problem.
- Understand diversity and social interaction.
- Understand how social location and position influences life outcomes.
- Question and critique commonly agreed upon social understandings.

## UNIVERSITY OF ALASKA FAIRBANKS POLICIES

**Academic Civility:** Academic etiquette is required. Students are expected to conduct themselves with honesty and civility. Excessive disruptions such as tardiness, loud private conversations, cell phones, etc., will not be tolerated. The respectful treatment of the contributions of all members is essential. You do not have to agree with each other, or even with me, **but dismissive or combative displays of contempt, insults, slurs, or other forms of disrespectful language, verbal harassment, or belligerent behavior are in violation of the general code of student conduct as established by the UA Board of Regents and will not be tolerated.** Even if class has not yet started or has just concluded, you must act with civility. According to the code of conduct, UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited and may be reported to the UAF Dean of Students and/or campus law enforcement. I reserve the right to withdraw you from the course if this behavior exists.

Given those limits, you are expected to show some courage when it comes to expressing your views, especially if you suspect that they might be unpopular. While you should feel free to say anything that you are prepared to defend with reasoned argument, you ought to accept academic challenges with grace.

**Academic Integrity:** Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

For more information on plagiarism, see: <http://library.uaf.edu/lis101-plagiarism>. If you are caught plagiarizing an assignment, the automatic penalty is a "0" on the assignment and an automatic grade cap of a "B." Initial instances of academic misconduct can be reported to the University at the professor's discretion. A second violation will result in an automatic grade of "F" for the course and will be reported to the University Disciplinary and Honor Code Committee as academic integrity violation. For more information, consult the Board of Regents regulation on student rights and responsibilities, specifically Chapter 09.02 - Student Rights and Responsibilities.

**Academic Accommodation for Students with Disabilities:** Students with disabilities are encouraged to contact the director of Disability Services, Mary Mathews in 208 Whitaker, at 474-5655 or 474-1827 (TTY). Any student with documented disabilities who may need special accommodations should contact me as soon as possible so that arrangements can be made for appropriate assistance and/or adaptations to provide for equitable participation. Late notification may result in the unavailability of the requested accommodation.

## CLASS POLICIES

### General Course Expectations:

- Be on time and attend class with the required and requisite materials needed to succeed.
- Access the class Blackboard site before and after each class meeting. Be aware of what is going on in the class at all times.
- Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.
- Do not use phones, ipods, etc, in class. If you fall asleep during class time, read the newspaper, study for other classes, you will be asked to leave. If you do this continually, I may withdraw you from class. No computers allowed.
- If you are having problems with this course in any way, shape, or form, it is your responsibility to contact me to set up a plan that can help you succeed. If you are failing the course, I will not contact you. Again, that is your responsibility.
- I will not discuss grades during class time or while in the classroom. By law, I cannot discuss grades by e-mail or phone or with your parents, either. If you have a question about a grade or an assignment, please stop by during my office hours or schedule an appointment to meet.

**Participation/Attendance:** The class, as I envision it, needs your participation. I do my best to encourage you to participate because it makes you an active learner. This means that attendance and participation are both encouraged and required. As stated above, you will not receive points for in-class assignments unless you are in class or otherwise excused by the University. Being sick, a family emergency, a doctor's appointment, another group project, or a job are not acceptable excuses for missing class. Notification prior to missing class does not constitute an excuse. A note from the doctor's office does not constitute an excuse, either. I will reserve the right to award attendance points on any day where student attendance is low. Please, do not ask to be allowed to make up missed in-class work or an examination if you do not have a University excused reason for being absent. You will not receive credit.

Attendance will be taken daily at the beginning of class. You will be responsible for signing in daily. It is a violation of the University's academic integrity policy to sign in a friend or classmate who is running late or who will be absent. If you are caught signing in for an absent classmate, both you and the classmate will receive an automatic one-letter grade reduction in your overall grade for the course. I will remove the sign-in sheet once the class/lecture begins. If you come in late, you may sign in after class as being tardy. If you leave class early, it will be noted.

**Writing Assistance:** The Writing Center (474-5314, 8<sup>th</sup> floor Gruening Building) provides a free service for undergraduate students. Tutors can assist you in all phases of your writing. They can help you organize an argument, edit for clarity, use correct grammar and syntax and in the use of citation styles. Please take advantage of the Writing Center.

**Late Work:** Any work not turned in during the announced time is deemed late. The maximum grade allowed for the assignment will be a B or its point equivalent.

**Blackboard:** Please check our course's Blackboard site for various kinds of information usually provided in handouts or other kinds of feedback. It is your responsibility to check Blackboard for any kind of announcements or information pertinent to class and class assignments. If you are having problems submitting an assignment to Blackboard or if you need an introduction to using the system, do not call/email/not turn in the assignment. You must get in touch with the Office of Information Technology in RASM 401. Their contact information is:

Email: [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)

Phone: 907-450-8300

**Visitors:** Only you, the enrolled and registered student, are permitted to attend class. Friends, parents and children are not allowed to attend class with you.

