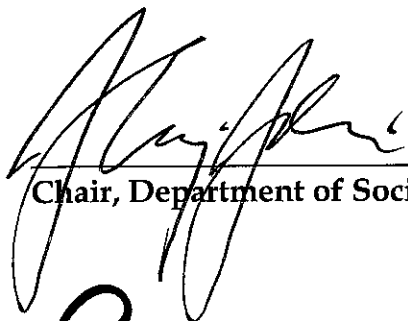


Proposal to revise undergraduate minor program requirements in the Department of Sociology

College of Social and Behavioral Sciences

November 18, 2008



Chair, Department of Sociology

11/25/08
Date



Director, Undergraduate Studies

11-25-08
Date

Proposal to revise undergraduate minor program requirements in the Department of Sociology

The Faculty of the Department of Sociology proposes a revision of its *Social Stratification and Inequality* and *Criminology* minor programs, and the creation of a new *Health and Society* minor program. The proposed changes will not increase the total credit hours required of minors beyond the current requirement of 25 hours. The changes are designed to create minor programs that are focused around major substantive areas of sociological expertise among faculty within the department as opposed to sole reliance on the "mini-major" philosophy that is the basis of the current form. No changes are proposed for the *Sociology* minor program because it is our most successful minor program (enrollment in SP '08 = 105).

Current and proposed minor program requirements for each minor offered by Sociology are presented in Table 1.

Table 1 - Current and proposed changes to Sociology minor programs.

	<u>Current requirements</u>	<u>Proposed requirements</u>
<i>Sociology</i>	Intro. to Sociology (101) Types of Sociological Inquiry (487) Intro. to Sociological Theory (488) 2 electives	No changes proposed
<i>Social Stratification and Inequality</i>	Intro. to Sociology (101) Social Stratification (463) Types of Sociological Inquiry (487) 2 electives	Social Problems (202) Sociology of Poverty (306) Social Stratification (463) 2 electives ^a
		new title: <i>Inequality and Society</i>
<i>Criminology</i>	Intro. to Sociology (101) Criminology (410) Types of Sociological Inquiry (487) 2 electives	Introduction to Criminal Justice (209) Criminology (410) Sociology of Youth and crime (511) 2 electives ^b
		new title: <i>Criminology and Criminal Justice Studies</i>
<i>Health and Society</i>	Not currently a minor program	Sociology of Death and Dying (290) Illness and Social Behavior (450) Sociology of Health (629) or Medical Sociology (630) 2 electives ^a

^a Electives for this program are listed in Appendix A. ^b Electives for this program are listed in Appendix B.

RATIONALE

SOCIAL STRATIFICATION AND INEQUALITY

This minor, approved in 2004, has three requirements: Introduction to Sociology (101), Social Stratification (463), and Types of Sociological Inquiry (487). Beyond the requirements students must complete 2 additional electives of their choice for a total of 25 credit hours. To the best of our knowledge very few students are enrolled in this program. Discussion among faculty has identified two potential reasons for low enrollment. First, the minor is not well differentiated from the Sociology minor program, differing only by the requirement to take Social Stratification (463) rather than Introduction to Sociological Theory (488). Second, there was agreement that the program title, "Social Stratification and Inequality," does not resonate well with students who may be unfamiliar with the term "stratification." Based on these observations we propose to shift the focus of this program away from what is offered in the Sociology minor towards a more substantive concentration in social stratification coursework, and to re-title the minor program "Inequality and Society." We retain the requirement to take social stratification (463), and add to it two courses that are substantively focused in the area of stratification: Social Problems (202) and Sociology of Poverty (306). The requirements for the proposed *Inequality and Society* minor will provide a solid substantive foundation for students interested in learning how social cleavages impact society and their lives. Syllabi for the required course work are included in Appendix C.

CRIMINOLOGY

This minor, approved in the 1980's, has three requirements: Introduction to Sociology (101), Criminology (410), and Types of Sociological Inquiry (487). Beyond the requirements students must complete 2 additional electives of their choice for a total of 25 credit hours. This is our second most successful program (enrollment in SP '08 = 67). Discussion among faculty has identified two potential reasons why the minor is under-performing relative to the Sociology minor. First, like Social Stratification and Inequality, the minor is not well differentiated from the Sociology minor program. The difference is the requirement to take Criminology (410) rather than Introduction to Sociological Theory (488). Second, there was agreement that the program title "Criminology" should be changed to correspond with the title of our major program "Criminology and Criminal Justice Studies" because of the number of courses covering various institutions within the criminal justice system. Based on these observations we propose to shift the focus of this program away from what is offered in the Sociology minor towards a more substantive concentration that will be titled "Criminology and Criminal Justice Studies." We retain Criminology (410) as a required course and add to it two courses which help to create a well rounded minor program: Introduction to the Criminal Justice System (209) and Sociology of Youth and Crime (511). Together these courses provide a solid foundation in theories of delinquency and crime and cover the major institutions that comprise the criminal justice system (i.e., police, courts, corrections, and juvenile justice). Syllabi for the required course work are included in Appendix D.

HEALTH AND SOCIETY

We propose a new minor program titled "Health and Society" to capitalize on our growing faculty strength in medical sociology, the sociology of aging, and our participation in the Initiative in Population Research (IPR), as well as the increasing standing of the population, aging, and medical sections of the American Sociological Association. In recognition of that the

faculty as a whole expressed strong support for this program. In particular, several faculty members now teach undergraduate courses in the sociology of health and they are particularly interested in and committed to this minor program. This includes four recently hired faculty (Casterline, Frank, Schmeer, and Colin) as well as several who have been with us for a longer period of time (Williams, Browning, Schwirian, Qian). Like the revisions previously discussed we propose that students complete three substantive courses drawn from our course offerings to form a core: Sociology of Death and Dying (290), Illness and Social Behavior (450), and either Sociology of Health (629) or Medical Sociology (630). These courses focus on the realities of an aging population including a focus on the demographics and meaning of death, social factors in disease and illness, the social distribution of physical and mental health, and social aspects of the health care industry and health care delivery. Students completing this minor program will be heavily exposed to sociological theory concerning the operation of the health care industry and social trends in health phenomena. Syllabi for the required courses are included in Appendix E.

Time to graduation

We chose not to alter the current credit hour requirements for our proposed minor programs so that time to graduation is not impacted.

Comparison to benchmark institutions

We examined the minor programs of Big Ten and non-Big Ten benchmarks (Texas, UCLA, Arizona, and Washington) and found variability in required coursework for minor programs suggesting that there is not one model that is universally adopted. The University of Wisconsin (Madison) does not have a minor program in Sociology. UCLA also does not have a minor program, opting instead for a "Sociology immersion" sequence of two courses that focus on conducting and writing ethnographic research. The rationale for our minor programs does not entail physical "immersion" in the UCLA sense but it does entail "substantive" immersion. The mean number of credit hours required by the aforementioned institutions (that have a minor program) is 27.59 (in quarter hours) which is slightly higher although similar to our requirements.

Undergraduate student input

Our advisors have been actively soliciting input from our current undergraduate minors and they are as a group, strongly supportive of the proposed changes to the minor programs (see Appendix F).

Implementation

Upon approval the revised minor programs will take effect on or subsequent to the first day of the AU 2009 academic quarter. Students electing minor programs prior to that date will fall under the purview of our current program requirements.

Appendix A – Inequality and Society, and Health and Society Electives

SOC 101	Introduction to Sociology
SOC 202	Social Problems
SOC 210	Sociological Aspects of Deviance
SOC 294	Group Studies: Topic varies
SOC 302	Technology and Global Society
SOC 306	Sociology of Poverty
SOC 309	Introduction to Law and Society
SOC 310	Sociology of Gangs
SOC 315	Sociology of Terrorism
SOC 320	Sociology of Education
SOC 330	Varieties of Modern Marriage
SOC 340	Sex & Love in Modern Society
SOC 345/H345	Contemporary American Society
SOC H367.01	Politics and American Society
SOC 367.02	Cities and Urban Life
SOC H367.03	Work & Family in the US
SOC 370	Social Factors in Personality
SOC 380	American Racial & Ethnic Relations
SOC 382	Sociology of Asian American Life
SOC 391	The Community
SOC 407	Social Change
SOC 410	Criminology
SOC 430	Sociology of the Family
SOC 434	The Child and Society
SOC 435	Sociology of Women
SOC 450	Illness and Social Behavior
SOC 460	Environmental Sociology
SOC 463	Social Stratification: Race, Class, & Gender
SOC 464	Work, Employment and Society
SOC 466	Sociology of Occupations and Labor Markets
SOC 467	Sociology of Religion
SOC 487	Types of Sociological Inquiry
SOC 488	Intro. to Sociological Theory
SOC 489	Internship Program in Sociology and Criminology
SOC 509	Sociology of Law
SOC 511	Sociology of Youth and Crime
SOC 549	Quantitative Research Methods in Sociology
SOC 597.01	Contemporary World Societies: Social Institutions and Social Change
SOC 597.02	World Population Problems
SOC 601	Comparative Family Organization
SOC 605	Sociology of Sexuality
SOC 606	Social Movements and Collective Behavior
SOC 608	Gender, Race, and Class in Mass Communications
SOC 609	Neighborhoods and Crime
SOC 610	Sociology of Deviant Behavior

SOC 623 Advanced Sociology of Education
SOC 629 Sociology of Health: Mental and Physical Dimensions
SOC 630 Medical Sociology
SOC 635 Men in Society
SOC 640 Sociology of Everyday Life
SOC 648 Intro to Quantitative Research
SOC 649 Principals of Multiple Regression
SOC 651 Approaches to Sociological Inquiry
SOC 652 Sociological Survey Research Methods I
SOC 653 Sociological Survey Research Methods II
SOC 655 Sociology of Sport
SOC 662 Small Groups
SOC 666 Political Sociology
SOC 670 Topics in Sociology: Topic varies
SOC 671 Population Studies I: Theory, Substance, and Techniques
SOC 672 Population Studies II: Theory, Substance, and Techniques
SOC 680 Sociology of Changing Life Styles
SOC 694.XX Group Studies: Topic Varies

Appendix B - Criminology and Criminal Justice Studies Elective List

SOC 101	Introduction to Sociology
SOC 202	Social Problems
SOC 209	Introduction to Criminal Justice
SOC 210	Sociological Aspects of Deviance
SOC 294	Group Studies: Topic Varies
SOC 302	Technology and Global Society
SOC 306	Sociology of Poverty
SOC 309	Introduction to Law and Society
SOC 310	Sociology of Gangs
SOC 315	Sociology of Terrorism
SOC 345/H345	Contemporary American Society
SOC 367.02	Cities and Urban Life
SOC 370	Social Factors in Personality
SOC 380	American Racial & Ethnic Relations
SOC 391	The Community
SOC 430	Sociology of the Family
SOC 434	The Child and Society
SOC 460	Environmental Sociology
SOC 463	Social Stratification: Race, Class, and Gender
SOC 487	Types of Sociological Inquiry
SOC 488	Intro. to Sociological Theory
SOC 489	Internship Program in Sociology and Criminology
SOC 505	Capital Punishment in the United States
SOC 507	The Criminal Justice System
SOC 509	Sociology of Law
SOC 510	Women, Crime, and the Legal System
SOC 511	Sociology of Youth and Crime
SOC 549	Quantitative Research Methods in Sociology
SOC 605	Sociology of Sexuality
SOC 609	Neighborhoods and Crime
SOC 610	Sociology of Deviant Behavior
SOC 611	Penology
SOC 615	Control and Prevention of Crime and Delinquency
SOC 618	Sociology of Police and Policing
SOC 635	Men in Society
SOC 655	Sociology of Sport
SOC 673	Topics in Criminology: Topic Varies
SOC 694.04	Groups Studies in Criminology and Criminal Justice: Topic Varies



Sociology 202 Social Problems

An imbalance between rich and poor is the oldest and most fatal ailment of all republics.

--Plutarch

Instructor: Susan Y. Ortiz
Email: ortiz.60@sociology.osu.edu
Class Meeting Time: T R 11:30-1:18 pm
Class Room: KN 0190
Spring Quarter 2008

Office: Townshend Hall, Room 221
Office Phone: 614-688-4494
Office Hours: T R 9:15-11:15 am
and by appointment

REQUIRED Text:

Eitzen, Stanley D. and Maxine Baca Zinn. 2006. *Social Problems: Tenth Edition*. Boston: Pearson: Allyn & Bacon ISBN: 0-205-44969-7

Course Description:

A sociological course that examines how social problems come to be defined, how perceptions of social problems change over time, and the causes and consequences of social problems for individuals and groups. Possibilities for institutional change as well as future issues and trends will also be discussed.

Problems covered include: work and power; education; health and well being; social and interpersonal violence; and inequality associated with poverty, minority status, gender, sexual orientation and sex roles.

Course Goals:

Students should be able to demonstrate an understanding of:

1. The process through which social problems are identified, legitimized and addressed.
2. How the major theoretical perspectives and the scientific method are used to evaluate and analyze social problems, develop proposals for addressing social problems, and compare and contrast specific social problems in cross cultural contexts.
3. The effect of social structure and culture on social policy and the role social policy plays in resolving or exacerbating social problems.
4. The impact of social structure in generating social problems, such as structures of inequality, the political system and the economy.
5. The role of social movements in constructing and/or resolving social problems.

University Policies and Student Services:

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Other Sources for General Student Assistance:

The Writing Center
485 Mendenhall Lab
125 S. Oval Mall
Phone: (614) 688-5865
Fax: (614) 292-9244
Email: cstw@osu.edu

The Counseling Center
Younkin Success Center
1640 Neil Avenue
Phone: (614) 292-5766
Fax: (614) 688-3440
Web site: <http://www.ccs.ohio-state.edu>

Walter E. Dennis Learning Center
250 Younkin Success Center
1640 Neil Avenue
Web site: <http://dennislearningcenter.osu.edu/>

Academic Misconduct:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. The Ohio State University, the Committee on Academic Misconduct (COAM), and I take academic misconduct very seriously. You are expected to be familiar with, understand, and agree to comply with all of the policies listed in the OSU *Code of Student Conduct* (see section 3335-23-04). The Ohio State University's *Code of Student Conduct* defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is not an "excuse" for academic misconduct.

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Plagiarism will not be tolerated.

Academic Misconduct continued:

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

University Fees: Rules About Unpaid Fees

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. Your fees are paid, OR
2. You have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

Course Policies

Attendance: You are expected to attend every class and **arrive on time**. Attendance is extremely important, but being an involved member of this class encompasses more than simply showing up. Attentive listening, group interaction, and participation in group discussions and other assigned projects are critical. Therefore, everyone is expected to be an active participant in class and in small group discussions. **Tardiness** disrupts the class and you will often miss quizzes given at the beginning of class. Also, please do not pack your bags before class ends. This is disrupting to both me and the other students. Please make sure you come to class with the appropriate materials everyday (books/articles, paper, pen/pencil, etc). If you are absent from class lectures, discussions, and films, **you are responsible for securing missed material from fellow classmates**. I do not give out copies of my lecture notes, nor do I meet with students to go over the notes they missed in class.

Participation: I expect that you will complete the assigned readings ***before*** class begins and that you will be able to participate in all class discussions. This course will deal with many controversial issues and discussion from every point of view is expected and encouraged. However, all comments must be expressed in a respectful manner that is sensitive to differences in ability, class, gender, sex, race and ethnicity, sexual orientation, religion, etc. Having respect for other people is the most important prerequisite for enrollment in this course. Everyone must feel comfortable to express their opinions in order to have quality in-depth discussions of the material; therefore RESPECT is paramount!

Technology: E-mail is by far the best way to contact me, but please be advised that I do not check my e-mail every hour. You should expect a written email response within two business days. If you e-mail me the night before an exam or a paper is due, you may not receive a response with enough time to be beneficial, so plan ahead!

Cell phones should be turned off or silenced before coming to class.

Course Requirements

Letter(s) to Representatives and Senators and "People Who Work for You" Assignments:

These two assignments will demonstrate your ability to evaluate and analyze social problems and develop proposals for addressing those problems through social policy recommendations to your elected officials. Each letter should be approximately 1 page. I will provide a separate handout with the specific requirements for these two assignments. As you will be sending the letters to all of your representatives, you will need to purchase **five (5) letter-size envelopes appropriate for mailing through the U.S. Postal Service as well as 5 stamps (at current postal rate for business-size envelopes)**. More detailed instructions regarding this assignment will be handed out in class. *The "People Who Work for You" assignment is due on Thursday, April 3rd. The Letters to your Representatives (and addressed envelopes) are due Thursday, May 29th (rough draft is due May 20th.)*

Media Paper: This assignment is designed to encourage you to think critically about how the media presents social problems. Each student will choose a movie and will conduct a brief analysis of the social problem depicted within it. You should use the knowledge learned in class to discuss how social problems are presented in popular culture and what implications these images may have for society. The paper should be approximately 3-4 pages in length and in that space should integrate relevant theories, descriptions, definitions, and evidence covered in the class readings – 3 *scholarly* references must be included! More detailed instructions regarding this assignment will be handed out in class. *The due date for this assignment varies. See the course outline for specific due dates.*

Reading Response: This assignment is designed to help you synthesize what you learned from each chapter and/or Carmen reading(s). A question will be put on Carmen which you must answer using information from that day's assigned readings. Your paper should directly address the social problem, and each response should include your opinion on the assigned readings. The paper should be approximately 1 page in length, and you will be required to share your thoughts with the class concerning this topic on the same day you turn in your paper. *The due date for this assignment varies.*