**Office hours:** I will be available briefly after class each day to discuss assignments or concepts. This is a time to catch up on concepts, ask general questions about material, and get an idea of future discussions. This is not a time to conference about your grade. Since our classroom is not my office, I cannot discuss grades specifically at that time.

If you have questions or need help, you will need to see me during my regularly scheduled office hours or make an appointment. My office information is listed on the front page of the syllabus. I will attempt to host virtual office hours on Monday and Wednesday from noon-1:30pm. To contact me during virtual office hours, please use the chat function on your UAF Google-based email account. My handle is: kndillard. If you do not see me available on chat, please e-mail. During chats, please maintain academic civility and remember that I cannot discuss your grade with you over the internet.

**Email etiquette:** As a member of an academic community, you must show appropriate care in your electronic communications with your professor. I attempt to return all emails within 48 hours during the week, 72 during the weekend. Please plan accordingly. If you need to email me, you must include the following items in your email:

- Your full name
- Title of the class and time it meets (ex: Sociology 100X, 8am) in the subject line
- Specific chapter or assignment you are inquiring about

If you do not include both of these items in your email I will not respond. If your email does not contain full sentences complete with appropriate punctuation and grammar, I will not respond. Remember, you are held to the academic civility and integrity policies of UAF and this course. Your email is an extension of your speech and any harassing or belligerent emails will not be tolerated. My preferred method of contact (outside of office hours) is via email. Phone calls are less likely to be returned.

**Copyright Information:** Copyright 2014 all lectures and examinations except when expressly noted. During this course students are prohibited from selling exams or notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so is a violation of the University honor code and violations will be treated as such.

## COURSE EVALUATION

<i>Two examinations</i>	200 points
<i>In class/homework assignments</i>	200 points
<b>TOTAL POINTS AWARDED</b>	<b>400 points</b>

**Final Grade Policy:** If, at the end of the semester, you are earning an 89.6% in the class, I will not bump you up to an "A" if (1) you have not completed all assignments for the course, (2) have not completed at least one extra credit assignment [if available], (3) I will check your attendance and participation in the course. Grade bumps are given at the discretion of the professor. If a student fails an examination but completes all assignments and attends class, it is unlikely a grade bump will be given. I do not grade on the curve.

### **Explanation of Graded Assignments**

***In class/homework assignments:*** In and out of class homework assignments will be assigned during various times in the semester. In class assignments will usually consist of your response to a reading, a chapter in the book, a movie, or a group project that will be completed in class and require a paper to be written. Homework will be posted in Blackboard. In class assignments will not be listed and credit will only be given to students who are in class that day or are excused by the university. It is your responsibility to check Blackboard daily and attend class in order to receive information on assignments, including specific requirements and due dates.  
*Ten assignments at 20 points each - TOTAL 200 points*

**[1] *Sociological Findings vs. Common Sense Quiz:*** Quiz asks students to guess True or False whether a set of 10 questions are actual fact or fiction. Assignment explores past empirically driven sociological studies that challenge people's common sense understanding of the social world. In class discussion of each question will explicate rationales for the correct answer.

**[2] *Stanford Prison Experiment Writing Assignment:*** Students will watch in the documentary about the 1970's Stanford University prison experiment. Using the experiment's setting, goals and outcomes, students will write short essay answers to three questions: (1) What symbols are present and used in the Stanford Prison Experiment? What are they meant to represent?; (2) Explain the results of the experiment using the functionalist perspective. Was there ever a point when the prison could be seen as functional?; (3) Explain the results of the experiment using the conflict perspective. How would conflict theorists explain what happened?

**[3] *Sociological Perspectives Pop Quiz:*** Students will take a pop quiz at the end of Chapter One to test their knowledge and application of the three sociological perspectives.

**[4] *Body Ritual of the Nacirema Writing Assignment:*** During the study of the chapter on culture, students will read the famous anthropological study about the various body rituals of the Nacirema people (American spelled backwards). In a 2-3 page paper, students will be asked to write about the various cultural practices of the Nacirema and why it is important to study other cultures and to think about ethnocentrism. An in class discussion about the Nacirema will follow and point out the ways that our own culture, values and norms influence how people think about other cultures. Will also explore concepts related to ethnocentrism and cultural relativism.



[5] *Tiger Mother In Class Assignment:* Students will read the brief article titled “*Battle Hymn of the Tiger Mother*” on childhood socialization and cultural values during the chapter on socialization. In class, students will break into small groups and discuss the article, considering questions about why the article author believes Chinese parenting values are superior to Western parenting values and the emphasis on family as being an agent of socialization. An in class discussion of student’s interpretation of the article as well as their ability to discuss ethnocentrism, cultural relativism and socialization will be examined.

[6] *Tough Guise Writing Assignment:* Students will watch the film “*Tough Guise: Violence, Media and the Crisis in Masculinity*” during the chapter on socialization. In a 2-3 page paper, students will answer one of the following questions: (1) Many people think the very concept of “gender issues” is synonymous with “women’s issues.” Talk about why this is so. And discuss how this misconception makes it difficult for many men, and women, to understand the gendered nature of men’s lives; (2) Do you feel that the media simply reflect changes in society, or do they in some way inspire change? If the former, why was the stereotypical size of the “masculine” male so much smaller in the past? If the latter, explain how and why you feel individuals are susceptible to media influence?; (3) What do you make of the increasing presence of overtly sexualized male bodies in advertising, posed in provocative, at times submissive, ways? Could this increased visibility of the male body as sexualized object – rather than as a powerful agent – be a response to shifting attitudes in the culture about masculinity?

[7] *Tulia, TX Writing Assignment:* In the chapter on race, the class will discuss the sociological understanding of race – that various physical characteristics are given meaning and then ranked or placed in a hierarchy, often at odds with those meanings given to Whites. We will also discuss institutional versus interactional discrimination and how discrimination now happens more through interpersonal interactions. Students will consider the question of “Do people still discriminate? What “real world” effects do such practices have?” In light of the events in Tulia, TX. At the end of the 1990’s Tulia, Texas was a quiet place, a small town in the rural panhandle of Texas that had fallen on hard economic times. Residents were anxious about the growing threat of drugs in their community. The film chronicles the 1999 Tulia drug raid in which 39 out of 46 African American’s were accused of selling drugs. Students will answer one of the following questions in a 2-3 page paper (1) When Tom Coleman denied the charge of theft against him, law enforcement officers in Tulia believed him. When those arrested in the drug operation denied the charges against them, they were not believed. How might social capital have played a part in the difference of “believability?” (2) What stereotypes of the black Tulia residents were noted in the film (give specific examples)? How might those stereotypes influenced “the court of public opinion”? An in class discussion of the film and students responses will follow.

[8] *Changing the Rules of Monopoly In Class Assignment:* Students will consider the rules of Monopoly and how they can change them to reflect the socio-economic and political life of most Americans. In small groups, students will suggest and justify rule changes to make the game more like the “real world” of unequal opportunities and social class stratification.

[9] *Monopoly Reaction Writing Assignment*: After having played the game of Monopoly with changed rules to more reflect “real life,” students will write their reaction. In a 2-3 page essay, students will answer the following questions (1) How did the income and properties you started with affect your ability to “win”? (2) How fair was this game? Who succeeded and why (strategies and tactics used)? Who failed to succeed and why? (3) When Americans discuss issues of class inequality, we praise the wealthy while strongly looking down on the poor and working classes. Given what happened in your game (who succeeded, who didn’t, and why) is this fair? (4) For those of you who were not able to succeed – who weren’t creative enough, did not exhibit a strong enough work ethic to make it and lacked a sense of personal responsibility for paying their rents – how did it feel to lose? How did it feel watching those who were pulling away in terms of properties and wealth? An in-class discussion of their reaction will follow.

[10] *Why Women Still Can’t Have It All In Class Assignment/Quiz*: During the chapter on gender inequality, students will be assigned to read the Atlantic Monthly article by Anne Marie Slaughter titled “Why Women Still Can’t Have It All.” In class, students will be asked to identify the three reasons why Dr. Slaughter says women still can’t have it all and then assess whether the arguments are valid given data in the chapter and concepts covered so far in class. An in class discussion of the article as well as students critiques will follow.

**Examinations:** I will give two examinations that will test your knowledge, comprehension, and ability to apply concepts. These exams will typically be 50 questions (multiple choice and true/false). The examination dates will be noted in the course schedule but subject to change. Test content will be a combination of materials from the textbook, lecture, and in-class discussions. Unless you are university excused, you must be in class to take an examination. Exams start at the beginning of class. Arriving at any time past the start of class will forfeit your opportunity to take the exam – no exceptions.

*Two examinations at 100 points each – TOTAL 200 points*

**Assessment:** Grades will be awarded only on the basis of submitted work. Your final grade will be based on the total points you earn out of a possible 400. Grading is criteria based, not norm-based (no curve is employed).

*A (400-360 points)* - An honor grade; indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.

*B (359-320 points)* - Indicates outstanding ability above the average level of performance.

*C (319-280 points)* - Indicates a satisfactory or average level of performance.

*D (279-240 points)* - The lowest passing grade; indicates work of below-average quality and performance.

*F (less than 240 points)* Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

**Incomplete grades:**

Only under extreme circumstances and with instructor approval will students be given an incomplete. If you are failing the course, you need to consult with me as soon as possible or withdraw.

### **Grading Guidelines for Written Work\***

Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.