Gender Paper: For this assignment, you will be a novice sociologist conducting preliminary research for a paper about gender. You will use your observational skills and the knowledge you have gained from the readings/class lectures to examine and analyze gender roles and gender structure (definitions to be explained in class). You will then write a paper about how they relate to gender inequality. This paper should be approximately 3-4 pages in length and should integrate your empirical data (observations) with relevant theories and definitions surrounding gender - 3 *scholarly* references must be included! More detailed instructions regarding this assignment will be handed out in class. *This assignment is due Thursday, April 24th.*

Current Events Paper: Before the end of the quarter, you must bring in a news article that directly relates to a social problem we have discussed in class. The news article must be printed (or cut out) and should include the date, source, title and author. You must write a 1 page paper discussing the article and how it is connected to a social problem. You should first state why the topic is a social problem and then discuss the connections between the article and what you have learned in class including relevant theories, definitions, etc. The last day to turn in this assignment is *Thursday, May 15th.*

NOTE about ALL written assignments: All papers (except the Letter to Representatives) *must* be typed, double-spaced, 12 pt. font, with 1-inch margins. Page requirements for each assignment are the minimum number and going over the page limit (within reason) is fine, as each assignment will be graded on how well you meet the requirements for that specific assignment. Therefore, adjusting margins and changing font type or size in order to make your assignments appear longer are of no benefit and should be avoided. **You must re-read your papers for grammatical errors and run spell check before you bring them to class.**

Extensive grammatical and spelling errors can make it difficult to convey your thoughts and ideas, thus grammar and spelling are considered as portion of your grade. You should never miss class to work on your papers! Plan ahead and turn assignments in on time. Late papers will be penalized **10 points per class day** it is late, and I will NOT accept papers electronically.

Examinations: Two (2) exams will be given in this quarter, a midterm and a non-cumulative final. Exams will be made up of multiple choice, short answer and essay questions. Exam questions will be taken from the text, lectures, in-class films, and CARMEN reading assignments. It is impossible to do well on the exams if you do not attend the lectures *and* read all of the required assignments.

I do **not** give make-up exams, except in extreme circumstances (for such a case, you *must* have a doctor's note, documentation of a family emergency, etc.). Make-up for the midterm will be assessed a penalty of 5 (FIVE) points off per day, regardless of the circumstances for lateness. There is absolutely **NO** make-up for the final exam, so please plan accordingly and do not miss the final.

Evaluation:

Course evaluation will be based on the following components, weighted as indicated.

Attendance/Participation	5%
People Who Work for You	5%
Midterm:	20%
Gender Paper	15%
Media Paper	15%
Current Events Paper	5%
Reading Response	5%
Letter(s) to Representatives	10%
<u>Final Exam:</u>	<u>20%</u>
Total:	100%

Grading Scale:

A	94-100 %
A-	90-93 %
B+	87-89 %
B	84-86 %
B-	80-83 %
C+	77-79 %
C	74-76 %
C-	70-73 %
D+	67-69 %
D	60-66 %
E	< 60 %

Course Outline*

*NOTE: The course outline is **subject to change** and I may modify this syllabus throughout the quarter to better fit the needs of the class. Also, additional readings may be added *at any point* in the term. Students are responsible for any revisions to this syllabus that are announced in class, via email or on Carmen.

**Indicates that a reading is ONLY available on CARMEN and is not in your *Social Problems* textbook.

^ Indicates that only people assigned to that topic have an assignment due.

Date	Topics and Assigned Readings DUE	Assignment Due
WEEK 1		
T Mar 25	Introduction to the course and syllabus discussion Lessons on letter/paper writing and ASA reference style	
R Mar 27	Chapter 1: The Sociological Approach to Social Problems ** <i>Sociological Perspectives</i> by Vincent Parrillo (CARMEN)	
WEEK 2		
T April 1	Chapter 2: Wealth and Power: The Bias of the System	"People Who Work for You" assigned
R April 3	Chapter 3: World Population and Global Inequality *** <i>Bitter Harvest</i> " by Betty Rogers (CARMEN)	"People Who Work for You" paper DUE
WEEK 3		
T April 8	Chapter 4: Threats to the Environment (p. 80-97) *** <i>Boss Hog</i> " by Jeff Tietz	
R April 10	Chapter 4: Threats to the Environment (p. 97-111) *** <i>The Empire of the Pigs</i> " by Barlett and Steele	^Norma Rae ^The Constant Gardener
WEEK 4		
T April 15	Chapter 9: Gender Inequality (p. 247 – 260) " <i>Masculinity as Homophobia</i> " by Michael Kimmel	^End of Suburbia ^Who Killed the Electric Car
R April 17	Chapter 9: Gender Inequality (p. 260 – 283) **" <i>Doing Gender</i> " by West and Zimmerman *** <i>Female Sexuality and the Beauty Myth</i> " by Naomi Wolf	^Inconvenient Truth
WEEK 5		
T April 22	Chapter 10: Sexual Orientation	^North Country

R April 24 **Chapter 16: Education (p. 479-499)** **Gender Paper DUE**
****How America's Schools Cheat Girls: Missing in Interaction* by Sadker and Sadker
** *Preparing for Power: Prep Schools and Higher Education* by Cookson, and Persell

WEEK 6
T April 29 **Chapter 16: Education (p. 499-509)** ^*The Accused*
** *"Savage Inequalities"* by Jonathan Kozol

R May 1 **Chapter 14: Work** ^*Boys Don't Cry*

WEEK 7

T May 6 **MIDTERM**

R May 8 **Chapter 7: Poverty** ^*Monster*
CARMEN ****Media Magic: Making Class Invisible* by Gregory Mantsios

WEEK 8

T May 13 **Chapter 15: Families** ^*Roger and Me*
^*Blood Diamond*

R May 15 **Chapter 8: Racial and Ethnic Inequality (p. 216 – 232)** **Email topic for**
***White Privilege and Male Privilege* by Peggy McIntosh **Letters to Reps**
(Last Day for Current Events Paper)

WEEK 9

T May 20 **Chapter 8: Racial and Ethnic Inequality (p. 232 – 245)** **Rough Draft of Letter**
***Mark of a Criminal Record* by Devah Pager **To Representatives DUE**
***Are Emily and Greg More Employable Than Lakisha and Jamal?* by Bertrand and Mullainathan

R May 22 **Chapter 12: Crime and Justice Pp. 359 – 375 only** ^*Crash*
Chapter 18: National Security in the 21st Century: The War ^*Murder on a Sunday Morning*
on Terror Pp. 539-546 and 559-563 only

WEEK 10

T May 27 **Chapter 17: Health and Health Care Delivery (p.511-525)** ^*John Q.*
****Millions for Viagra, Pennies for Diseases of the Poor* by Ken Silverstein

R May 29 Chapter 17: Health and Health Care Delivery (p.525-537)

Letter to Reps
DUE with 5 stamped and
addressed envelopes

WEEK 11

T June 3 FINAL EXAM: 11:30 am - 1:18pm

Students in the class whom I can contact for notes, etc.:

NAME	EMAIL ADDRESS	PHONE NUMBER

This material is available in alternative formats upon request. Please contact an advisor in 302 Bricker Hall, 292-1175.

We will do our best to assist you in the course. However, students with disabilities must make their needs known to us, and seek the available assistance in a timely manner.

SOCIOLOGY 306 -POVERTY
Winter 2006 -18015-5
T/R 9:30-11:18 - MP1046

Instructor: DR. STEPHANIE SPEARS
Office:363A -Journalism Building
Office hours 10-11AM M/W
by appointment, and before and after
class
Phone#: 292-1385/Dept.#292-6681

REQUIRED BOOKS:

Schiller, Bradley R. 2004. **THE ECONOMICS OF POVERTY AND DISCRIMINATION**, Ninth Edition, Upper Saddle River: Pearson Education, Inc.

Eitzen, D. Stanley and Kelly Eitzen Smith. 2003. **EXPERIENCING POVERTY: VOICES FROM THE BOTTOM**, Belmont:Wadsworth.

A study of the social forces which give rise to poverty, and the effects of those social forces on people of all incomes. Sociology 306 meets the requirement for social diversity in the United States. Courses in social diversity will foster an understanding of the pluralistic nature of institutions, society, and culture in the United States.

LEARNING OBJECTIVES:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values.

These objectives will be met through the study of the impact of class, gender, race, ethnicity, and religion on such social forces as: 1) government programs which give aid to the poor as well as programs which give aid to the wealthy; 2) the criminal justice system; 3) the nature of stratification in the United States as well as other developed countries and developing countries; 4) the education system; 5) the family; 6) media; and 7) the impact of an understanding of personal choice. Each student will also gain an understanding of the impact of these forces on society by working on a poverty journal throughout the quarter. This journal will personalize the nature of poverty for each student by connecting the readings and issues to their own personal biography. The journal will give each student a chance to problem solve the issues of poverty in a "hands on" way by demonstrating how unforeseen events can change a life in an instant.

COURSE OBJECTIVES:

This course will be an introduction into a sociological understanding of poverty. During the quarter we will explore poverty from many angles with the goal of gaining an understanding of poverty as one of the social forces which make-up everyday life. The course will attempt to give you a chance to "feel" and experience how fragile economic health in society can be. Through your exploration of poverty this quarter you will gain an understanding for both the breadth and depth of a sociological importance of poverty in our society.

COURSE REQUIREMENTS AND STUDENT EVALUATION:

Grades will be determined on the basis of performance on two tests, one paper project. Dates for these are given on the class schedule. Exams will consist of short answer and essay questions from the reading materials, lectures, and any other class activities.

- **THE PAPER PROJECT-** The paper project for this class will be a major part of the work you do this quarter for 306 (final journals due March 2 in class). This paper will be your budget journal. You are going to be asked to keep track of the money you spend during the quarter. At several points I will add a crisis that will cut into your budget. While you will not need to change your lifestyle, you will be asked to keep a journal of the things that you were able to do in your real life that

you would not have been able to do if the crisis were real. [Example; Crisis - transportation issues - cut budget by 5%. In your real life you will still have that 5% to live on and you will journal those things you did - I will explain later.] You will turn your journal in every two weeks and your grade will be given at the end.

<u>WEEK</u>	<u>DATE</u>	<u>ASSIGNMENTS</u>
1	1/3	Welcome - to 306 - no readings
	1/5	Journal set-up and class introduction exercise
2	1/10	Schiller Chapter 1- Views of inequality and Poverty
	1/12	Schiller Chapter 2 - Inequality
3	1/17	cont.
	1/19	Schiller Chapter 3 - Counting the Poor
4	1/24	Schiller Chapter 4 - Labor force participation
	1/26	Schiller Chapter 5 -The Working Poor Eitzen Part I - Poverty in the United States and the Sociological Imagination and Eitzen Part II - Theories of Poverty: Why Are the Poor ? Chapter 1- Individual/Cultural and Structural Explanations
5	1/31	Schiller Chapter 11 - Discrimination in the Labor Market
	2/2	catch up
6	2/7	Test 1
	2/9	Schiller Chapter 7 Family Size and Structure - Eitzen Chapter 2 - Survival and Finances - Eitzen Chapter 4 - Parenting in Poverty
7	2/14	Schiller Chapter 8 The Underclass:Culture and Race - Eitzen - Chapter 3 Discrimination/Racism/Stigma
	2/16	Schiller Chapter 6 - Age and Health - Eitzen Chapter 7 - The Health Care System
8	2/21	Schiller Chapter 9 - Education and Ability
	2/23	Schiller Chapter 10 - Discrimination in Education - Eitzen Chapter 8 - Schools and Schooling
9	2/28	Schiller Chapter 12 - Welfare Programs - Eitzen Chapter 6 - The welfare system
	3/2	Schiller Chapter 14 - Employment Policies - Eitzen Chapter 9 - Work and Working Journals due in class
10	3/7	Legal summary of policies and the future - Readings - Eitzen Chapter 10 - Changes from the bottom and Schiller Chapter 16 - Direction and Prospects
	3/9	wrap-up

GRADING PROCEDURES:

Test 1	30%	Tuesday Feb. 7 - in class
Test 2	40%	Thursday March 16 - 9:30- 11:18
Paper Project	30%	Due in Class March 2

SOCIAL STRATIFICATION
SOCIOLOGY 463
SPRING 2008

“The power of fortune is confessed only by the miserable; for the happy impute all their success to prudence and merit.”

-Jonathan Swift

Professor: Dr. Rachel Dwyer
Email: dwyer.46@sociology.osu.edu
Office: 339 Bricker Hall
Office Phone: 247-6682

Class time: TR 1:30-3:18pm
Classroom: 205 Boyd Laboratory
Office hours: W 2:30-3:30pm & by appt

Course Description and Objectives

The study of social inequality is the central problem in the field of sociology. In this course we will examine the sociological perspective on the causes and perpetuation of the structure of social stratification. We will be especially concerned with identifying how factors beyond individual's actions and abilities affect their social status. Most of our attention will be on the United States, though many of the ideas in the class can be applied to the analysis of stratification in other societies as well. We focus on inequalities by class, race and ethnicity, and gender, three of the most important dimensions along which people are socially divided. Each form of inequality has a distinct character, but they are also intertwined in complex ways. Contemporary American society is marked by profound—and in some cases growing—disparities along the dimensions discussed in this course. While belief in equality and opportunity for all to achieve the “American Dream” can obscure the degree of stratification in the US, enduring conflicts over the appropriate distribution of social resources and prestige between classes, races, and men and women reveal the gap between dream and reality.

GEC Objectives

Sociology 463 fulfills the GEC Social Science requirement. The course will develop student understanding of human behavior and the structure of human societies, cultures, and institutions through an engagement with sociological perspectives on inequality.

The key learning objectives of the GEC Social Science requirement are:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy-making.

The objectives will be met in this course through study of the major sociological theories and empirical analyses of class, race, and gender inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. The course emphasizes critical reasoning using theory and evidence to aid student assessment of policies, values, and beliefs involving social inequality. Specifically, students will be required to engage this material and develop their abilities through: 1) participation in class discussion and periodic assignments; 2) two exams testing knowledge of the material presented in lectures and readings; and 3) two short position papers on an important issue in the study of inequality, drawing on both course material and outside sources.

Reading Materials

Required:

Scott Sernau. *Worlds Apart: Social Inequalities in a Global Economy*. Second Edition. Pine Forge Press.

Stephen J. Rose. 2007. *Social Stratification in the United States: The American Profile Poster*. New Press.

Readings accessible through the course Carmen web page, log in at www.carmen.osu.edu

Recommended:

Eric Klinenberg. 2003. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press. Selections from the book are part of the required readings, but students would benefit from reading the entire book as well.

Evaluation

Course evaluation will be based on the 5 following components, weighted as indicated:

1) class exercises and participation	10%	40
2) paper 1	20%	80
3) paper 2	20%	80
4) mid-term exam	25%	100
5) final exam	25%	<u>100</u>
		400 points

Class attendance and participation

I expect you to attend class regularly and be punctual.

This course involves both lecture and discussion. Discussion will be a very important part of developing our understanding of the course material. Sometimes we will have a large group discussion, other times small group. I expect you to participate in discussion activities to the best of your ability and temperament. I expect respectful discussion behavior. I may ask you to prepare for a discussion in advance of the class, for example by bringing discussion questions, by thinking about discussion questions I provide you ahead of time, or by collecting a cultural artifact like an advertisement and bringing it to class for discussion.

At some point during each class session, I will ask you to produce a brief piece of writing. I may ask you to write your response to a question, or write a question of your own. I may ask for a summary of a particular reading, or of the most interesting idea addressed in class that day. I will not give these assignments a letter grade, but will review them to assess whether you have made an effort to do the exercise, and they will also serve as a record of your attendance. These exercises will contribute to your class participation grade.

Papers

Everyone in the class will write two papers on assigned topics. You will receive detailed instructions for each paper later in the quarter. Each paper will require supplemental readings and research. The first will require analysis of Stephen Rose's *Social Stratification in the United States* and the second will require reading selections from Eric Klinenberg's *Heat Wave*.

Paper 1 is DUE at the beginning of class on **Tuesday, April 22nd**.

Paper 2 is DUE at the beginning of class on **Tuesday, May 27th**.

I do not accept late papers except in unusual circumstances, in which case I may require documentation.

Exams

There will be two exams, a midterm and a final. The final will focus mostly on material from the second half of the course, but also include some questions that require you to integrate material from the first half.

The mid-term exam will be in class on **Tuesday, April 29th**.

The final exam will be on **Monday, June 2nd at 1:30-3:18pm**.

I expect you to be at the exams. I do not give make-up exams except in cases of major emergencies or conflicts because I believe they are not fair to the other students. Thus, I am relatively *inflexible* about acceptable reasons for missed exams and will require documentation (doctor's note, etc.) of the reason.

Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Students are responsible for communicating with me about requested accommodations in a timely manner.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

COURSE SCHEDULE

Note: I may occasionally change the syllabus as circumstances warrant.