In order to better understand how I will evaluate and grade your written work, please review the *following* guidelines. I suggest that before you write your first paper you review these guidelines with a staff member of the Writing Center and then outline and develop a quality paper.

#### **An "A" paper will contain:**

Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage but may have minor errors that do not interfere with meaning.

#### **A "B" paper will contain:**

Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage but may have minor errors that do not interfere with meaning.

#### **A "C" paper will contain:**

Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

#### **A "D" paper will contain:**

Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways: limited analysis or development, weak organization; weak control of sentence structure or language usage, with errors that often result in vagueness or lack of clarity.

#### **An "F" paper will contain:**

Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

*\*This is based on the Graduate Record Examination analytical writing score level descriptions.*

## TENTATIVE COURSE SCHEDULE

\*Not all assignments are listed on this schedule. Please check Blackboard daily for assignment announcements and updates. This schedule is tentative and subject to change.

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>NOTES</b>
<b>MAY 12</b>	Introduction to Sociology	Syllabus; Sociological Findings vs. Common Sense Quiz	DUE: Sociological Findings vs. Common Sense Quiz in class
<b>MAY 13</b>	Development of sociological thinking	Chap 1., p. 1-15	DUE: Stanford Prison Experiment
<b>MAY 14</b>	The sociological study of culture	Chap 3, p. 56-74	DUE: Body Ritual
<b>MAY 15</b>	Social interaction in everyday life AND Socialization and the life cycle	Chap 4, p. 91-111 AND Chap 5, p. 116-136	Tiger moms culture activity; DUE: Tough Guise worksheet
<b>MAY 16</b>	Groups and Organizations AND Examination One	Chap 6, p.157-177	
<b>MAY 19</b>	Race	Chap 11, p. 334-339; p. 340-360	DUE: Tulia, TX writing assignment
<b>MAY 20</b>	Inequality	Chap 8, p. 241-264	DUE: Monopoly rules and play game of Monopoly
<b>MAY 21</b>	Inequality		DUE: Poor? Pay Up! Writing assignment; discuss playing Monopoly
<b>MAY 22</b>	Gender		DUE: Why Women Still Can't Have It All writing assignment
<b>MAY 23</b>	Gender; Examination Two		

6 week summer offering  
for comparison

**Sociology 100X: Individual, Society and Culture**  
**Summer Semester 2014**

Monday-Thursday 2:00-3:50PM  
104 Chapman Bldg

**PROFESSOR:** Dr. Kara Dillard

**CONTACT INFORMATION:**

Office: Gruening Building 702-C  
Email: [kndillard@alaska.edu](mailto:kndillard@alaska.edu)

**OFFICE HOURS:**

Tuesday 12:30-2:00pm  
Thursday 12:30-2:00pm  
Other times by appointment

**PREREQUISITES:** Placement in ENGL F111X or higher; or permission of instructor

**REQUIRED MATERIAL:**

Donley, D. (2013). *You May Ask Yourself*, 3<sup>rd</sup> Ed. New York: Norton.

**COURSE OBJECTIVES:**

The study of sociology is fascinating! Sociology is an examination of the complex social arrangements guiding individual behavior and common human concerns in contrasting cultural contexts. Much of current world events can be explained using sociological based concepts. This course is aimed at giving students an introduction into the study of culture, society, and how both function. We will analyze social problems through sociological methods. By the end of the course, students should be able to analyze various social problems through three main theoretical perspectives. More importantly, students should come away from the class with a better understanding of how society and culture has shaped their lives (the sociological imagination) and can identify and explain those sociological features.

This course is part of the UAF core curriculum series which "provides students with a shared foundation of skills and knowledge that, when combined with specialized study in the major and other specific degree requirements, prepares students to better meet the demands of life in the 21st century." Specifically, this course is meant to give students "an appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions."

**COURSE OUTCOMES:**

At the end of the course students should be able to:

- Define and apply the three sociological perspectives (functionalist, conflict, and symbolic interaction) to any social problem.
- Understand diversity and social interaction.
- Understand how social location and position influences life outcomes.
- Question and critique commonly agreed upon social understandings.

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3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

For more information on plagiarism, see: <http://library.uaf.edu/l101-plagiarism>. If you are caught plagiarizing an assignment, the automatic penalty is a "0" on the assignment and an automatic grade cap of a "B." Initial instances of academic misconduct can be reported to the University at the professor's discretion. A second violation will result in an automatic grade of "F" for the course and will be reported to the University Disciplinary and Honor Code Committee as academic integrity violation. For more information, consult the Board of Regents regulation on student rights and responsibilities, specifically Chapter 09.02 - Student Rights and Responsibilities.