THE SOCIOLOGICAL PERSPECTIVE ON INEQUALITY

- T March 25 Introduction
 Sernau. Chapter 3. "The Gordian Knot of Race, Class, and Gender"
- R March 27 Theories of social stratification
 Sernau. Chapter 1. "The Great Debate"
 Recommended: Marx & Engels. "Manifesto of the Communist Party"
 (Carmen)
 Recommended: Weber. "Class, Status, Party" (Carmen)
 Recommended: Davis and Moore. "Some Principles of Stratification"
 (Carmen)

CLASS, STATUS, AND PRESTIGE

- T April 1 NO CLASS SESSION
- R April 3 Consumption, status, and prestige
 Sernau. Chapter 7. "Status Prestige"
- T April 8 The American class structure
 Sernau. Chapter 4. "Class Privilege"
 Fischer et al. "Why Inequality?" (Carmen)
 Recommended: Wright. "A General Framework for the Analysis of
 Class" (Carmen)
- R April 10 Economic structure, the labor market, and earnings inequality
 Morris and Western. "Inequality in Earnings at the Close of the Twentieth
 Century" (Carmen)

- T April 15 Wealth stratification and elites
Sernau. Chapter 8. "Power and Politics"
Domhoff. "Who Rules America?" (Carmen)
- R April 17 Poverty
Sernau. Chapter 11. "Reversing the Race to the Bottom: Poverty and Policy"
Rank. "As American as Apple Pie: Poverty and Welfare" (Carmen)
Gans. "The Positive Functions of Poverty" (Carmen)
- T April 22 **Paper 1 due**
Social mobility
Sernau. Chapter 9. "Moving Up: Education and Mobility"
Macleod. "Social Immobility in the Land of Opportunity" (Carmen)
- R April 24 Summing up, overflow, and review
- T April 29 **Midterm Exam**

RACE AND ETHNICITY

- R May 1 Theories of racial and ethnic inequality
Sernau. Chapter 5. "Race and Class"
Zhou. "Are Asian Americans Becoming 'White'?" (Carmen)
- T May 6 Racial and ethnic inequality in America
Oliver and Shapiro. "Black Wealth/ White Wealth" (Carmen)
Recommended: Bonacich. "A Theory of Ethnic Antagonism: The Split Labor Market" (Carmen)
Recommended: Du Bois. "The Problem of the Twentieth Century is the Problem of the Color Line" (Carmen)
- R May 8 Immigration
Portes and Zhou, "The New Second Generation: Segmented Assimilation and Its Variants" (Carmen)

GENDER

- T May 13 Theories of gender inequality
Sernau. Chapter 6. "Gender and Class"
- R May 15 Gender inequality and the family
Hochschild. *The Second Shift*. Chapter 1. (Carmen)
- T May 20 Gender inequality in work and the labor market
Kessler-Harris. "The Wage Conceived: Value and Need as Measures of a Woman's Worth." (Carmen)

INTERSECTIONS

- R May 22 Spatial inequalities I: Ghettos and Enclaves
Sernau. Chapter 10. "Abandoned Spaces, Forgotten Places: Poverty and Place"
Farley and Squires. "Fences and Neighbors: Segregation in 21st-century America" (Carmen)
- T May 27 **Paper 2 due**
Spatial inequalities II: Education and social mobility
Kozol. "Savage Inequalities" (Carmen)
Cookson and Persell. "The Vital Link: Prep Schools and Higher Education" (Carmen)
- R May 29 Social change
Contemporary Sociology Symposium (Carmen)
- M June 2 **Final Exam** (1:30-3:18pm)

INTRODUCTION TO CRIMINAL JUSTICE

Sociology 209 - Winter 2008

Dr. Debbie Wilson
Office: 363C Journalism Bldg
Phone: 292-1386 / 292-6681
Hrs: Tues. & Thurs. 10 - 11:45 am
E-mail: Wilson.1028@osu.edu

Grader: Heather Washington
Office: 151 Journalism Bldg.
Hrs: Mon. & Wed. 9:30-11:30 am
E-mail: Washington.198@osu.edu

The purpose of this course is to introduce students to the agencies responsible for detecting, prosecuting, and adjudicating criminal offenders. The first portion of the course will examine the historical development of the criminal justice system along with the origin and types of law. The primary methods used to measure crime, the frequency of crime, and problems with crime measurement will be discussed. The elements of a crime, causation, and criminal defenses will be presented.

The second portion of the course will address the roles and functions of the police. We will focus specifically on the U.S. Constitution and basic constitutional rights provided citizens in the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments. Primary principles governing police search and seizure and interrogation tactics will be discussed. Various types of police operations including community policing and problem oriented policing will be presented.

The final portion of the course focuses on the courtroom workgroup, criminal trials and sentencing procedures. The working relationship between judges, prosecutors, and defense attorneys will be examined. We will study the formal stages of the criminal justice system beginning with arrest and proceeding through the sentencing stage. Legal and extra-legal factors influencing the proceedings at each stage will be discussed along with current problems plaguing the legal system. Numerous sentencing strategies will be examined along with their impact on our correctional system.

REQUIRED TEXTS

CRIMINAL JUSTICE: A BRIEF INTRODUCTION, 7th Edition, Frank Schmalleger

COURSE REQUIREMENTS

There are a total of 340 points to be earned in this course. Final course grades are based on three separate components. These components include: (1) exams (2) quizzes, and (3) writing assignments.

COURSE REQUIREMENTS - cont'd

Each of the two examinations are worth 120 points. Students are responsible for all assigned reading, material covered in class, and information presented by speakers and videos. The examinations will consist of multiple choice questions. The second examination will not be comprehensive; it only covers lectures and material assigned after the first examination. The format will be similar to the first exam. The final exam must be taken at the scheduled time. The only authorized exception is documentation of an OSU sponsored activity.

There will be four quizzes worth 20 points each. Quizzes will be short answer and fill in; they will cover previous class discussions **and** the assigned reading for that class. Quizzes are not scheduled in advance, but rather will be announced in class the meeting prior to the quiz. The lowest quiz scores for each student will be dropped - leaving 3 quiz scores worth a total of 60 points. **THERE WILL BE NO MAKE-UP QUIZZES UNDER ANY CIRCUMSTANCES.** The rationale for this policy is to recognize that students will have legitimate reasons for missing class. Dropping the lowest quiz score ensures that students will not be penalized for legitimately missing class on a scheduled quiz day.

Lastly, there will be two writing assignments worth 20 points each. The writing assignments will consist of several critical thinking questions. Students will write essay responses that incorporate concepts discussed in lecture and the text. Writing assignments will be graded as to relevance, content, and style. Papers will naturally be marked down for spelling and grammatical errors, inappropriate punctuation, and inaccuracies. Papers will be marked down one letter grade for each day they are late. All papers must be turned into the instructor [**e-mailed assignments will not be accepted**].

CHEATING:

Any and all suspected cases of academic dishonesty will be reported to the Committee on Academic Misconduct. Sharing information with other students during an exam or about an exam that you have taken but they have not taken is a violation of academic conduct. Writing assignments are expected to be individual work and any collaboration or copying from fellow students is academic misconduct. For further information on academic dishonesty and the accompanying procedures and penalties, see the Code of Student Conduct at:

http://studentaffairs.osu.edu/resource_csc.asp.

MAKE-UP EXAMINATION POLICY

Make-up examinations will be given to students who have a **valid medical excuse** for missing the scheduled examination. The instructor must be notified of the emergency within 24 hours of the scheduled exam. Students must provide a written excuse from a doctor/emergency room in order to take the make-up exam. The make-up **MUST** be taken within one week of the scheduled exam. The make-up will be entirely essay.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance is highly encouraged and will be taken at the beginning of each class. Students are expected to read the assigned material **prior to class** and come prepared to discuss it. Typically students who do not attend regularly do not perform well in the course. Also, note that the syllabus is subject to change - as announced in class. **STUDENTS ARE RESPONSIBLE FOR ALL ANNOUNCEMENTS MADE IN LECTURE.** A change of date is not a sufficient excuse to make up an exam. Please be certain that all **CELL PHONES** are **TURNED OFF** prior to class.

READING SCHEDULE

The following is intended as a suggested reading schedule for student preparation for class. Additional readings may be assigned by the instructor in class and slight modifications to the assigned readings may be made from time to time. The required readings should be completed for each topic **before** the scheduled class.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
January 4 th	INTRODUCTION TO COURSE	None
January 7 th	WHAT IS CRIMINAL JUSTICE [CH. 1]	pp. 3-25
January 9 th	THE CRIME PICTURE [CH. 2]	pp. 28-71
January 14 th	CRIMINAL LAW [CH. 3]	pp. 74-106
January 16 th	CRIMINAL LAW [CH. 3], continued	pp. 74-106
January 21 st	NO CLASS - MARTIN LUTHER KING DAY	
January 23 rd	POLICING: LEGAL ASPECTS: 4TH AM [CH. 5]	pp. 144-190
January 28 th	4TH AM [CH. 5], continued	pp. 144-190
January 30 th	CATCH UP AND REVIEW FOR MIDTERM ***Writing Assignment #1 Due***	
February 4 th	MIDTERM	

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
February 6 th	RETURN EXAMS + 5TH AM [CH. 5]	pp. 144-190
February 11 th	5TH AM [CH. 5], continued	pp. 144-190
February 13 th	POLICING: ISSUES & CHALLENGES [CH. 6]	pp. 194-238
February 18 th	THE COURTS [CH. 7]	pp. 242-265
February 20 th	COURTROOM WORK GROUP AND TRIAL [CH. 8]	pp. 268-307
February 25 th	VIDEO + CLASS DISCUSSION	
February 27 th	COURTROOM WORK GROUP AND TRIAL [CH. 8]	pp. 268-307
March 3 rd	SENTENCING [CH. 9]	pp. 310-350
	Writing Assignment #2 Due	
March 5 th	CATCH UP AND REVIEW FOR FINAL	
March 10 th	<u>2ND EXAM</u> [Monday - 11:30 - 1:18 pm]	

SPECIAL NEEDS STUDENTS:

Students should contact the Office of Disabilities in 150 Pomerene Hall, 1760 Neil Avenue (292-3307) to make special arrangements for this course. Students with disabilities are responsible for making their needs known and seeking available assistance in a timely manner. This syllabus is available in alternative formats upon request from the Sociology Advising Office in 304 Bricker Hall (292-9416).