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- Do not use phones, ipods, etc, in class. If you fall asleep during class time, read the newspaper, study for other classes, you will be asked to leave. If you do this continually, I may withdraw you from class. No computers allowed.
- If you are having problems with this course in any way, shape, or form, it is your responsibility to contact me to set up a plan that can help you succeed. If you are failing the course, I will not contact you. Again, that is your responsibility.
- I will not discuss grades during class time or while in the classroom. By law, I cannot discuss grades by e-mail or phone or with your parents, either. If you have a question about a grade or an assignment, please stop by during my office hours or schedule an appointment to meet.

**Participation/Attendance:** The class, as I envision it, needs your participation. I do my best to encourage you to participate because it makes you an active learner. This means that attendance and participation are both encouraged and required. As stated above, you will not receive points for in-class assignments unless you are in class or otherwise excused by the University. Being sick, a family emergency, a doctor's appointment, another group project, or a job are not acceptable excuses for missing class. Notification prior to missing class does not constitute an excuse. A note from the doctor's office does not constitute an excuse, either. I will reserve the right to award attendance points on any day where student attendance is low. Please, do not ask to be allowed to make up missed in-class work or an examination if you do not have a University excused reason for being absent. You will not receive credit.

Attendance will be taken daily at the beginning of class. You will be responsible for signing in daily. It is a violation of the University's academic integrity policy to sign in a friend or classmate who is running late or who will be absent. If you are caught signing in for an absent classmate, both you and the classmate will receive an automatic one-letter grade reduction in your overall grade for the course. I will remove the sign-in sheet once the class/lecture begins. If you come in late, you may sign in after class as being tardy. If you leave class early, it will be noted.

**Writing Assistance:** The Writing Center (474-5314, 8<sup>th</sup> floor Gruening Building) provides a free service for undergraduate students. Tutors can assist you in all phases of your writing. They can help you organize an argument, edit for clarity, use correct grammar and syntax and in the use of citation styles. Please take advantage of the Writing Center.

**Late Work:** Any work not turned in during the announced time is deemed late. The maximum grade allowed for the assignment will be a B or its point equivalent.

**Blackboard:** Please check our course's Blackboard site for various kinds of information usually provided in handouts or other kinds of feedback. It is your responsibility to check Blackboard for any kind of announcements or information pertinent to class and class assignments. If you are having problems submitting an assignment to Blackboard or if you need an introduction to using the system, do not call/email/not turn in the assignment. You must get in touch with the Office of Information Technology in RASM 401. Their contact information is:

Email: [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)

Phone: 907-450-8300

**Visitors:** Only you, the enrolled and registered student, are permitted to attend class. Friends, parents and children are not allowed to attend class with you.

**Office hours:** I will be available briefly after class each day to discuss assignments or concepts. This is a time to catch up on concepts, ask general questions about material, and get an idea of future discussions. This is not a time to conference about your grade. Since our classroom is not my office, I cannot discuss grades specifically at that time.

If you have questions or need help, you will need to see me during my regularly scheduled office hours or make an appointment. My office information is listed on the front page of the syllabus. I will attempt to host virtual office hours on Monday and Wednesday from noon-1:30pm. To contact me during virtual office hours, please use the chat function on your UAF Google-based email account. My handle is: kndillard. If you do not see me available on chat, please e-mail. During chats, please maintain academic civility and remember that I cannot discuss your grade with you over the internet.

**Email etiquette:** As a member of an academic community, you must show appropriate care in your electronic communications with your professor. I attempt to return all emails within 48 hours during the week, 72 during the weekend. Please plan accordingly. If you need to email me, you must include the following items in your email:

- Your full name
- Title of the class and time it meets (ex: Sociology 100X, 8am) in the subject line
- Specific chapter or assignment you are inquiring about

If you do not include both of these items in your email I will not respond. If your email does not contain full sentences complete with appropriate punctuation and grammar, I will not respond. Remember, you are held to the academic civility and integrity policies of UAF and this course. Your email is an extension of your speech and any harassing or belligerent emails will not be tolerated. My preferred method of contact (outside of office hours) is via email. Phone calls are less likely to be returned.

**Copyright Information:** Copyright 2014 Kara N. Dillard as to this syllabus, all lectures and examinations except when expressly noted. During this course students are prohibited from selling exams or notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. Doing so is a violation of the University honor code and violations will be treated as such.



## COURSE EVALUATION

<i>Two examinations</i>	200 points
<i>In class/homework assignments</i>	200 points
<b>TOTAL POINTS AWARDED</b>	<b>400 points</b>

**Final Grade Policy:** If, at the end of the semester, you are earning an 89.6% in the class, I will not bump you up to an "A" if (1) you have not completed all assignments for the course, (2) have not completed at least one extra credit assignment [if available], (3) I will check your attendance and participation in the course. Grade bumps are given at the discretion of the professor. If a student fails an examination but completes all assignments and attends class, it is unlikely a grade bump will be given. I do not grade on the curve.

### **Explanation of Graded Assignments**

***In class/homework assignments:*** In and out of class homework assignments will be assigned during various times in the semester. In class assignments will usually consist of your response to a reading, a chapter in the book, a movie, or a group project that will be completed in class and require a paper to be written. Homework will be posted in Blackboard. In class assignments will not be listed and credit will only be given to students who are in class that day or are excused by the university. It is your responsibility to check Blackboard daily and attend class in order to receive information on assignments, including specific requirements and due dates.

*Ten assignments at 20 points each - TOTAL 200 points\**

*\*There is a possibility that there will be more or less than 10 assignments given.*

***Examinations:*** I will give two examinations that will test your knowledge, comprehension, and ability to apply concepts. These exams will typically be 50 questions (multiple choice and true/false). The examination dates will be noted in the course schedule but subject to change. Test content will be a combination of materials from the textbook, lecture, and in-class discussions. Unless you are university excused, you must be in class to take an examination. Exams start at the beginning of class. Arriving at any time past the start of class will forfeit your opportunity to take the exam – no exceptions.

*Two examinations at 100 points each – TOTAL 200 points*

**Assessment:** Grades will be awarded only on the basis of submitted work. Your final grade will be based on the total points you earn out of a possible 400. Grading is criteria based, not norm-based (no curve is employed), comparing your performance to the ideal performance of just above an "A."

*A (400-360 points)* - An honor grade; indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.

*B (359-320 points)* - Indicates outstanding ability above the average level of performance.

*C (319-280 points)* - Indicates a satisfactory or average level of performance.

*D (279-240 points)* - The lowest passing grade; indicates work of below-average quality and performance.

*F (less than 240 points)* Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

**Incomplete grades:**

Only under extreme circumstances and with instructor approval will students be given an incomplete. If you are failing the course, you need to consult with me as soon as possible or withdraw.

**Grading Guidelines for Written Work\***

Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.

In order to better understand how I will evaluate and grade your written work, please review the following guidelines. I suggest that before you write your first paper you review these guidelines with a staff member of the Writing Center and then outline and develop a quality paper.

**An "A" paper will contain:**

Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage but may have minor errors that do not interfere with meaning.

**A "B" paper will contain:**

Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage but may have minor errors that do not interfere with meaning.

**A "C" paper will contain:**

Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

**A "D" paper will contain:**

Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways: limited analysis or development, weak organization; weak control of sentence structure or language usage, with errors that often result in vagueness or lack of clarity.

**An "F" paper will contain:**

Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

*\*This is based on the Graduate Record Examination analytical writing score level descriptions.*

### TENTATIVE COURSE SCHEDULE

\*Not all assignments are listed on this schedule. Please check Blackboard daily for assignment announcements and updates. This schedule is tentative and subject to change.

WEEK	DATE	TOPIC	READINGS	NOTES
1	MAY 27	Introduction to Sociology	Syllabus	
	MAY 28	Introduction to Sociology	Sociological Findings vs. Common Sense Quiz	DUE: Sociological Findings vs. Common Sense Quiz in class
	MAY 29	Introduction to Sociology		
2	JUNE 2	Sociological imagination: An introduction	Chap 1, p. 2-29	
	JUNE 3	Sociological imagination: An introduction		
	JUNE 4	Sociological imagination: An introduction	Chap 1, p. 29-39; READING: Body Ritual (Bb)	DUE: Stanford Prison Experiment
	JUNE 5	Culture and Media	Chap 3, p. 74-94	DUE: Body Ritual
3	JUNE 9	Culture and Media	Chap 3, p. 103-113	
	JUNE 10	Socialization and the Construction of Reality	Chap 4, p. 116-149	
	JUNE 11	Groups and Networks	Chap 5, p. 152-180	
	JUNE 12	EXAMINATION ONE	Chaps 1, 3-5	
3	JUNE 16	Race	Chap 9, p. 324-341	
	JUNE 17	Race	Chap 9, p. 348-371	
	JUNE 18	Race	READING: The Good Racist People (Bb)	
	JUNE 19	Inequality		
4	JUNE 23	Inequality	Chap 7, p. 238-258	
	JUNE 24	Inequality	Chap 7, p. 259-275	
	JUNE 25	Inequality		
	JUNE 26	Inequality		
5	JUNE 30	Inequality	READING: Poor? Pay Up! (Bb)	
	JULY 1	Gender	Chap 8. P.278-291, 309-321; READING: Why Women Still Can't Have It All (Bb)	
	JULY 2	Final Exam		

## ***Sociology 100X: Individual, Society and Culture***

***Fall Semester 2014***

*Tuesday-Thursday 9:45-11:15AM*

*408 Gruening Bldg*

**PROFESSOR:** Dr. Kara Dillard

**CONTACT INFORMATION:**

Office: Gruening Building 702-B

Email: [kndillard@alaska.edu](mailto:kndillard@alaska.edu)

**OFFICE HOURS:**

Tuesday 11:30am-1:00pm

Thursday 11:30am-1:00pm

Other times by appointment

**PREREQUISITES:**

Placement in ENGL F111X or higher; or permission of instructor.