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

SOCIOLOGY 410 – Criminology (9:30 a.m., CL 120)

Professor Bellair (bellair.1@osu.edu)

341 Bricker Hall (292-5831, please only in the case of emergency)

Office hours: Tuesday and Thursday from 11:30a.m. - 12:30 p.m., and by appt.

Course Overview

This course is designed to provide a comprehensive review of the most respected theories of crime from biological, psychological, and social disciplines, although the emphasis is sociological. You will be exposed to the methods used to construct and trends in the most relied upon indicators of crime, including official, uniform crime reports (UCR), victimization surveys (NCVS), and self-report surveys. In addition, we discuss the correlates of offending and examine crime trends and drug use patterns.

Student Learning Objectives

Students successfully completing this course will: (1) have a detailed understanding of criminological data, (2) be familiar with the correlates of offending and crime / substance abuse trends, (3) familiar with theory and research on biological, psychological, and social causes of criminal behavior, (4) be prepared to succeed in advanced criminology courses, and (5) substantively prepared for an entry-level analyst / researcher position in a criminal justice related agency.

Required Text: (1) *Criminology: The Core (3rd edition)* by Larry J. Siegel. Available in OSU bookstores and also online.

COURSE FORMAT AND REQUIREMENTS:

Class Meetings. I am hoping that the class will be a mixture of lecture and discussion with considerable opportunity for you to ask questions and stimulate discussion on a topic of interest. I normally stop the class and take a break after the first hour. Please ask for a break if I forget. I often discuss testable information about a topic during a lecture that is not in the book, so I encourage you in strong terms to attend class if you are looking for a good grade.

Exams. There will be 3 multiple choice exams roughly equally spaced throughout the course. All assigned reading and class discussion is testable. The first exam covers the content of lecture and assigned readings through the third/fourth week, and the second exam tests material covered roughly through the seventh/eighth week. The third exam, which covers everything subsequent, is the final (not cumulative). All students are required to take the final exam at its scheduled time.

Relative weight of course requirements in computing your final grade:

Exam 1: 33%

Exam 2: 33%

Exam 3: 34%

**** Extra credit of 1 point on final grade (up to 3 points) for attending class when “The Promised Land” (three parts) is shown.**

A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D: 60-69; E: 59 and below.

READINGS SCHEDULE

	<u><i>Criminology: The Core</i></u>
Week 1	Chapt 1
Week 2	Chapt 2
Week 3	Chapt 3
Week 4	Exam 1, Video 1
Week 5	Chapt 4, 5
Week 6	Chapt 6
Week 7	Chapt 7
Week 8	Exam 2, Chapt 9
Week 9	Video 2, Video 3
Week 10	Chapt 9 (continued)
Week 11	Chapt 8

Exam 3 is Tuesday, Dec 4th, 2007

Policies

1. Advice for doing well in this class.

A. Read all of the assigned material carefully and thoroughly before it is covered in class, and take a good set of notes from the reading. Study the notes you take from reading several times before you take the exam.

B. Listen carefully to lecture and take good notes to help stay focused during class, and study those notes before the exam.

2. Open Classroom - Students should feel free to express their opinion in class but should also exercise responsibility. It is important that we create an atmosphere of mutual respect within the classroom. The issue of racism and other biases in the criminal justice system is a common concern and we should feel comfortable discussing it openly.

3. Please do not leave while I am lecturing unless you have spoken with me beforehand. - If you have a legitimate reason to leave early just inform me at the beginning of class and sit close to the door. If you need to leave during lecture and haven't told me beforehand just raise your hand and let me know. I usually stop lecture and give the class a five-minute break after the first hour although if we are far behind it could get pushed back. Students should feel free to leave during the break without permission, but I don't recommend it. It will be much harder to earn a good grade without attending the entire class.

4. If you miss an exam you get a 0. However, students who have valid reasons for missing an exam will be allowed to take a make-up without penalty. The makeup will be given as soon as possible after the scheduled exam. Please contact me in person, by phone, or email before the test if you will not be present (or leave voice mail). Documentation is **required**. **I reserve the right to reduce your score by up to 10 points if you do not take your make-up in a timely manner.**

5. Students should take steps to avoid the appearance of impropriety during exams, and in preparing the writing assignment.

If I observe misconduct, I will follow faculty rule #3335-5-54 which requires "Each instructor ... [to] ... report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct."

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

SOC 511 Youth and Crime
Fall 2007
M/W 11:30-1:18
Page Hall Room 60

Instructor: Valerie Wright
Office Hours: 1:30-3:30 p.m. M & W or by appt. (JR 151)
E-mail: vlwright642@aol.com

Course Goals and Objectives:

The purpose of this course is to provide an exploration of a sociological perspective of youth and crime. Students will examine broad features of juvenile delinquency on a range of topics such as the extent of youth crime, theories explaining youth crime, the juvenile justice system and prevention and control efforts. Within these frameworks we will also discuss how participation in and prevention efforts vary by class, gender, race, and how many of these aspects interact with each other to create very different social worlds for at-risk youth. Attention will also be given to social factors that influence youth crime such as the media, family characteristics, schools and other social forces.

Required Textbook:

- *Juvenile Delinquency: Theory, Practice, and Law* 9th edition by Siegel, Welsh and Senna.
- And 1 of the following:
 - *All God's Children* by Fox Butterfield
 - *Manchild in the Promised Land* by Claude Brown

Grading:

The course grade will be based on a writing assignments, 2 examinations, and a group presentation. Each person will be a member of a 3-5-person presentation group and will be responsible for presenting a summary and assessment of empirical articles to the class. All group presentations will be given one grade. Attendance and participation in class is strongly encouraged and opportunities to earn at least 20 bonus points will be provided throughout the quarter.

2 Exams (30% each) -	60%
Writing Assignment-	20%
<u>Class Presentation</u>	<u>20%</u>
	100% of course grade

Exams:

The exams will cover material discussed in assigned readings, lecture, handouts, films, and class presentations. The final exam is NOT comprehensive and will be multiple choice. You are responsible for material that is assigned but is not covered in class.

Writing Assignment:

Students will read one of the required books and write an essay outlining an overview of the book, its value for understanding juvenile delinquency, and how it relates to various theoretical, sociological, and policy initiatives discussed in class. The paper will be 6-8 pages in length and due in class on Monday, July 30th. A handout regarding this assignment will be given in class.

Group Presentations

You will be assigned to a 3-4 person group which will meet outside of class to organize a 30 minute oral presentation to the class. The presentation is worth 20% of your total score and all group members will receive the same grade. The presentation has 4 main components:

- 1) **Empirical Article**: The presentation will cover an empirical article related to the corresponding chapter covered in class. In summarizing the research, you should include a discussion of the major research question(s), the articles contribution to the field, hypotheses, data/sample used, findings, limitations, and policy implications of the work.
- 2) **Current Event**: The presentation should include a current event related to the empirical article and the corresponding chapter covered in class. Place the current event within a sociological framework tied to the main theoretical/empirical points of the article.
- 3) **Visual Aids**: A handout summarizing the major research questions, the articles contribution to the field, hypotheses, data/sample used, findings, and implications should be handed out to the class. Please be sure that these are well organized and can be used as a study guide for your classmates. **Use of an additional visual aid is also required** (i.e. overheads, statistics, charts, film, demonstration, pamphlets, etc...).
- 4) **Facilitation of Discussion**: As presenters you will be expected to facilitate a brief interactive discussion on the topic with the class. The format of the discussion can be decided among group members. As facilitators you are responsible for getting the class involved and gearing the discussion toward the main points of your presentation.

Make-Ups and Late Assignments

Make-up and late papers will be accepted **ONLY** for documented excused absences and must be approved in advanced. Please bring all necessary documents when attempting to schedule a make-up exam or turn in a late paper. Papers turned in late without an excuse will not be graded.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct:

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Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. Your fees are paid, OR
2. You have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

Course Calendar

<u>Date</u>	<u>Topic</u>	<u>Assignments/Presentations</u>
CONCEPT & THEORETICAL OVERVIEW OF DELINQUENCY		
9/19/07	Intro to Course	
9/24/07	Concept of Delinquency	Ch. 1
9/26/07	Nature and Extent of Delinquency	Ch. 2
10/1/07	Individual Views of Delinquency	Ch.3 Group 1
10/3/07	Developmental Views of Del.	Ch. 5 Group 2
10/8/07	Sociological/Cultural Views of Del.	Ch. 4 Group 3
SOCIAL/COMMUNITY INFLUENCES ON DELINQUENCY		
10/10/07	Film "Girl Trouble"	No Reading
10/15/07	Gender and Delinquency	Ch. 6 Group 4
10/17/07	Family and Delinquency	Ch. 7 Group 5
10/22/07	Schools and Delinquency	Ch. 9 Group 6
10/24/07	Drugs and Delinquency	Ch. 10 Group 7
10/29/07	Exam 1	
GANG AND GROUP DELINQUENCY		
10/31/07	Book Reviews	No Readings
11/5/07	Juvenile Gangs (WRITING ASSIGN DUE)	Ch. 8 Group 8
JUVENILE JUSTICE SYSTEM		
11/7/07	Prevention and Control Efforts	Ch. 11 Group 9
11/12/07	Police Work w/ Juveniles	Ch. 13 Group 10
11/14/07	Film "Juvenile Justice"	No Readings
11/19/07	Tour: Circleville Juvenile Correctional Facility	No Readings
11/21/07	Juvenile Processing	Ch. 14 Group 11
11/26/07	Juvenile Corrections	Ch. 15 Group 12
11/28/07	Wrap-up	
12/3/07	Final Exam	11:30-1:18pm

Please Note: This syllabus is subject to change with notice.

* Group will present the following day

APPENDIX E.



Sociology of Death and Dying Soc 290 Spring 2008

<i>Professor:</i>	Dr. Kristi Williams	<i>Class Meetings:</i>	TBA
<i>Office Hours:</i>	Th 11:00 – 1:00	<i>Classroom:</i>	TBA
<i>Office:</i>	Bricker 342	<i>E-mail:</i>	williams.2339@osu.edu
<i>Phone:</i>	688-3207		

Course Description:

This course provides a sociological overview of death and dying. Course topics include definitions of death, the demographics of death, social epidemiology, social meanings of death and dying, treatment of the dying and the dead, the process of dying, and grief and bereavement. By the end of the course, students will have an understanding of: (a) the social distribution and demography of death/mortality, (b) societal and cultural influences on the meaning of death, reactions to death, and the process of dying, (c) significant social problems associated with death and dying (e.g., suicide, euthanasia, AIDS, bioethics), (d) the effects of bureaucratic settings and institutional structures (e.g., hospitals, hospice, nursing homes) on the dying and their family members, and (e) major legal and ethical issues associated with death and dying (right to die, informed consent, living will, organ donor programs, etc.).

Required Readings:

- (1) *Understanding Dying, Death, & Bereavement* (2007) by Michael R. Leming and George E. Dickinson, 7th edition, Wadsworth.
- (2) *Tuesdays with Morrie* (1997) by Mitch Albom, Doubleday. (Available in paperback)
- (3) *Death of a Parent: Transition to a New Adult Identity* (2006) by Debra Umberson, Cambridge University Press (Available in paperback).
- (4) Selected readings on course web site

Course web site: on carmen.osu.edu

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Requirements:

- (1) Mid-term exam: 35%
- (2) Final exam: 35%
- (3) Course project: 30%

Exams (70%) There will be two exams: a mid-term and a final. There are two components of each exam: (1) a section that consists primarily of short answer and multiple choice questions and (2) an essay

component. A set of likely essay questions will be distributed in class prior to the exam. Each exam constitutes 35% of your grade.

If you miss an exam, you will be permitted to make it up ONLY if ALL of the following three conditions are met: (1) you have a legitimate excuse, like a serious illness, (2) you can document the reason for missing the exam, (3) you contact the instructor by e-mail or phone BEFORE the exam, or as soon as is practically possible thereafter. Make-up exams must be taken within one week of the original exam date and may be given in an alternative format.

Class project (30%): There will be one course project. Students are required to compile a collection of images of death in the media. This exercise is designed to increase students' awareness of the social definition of death experiences and the attitudes and behaviors that the media fosters toward death. Sources may include the print media of magazines, newspapers, books—fiction, nonfiction, and children's, and the visual media of television news and entertainment presentations and movies. Additional information on this assignment is provided on page 3 of the syllabus. This project will constitute 30% of your final grade.

Attendance: Although attendance does not directly constitute a portion of the course grade, regular attendance is necessary for success in the course. Although lectures generally correspond to the assigned reading topics, additional information is often introduced in lecture that is not included in the assigned reading.

Extra Credit / Bonus Points: Occasionally, short in-class assignments, group-work, and quizzes will be offered during the lecture portion of the course. These opportunities are unscheduled and can only be completed during the class in which they are offered (i.e., you must be present to receive credit and there are no opportunities to make these up). Students completing these assignments will receive a check mark. Each check mark earned adds 1 point to the score of the next exam.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have met with a Sociology Advisor and Financial Aid and are working to get your fees paid.

Disposition of Exams and Assignments: ALL EXAMS AND HOMEWORK WILL BE DISCARDED at the end of Winter Quarter 2009. If you have questions about individual grades or your final course grade, please raise them immediately so they can be resolved well before this deadline.

TENTATIVE CLASS SCHEDULE AND ASSIGNED READINGS

Note: Readings should be completed PRIOR to the class date on which they are listed as they will be discussed in class that day. The following is only a guide. At times during the quarter, the course may move slightly faster or slower than indicated below. The instructor will inform students of any major deviation from this outline.

1. 3/31: Course Introduction and Psychosocial Epidemiology
2. 4/2: Group Differences in Health and Mortality (e.g., sex, race, and socioeconomic status)
Reading: Cockerham, William C. 2006. "The Social Demography of Health," Pp. 34-61 in *Medical Sociology*, Prentice Hall. (available on class web site)
3. 4/7: Stress, Personality, and Relationships: Impact on Mortality
Reading: Cockerham, William C. 2006. "Social Stress," Pp. 62-83 in *Medical Sociology*, Prentice Hall. (available on class web site)
4. 4/9: Defining Death: Social Meanings / Social Construction of Reality
Reading: Leming and Dickinson, Chapter 1
5. 4/14: Defining Death: Landmark Legal Cases
Reading: Leming and Dickinson, Chapter 2
6. 4/16: Views of Social Theorists / Death Socialization
Reading: No Reading
7. 4/21: Legal and Ethical Aspects of Death
Reading: Leming and Dickinson, Chapter 12
8. 4/23: Religion and Death
Reading: Leming and Dickinson, Chapter 4
9. 4/28: **MIDTERM EXAM**
10. 4/30: Deliberate Termination of Life: Murder, Suicide, and Capital Punishment
Reading: Leming and Dickinson, Chapter 9
11. 5/5: Dealing with Dying: Medical Model
Reading: Leming and Dickinson, Chapter 7
Albom (1997) *Tuesdays with Morrie* (pp. 1-31)
12. 5/7: Dealing with Dying: Euthanasia and Hospice
Reading: Leming and Dickinson, Chapter 8
Albom (1997) *Tuesdays with Morrie* (pp. 32-61)
13. 5/12: The Personal Experience of Dying / Stage Theories
Reading: Leming and Dickinson, Chapter 5
Albom (1997) *Tuesdays with Morrie* (pp. 62-80)

14. 5/14: Aging and Death
Reading: Leming and Dickinson, Chapter 6
15. 5/19: Funerals and the Business of Death
Reading: Leming and Dickinson, Chapter 11
16. 5/21: Loss and Bereavement: Widowhood
Reading: Umberson, Debra. *Death of a Parent: Transition to a New Adult Identity*, Chapters 1 and 2
Leming and Dickinson, Chapter 14
COURSE PROJECTS DUE

17. 5/26: NO CLASS. Memorial Day Holiday

18. 5/28: Loss and Bereavement: Death of a Parent in Adulthood
Umberson, Debra. *Death of a Parent: Transition to a New Adult Identity*, Chapters 3, 4, 8, and 9

19. 6/2: Advice to the bereaved and those helping the bereaved
Reading: Leming and Dickinson, Chapter 13

20. 6/4: Review and Catch Up

FINAL EXAM: Date and time to be announced (See Official University Schedule)

COURSE PROJECT IMAGES OF DEATH IN THE MEDIA

GOALS:

We are exposed to many media deaths each day. These media portrayals reflect society's attitudes toward death and affect attitudes toward death and the dying.

This assignment is designed to increase awareness of "media death"--of the social definition of death experiences and the attitudes and behaviors that the media fosters toward death.

The main objective is to compile a collection of death images as they are presented in media forms and to analyze these images using information you learn from the course.

PROCEDURES:

Identify and collect portrayals of death in the media. Sources may include the print media of magazines, newspapers, books--both fiction and nonfiction, children's books, and comics, and the visual media of television, video, and movies.

Develop a sheet to summarize your findings. This sheet will specify particular types of information that you will gather. Depending on whether you are gathering your information from print or visual media, you may collect information on specific media source; type, cause, and circumstances of death; references to death; response of others to the death; death vocabulary; disposal of the body; social impact of the death; mourning processes; or whether any values were expressed about life or death--e.g., denial of death. This list is only suggestive. Develop your own summary page. Make sure that you include a number of the important issues covered in the lectures and readings.