**REQUIRED MATERIAL:**

Giddens, A., et al. (2013). Introduction to Sociology, Seagull 9<sup>th</sup> ed. W.W. Norton & Co., Inc.

**COURSE OBJECTIVES:**

The study of sociology is fascinating! Sociology is an examination of the complex social arrangements guiding individual behavior and common human concerns in contrasting cultural contexts. Much of current world events can be explained using sociological based concepts. This course is aimed at giving students an introduction into the study of culture, society, and how both function. We will analyze social problems through sociological methods. By the end of the course, students should be able to analyze various social problems through three main theoretical perspectives. More importantly, students should come away from the class with a better understanding of how society and culture has shaped their lives (the sociological imagination) and can identify and explain those sociological features.

This course is part of the UAF core curriculum series which “provides students with a shared foundation of skills and knowledge that, when combined with specialized study in the major and other specific degree requirements, prepares students to better meet the demands of life in the 21st century.” Specifically, this course is meant to give students “an appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions.”

**COURSE OUTCOMES:**

At the end of the course students should be able to:

- Define and apply the three sociological perspectives (functionalist, conflict, and symbolic interaction) to any social problem.
- Understand diversity and social interaction.
- Understand how social location and position influences life outcomes.
- Question and critique commonly agreed upon social understandings.

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- Your full name
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- Specific chapter or assignment you are inquiring about

If you do not include these items in your email I will not respond. If your email does not contain full sentences complete with appropriate punctuation and grammar, I will not respond. Remember, you are held to the academic civility and integrity policies of UAF and this course. Your email is an extension of your speech and any harassing or belligerent emails will not be tolerated. My preferred method of contact (outside of office hours) is via email. Phone calls are not likely to be returned.

**Paper submission requirements:** Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double-spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.

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## COURSE EVALUATION

<i>Two examinations</i>	200 points
<i>Final group presentation</i>	200 points
<i>Group attendance and participation</i>	100 points
<i>In class/homework assignments</i>	200 points
<b>TOTAL POINTS AWARDED</b>	<b>700 points</b>

**Final Grade Policy:** If, at the end of the semester, you are earning an 89.6% in the class, I will not bump you up to an "A" if (1) you have not completed all assignments for the course, (2) have not completed at least one extra credit assignment [if available], (3) I will check your attendance and participation in the course. Grade bumps are given at the discretion of the professor. If a student fails an examination but completes all assignments and attends class, it is unlikely a grade bump will be given. I do not grade on the curve.

### **Explanation of Graded Assignments**

***In class/homework assignments:*** In and out of class homework assignments will be assigned during various times in the semester. In class assignments will usually consist of your response to a reading, a chapter in the book, a movie, or a group project that will be completed in class and require a paper to be written. Homework will be posted in Blackboard. In class assignments will not be listed and credit will only be given to students who are in class that day or excused. It is your responsibility to check Blackboard daily and attend class in order to receive information on assignments, including specific requirements and due dates.

*Ten assignments at 20 points each - TOTAL 200 points\**

*\*There is a possibility that there will be more than 10 assignments given.*

***Final group presentation:*** The end of the semester will culminate in a research project of a social issue facing the Fairbanks community. This project will involve you investigating and researching a local organization such as the ICC Soup Kitchen or the FNSB Early Head Start program to describe what social problems exist in Fairbanks and how we can use sociology to explain why those problems exist. This presentation will be a small group effort and will end with a group presentation during the day of the final. Groups will be asked to visit a local organization, research demographics and social issues related to the organization, and create a display that will be presented to the class and to the organization. Specific information about presentation requirements will be given out later in the semester. Class time will be devoted to group work. Attendance at group meetings and the final presentation is required.

*Final group presentation (rubric will be explained later) 200 points*

*Group meeting attendance and participation 100 points – TOTAL 300 points*

***Examinations:*** I will give two examinations that will test your knowledge, comprehension, and ability to apply concepts. These exams will typically be 50 questions (multiple choice and true/false). The examination dates will be noted in the course schedule but subject to change. Test content will be a combination of materials from the textbook, lecture, and in-class discussions. Unless you are university excused, you must be in class to take an examination. Exams start at the beginning of class. Arriving more than five minutes past the start of class will forfeit your opportunity to take the exam – no exceptions.

*Two examinations at 100 points each – TOTAL 200 points*

**Assessment:** Grades will be awarded only on the basis of submitted work. Your final grade will be based on the total points you earn out of a possible 700. Grading is criteria based, not norm-based (no curve is employed), comparing your performance to the ideal performance of just above an "A."

*A (700-630 points)* - An honor grade; indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.

*B (629-560 points)* - Indicates outstanding ability above the average level of performance.

*C (559-490 points)* - Indicates a satisfactory or average level of performance.

*D (489-420 points)* - The lowest passing grade; indicates work of below-average quality and performance.

*F (less than 419 points)* - Indicates failure. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

**Incomplete grades:** Only under extreme circumstances and with instructor approval will students be given an incomplete. If you are failing the course, you need to consult with me as soon as possible or withdraw.

**Grading Guidelines for Written Work:\***

Written assignments must be typed, double spaced with Times New Roman 12-point font. Assignments should include your first and last name as well as the course title and assignment name. The section with your name should not be double spaced. Absolutely no handwritten assignments will be accepted unless otherwise noted.

In order to better understand how I will evaluate and grade your written work, please review the following guidelines. I suggest that before you write your first paper you review these guidelines with a staff member of the Writing Center and then outline and develop a quality paper.

**An "A" paper will contain:** Sustains insightful, in-depth analysis of complex ideas; develops and supports main points with logically compelling reasons and/or highly persuasive examples; is well focused and well organized; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage but may have minor errors that do not interfere with meaning.

**A "B" paper will contain:** Provides generally thoughtful analysis of complex ideas; develops and supports main points with logically sound reasons and/or well-chosen examples; is generally focused and well organized; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage but may have minor errors that do not interfere with meaning.

**A "C" paper will contain:** Provides competent analysis of complex ideas; develops and supports main points with relevant reasons and/or examples; is adequately organized; conveys meaning with reasonable clarity; demonstrates satisfactory control of sentence structure and language usage but may have some errors that affect clarity.

**A "D" paper will contain:** Displays some competence in analytical writing skills, although the writing is flawed in at least one of the following ways: limited analysis or development, weak organization; weak control of sentence structure or language usage, with errors that often result in vagueness or lack of clarity.

**An "F" paper will contain:** Displays serious weaknesses in analytical writing. The writing is seriously flawed in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.

*\*This is based on the Graduate Record Examination analytical writing score level descriptions.*

**Your first assignment:** After you have read through the syllabus, please email me one question you have about this course. You have until Monday, September 8<sup>th</sup> by noon to email me. This assignment is worth 10 points.

## TENTATIVE COURSE SCHEDULE

\*Not all assignments are listed on this schedule. Please check Blackboard daily for assignment announcements and updates. This schedule is tentative and subject to change.

WEEK	DATE	TOPIC	READINGS	NOTES
1	Sept 4	Introduction to Sociology	Syllabus, course introduction	Print and review syllabus, bring to class with you on 1 <sup>st</sup> day.
2	Sept 9	Introduction to Sociology		
	Sept 11		Facts vs Fallacies	DUE: Facts vs Fallacies (Bb) [1]
3	Sept 16	What is Sociology?	Ch 1., p. 3-13.	
	Sept 18	What is Sociology?		
4	Sept 23	What is Sociology?	Ch. 1, p. 13-19	
	Sept 25	Culture and Society	Ch. 3, p. 41-52	
5	Sept 30	Group Project		Print and review, bring to class with you
	Oct 2	Culture and Society	Ch. 3, p. 53-62	
6	Oct 7	Socialization and the Life Cycle	Ch. 4, 67-84	
	Oct 9	Groups, Networks and Organizations	Ch. 6, p. 111-131	Study guide available today on Bb
7	Oct 14	EXAMINATION ONE	Chaps 1, 3, 4, 6	
	Oct 16	Ethnicity and Race	Ch. 11, p.243-256	
8	Oct 21	Ethnicity and Race; Conformity, Deviance and Crime	Ch. 11, p. 260-264; Ch. 7, 143-153	
	Oct 23	Race and Crime	READ: "The Good Racist People"; "Tulia Drug Busts 10 Years Later" both on Bb.	
9	Oct 28	Stratification, Class and Inequality		
	Oct 30	Stratification, Class and Inequality	Ch. 8, p. 161-166, 171-181	
10	Nov 4	Stratification, Class and Inequality	Ch. 8, p. 169-171, 183-187	Meet with groups 1-4
	Nov 6	Stratification, Class and Inequality		Meet with groups 5-8
11	Nov 11	Stratification, Class and Inequality		
	Nov 13	Stratification, Class and Inequality	READ: "Poor? Pay Up!" on	
12	Nov 18	Group Work Day		Meet in class with groups
	Nov 20	Gender	Chap 10, p. 213-237; READ: " End of Men" on Bb	
13	Nov 25	Gender	READ: "Why Women Still Can't Have It All" on Bb	
	Nov 27	NO CLASS	THANKSGIVING	
14	Dec 2	Examination Two	Chaps 7, 8, 10, 11	
	Dec 4	Group project work day		Meet with groups 1-4
15	Dec 9	Group project work day		Meet with groups 5-8
	Dec 11	GROUP PRESENTATION		
FINAL	Dec 18	GROUP PRESENTATION	8:00AM-10:00AM	