Following your **summary page**, you should include the **specific examples**. These may include clippings from newspapers, magazines, or other print media; passages or xeroxed visual portrayals from books; transcribed quotations from television news or entertainment shows or written descriptions of visual media portrayals. Be creative--all media sources are acceptable (e.g., in the past, students have examined graffiti content, tattoos, and cartoons).

The final part of the project is a three page (**typed, double-spaced--please number the pages**) overview of the project. This essay should provide a sociological assessment of these images. For example, describe how the project illustrates denial of death, inequality in death, the social construction of reality, or other concepts explored in our lectures and reading. Describe how these media images define death and how that definition may affect the attitudes and behaviors of individuals who consume the media source. Suggest sociological reasons that might explain why the media portray death in this particular way. **An essential aspect of this project is the integration of lecture and reading materials with the analysis of media images.**

SUMMARY:

Materials should be collated and presented in a report binder (Stapled together is fine). In summary, you should include:

1. A summary page of your findings.
2. Specific examples from the media.
3. A concluding essay about three pages in length (typed, double-spaced).



Syllabus, Spring Quarter 2007

Sociology 450 Illness and Social Behavior U 5

OSU Catalogue Description:

This course is a study of cultural, social, psychological, and sociological factors in disease processes, distribution of disease, definition of illness, organization of health professions and facilities.

Instructor: Kent Schwirian, Ph.D.

Professor Emeritus of Sociology

Professor Emeritus of Family Medicine

Chair, Inner City Health Research Group, Primary Care Research Institute,

The Ohio State University College of Medicine and Public Health

Office: 374 Bricker Hall

Bricker Hall Office Hours: Mon, Thur: 2:00-3:00

E-mail: schwirian.2@osu.edu

Phone message-- Sociology: 292-6681

Text Books to Purchase:

1. Cockerham, *Medical Sociology, 10th edition*. Prentice Hall, 2007
2. Fitzpatrick and LaGory, *Unhealthy Places: the Ecology of Risk in the Urban Landscape*. Routledge, 2000

For students wanting a more advanced and specialized treatment of the material see (not required to purchase):

- Gary Albrecht, Ray Fitzpatrick, and Susan Scrimshaw, (eds.) 2003. *The Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage
- Chloe E. Bird, Peter Conrad, and Allen M. Fremont, (eds.) 2000. *Handbook of Medical Sociology*. Upper Saddle River, NJ: Prentice Hall.
- William C. Cockerham and Michael Glasser, (eds.) 2001. *Readings in Medical Sociology*. Upper Saddle River, NJ: Prentice Hall.

Course Objectives:

1. To understand the contributions of sociology, human ecology, and social epidemiology to the study of health and illness.

2. To understand the impact of the social processes of globalization, industrialization, bureaucratization, urbanization and rationalization on health and illness
3. To understand the historic and current impact of diseases on society
4. To understand the cultural, social, and social psychological factors in the processes of disease and health care.
5. To understand the role of place and social inequality in health and illness.
6. To understand the dynamics of society's responses to diseases and to the promotion of health.
7. To understand the issues and problems in the organization of health care today.

Evaluation:

Students will be graded on the basis of the total points they acquire over the quarter. There will be two tests. Each is worth 100 points. They will be a combination of true/false, multiple choice, and fill-in. The tests total 200 possible points. Material for the tests will come from the readings, reports and Dr. Schwirian's lectures.

There will be three short papers. The first deals with social issues in health and health care. The second is a summary of the Fitzpatrick and LaGory Book written in class. The third is an application of course material to health and illness issues in the news. Each paper is worth 20 points. These papers total a possible 60 points. The nature of these papers is discussed in the attached study guide for the course.

Grades will be assigned on the basis of the percentage of the total possible points the student acquires. The grades will be:

- A = 93%-100%
- A- = 90%-92%
- B+ = 88%-89%
- B = 83%-87%
- B- = 80%-82%
- C+ = 78%-79%
- C = 73%-77%
- C- = 70%-72%
- D+ = 68%-69%
- D = 60%-67%
- E = below 60%

The grades will be curved. The average of the two highest student totals will be set as the 100% point for the distribution

Policy on Late Assignments and Missed Tests

If an assignment is not handed in on time for the reasons of: serious illness receiving medical attention, family crisis or death, court appearance, or travel with a university team the assignment may be turned in at the next

class meeting with no penalty in grade. The absence must be supported by hard copy—such as an obituary for a family member. For late assignments for other reasons, they may be handed in within the next week from the assigned date with a penalty of 50% off. After one week they will no longer be accepted and a score of zero will be recorded.

If a test is missed, it may be made up if the reason is one of the ones cited above and supporting hard copy is provided. ALL MAKE UP TESTS ARE ESSAY—TERM DEFINITIONS AND ESSAY QUESTIONS. The missed test must be made up in a timely manner.

Early Finals

All finals will be taken at the Registrar's designated time and place for the class. Exceptions are possible but for only dire circumstances and those would be essay.

Dates, Topics, and Assignments (C = Cockerham; F= Fitzpatrick and LaGory)

March 26 Mon.	Introduction to the Course
March 28 Wed.	Health, Illness, and Medical Sociology, C:1
April 2 Mon..	Epidemiology, C:2
April 4 Wed.	No class—work on paper 1
April 9 Mon..	The Demography of Health, C:3
April 11 Wed.	Social Stress and Illness, C:4 and F:1—paper 1 due
April 16 Mon.	Life Styles and Health Behaviors, C:5 and F:2
April 18 Wed.	Illness Behavior, C:6 and F:3
April 23 Mon.	Film: Influenza of 1918
April 25 Wed	Mid term examination
April 30 Mon.	The Sick Role, C:7 and F:4
May 2 Wed .	Healing Options, C8 and F:5
May 7 Mon.	Physicians, C9 and F:6
May 9 Wed.	Doctor-Patient Interactions,C:10 and F:7
May 14 Mon.	Physicians and Social Change, C:11 and F:8
May 16 Wed.	Nursing and the Other Health Care Professions, C:12
May 21 Mon .	The Hospital in Society C:13—in-class writing on Fitz.
May 23 Wed .	Social Policy and Health Care, C:14—paper 2 due
May 28 Mon.	No-Class Memorial Day
May 30 Wed.	Health Care in Other Societies, C:15 and 16—paper 2 due

Final Exam: Wed. June 6 from 3:30 until 5:18. In this room

Who Is Dr. Schwirian?

Dr. Schwirian's areas of specialization are: health and illness in the city, urbanization and urban systems, and human ecology and environmental sociology.

Dr. Schwirian is Professor Emeritus of Sociology. He is also a professor in the College of Medicine and Public Health's Department of Family Medicine. He is a member of the faculty of the Medical College's Primary Care Research Institute where he chairs the Inner City Health Research Group. He is currently researching the health and illness—both physical and mental—of inner city residents; the health and illness of new immigrant and refugee groups including Somalis, Hispanics, and Russians with particular emphasis on the links among family structure, psychological distress, and physical illness; the factors in the political culture and capacity of communities to respond to plagues, natural disasters, and potential bioterrorism; and neighborhood factors in population illness with particular attention to infant mortality, asthma hospitalization, and childhood lead poisoning.

Dr. Schwirian has published six books. The most recent is *High Stakes: Big Time Sports and Downtown Redevelopment*. It was published last year by Ohio State University Press (Coauthors: Tim Curry and Rachael Woldoff). He is presently working on two books tentatively titled *Children of Job: the Medically Underserved in the Inner City*, and *Microbe War: Globalization, Plague, and the Local Community*. He has also authored over 100 research-based articles published in professional journals and/or presented at scientific meetings. His most recently published articles are (2005): "Globalization, Plague and the Local Community: Healthcare Capacity, Politics, and the Microbe War" in *Sociological Focus* 38:151-170, and (2006) "Measuring Psychological Distress in Somali Refugees" in *New Research in Mental Health* 16:229-233 (Co-author Patricia Schwirian). His most recent presentations at scientific conferences are at the 2006 Conference of the North Central Sociological Association: "Who's at Fault? The Politics of Blame in Natural Disasters, Terrorists Attacks, and Plague Outbreaks" and "Unhealthy Places: Neighborhood Distress and the Lead Poisoning of Children" (coauthors: Pat Schwirian and Lisa Nicholson).

Dr. Schwirian graduated from high school in the Chicago suburb of Oak Park. He received his B.S. in secondary social science education from Illinois State University and taught sociology and American Government at University High School. His M.A. and Ph.D. in sociology are from the University of Iowa. He joined the Ohio State faculty in 1962. He was chair of the sociology department from 1977-1982.

STUDENTS WITH DISABILITIES:

THIS MATERIAL IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST. PLEASE CONTACT AN ADVISOR IN THE UNDERGRADUATE STUDENT SERVICES OFFICE AT 292-1175. STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN AND SEEKING AVAILABLE ASSISTANCE IN A TIMELY MANNER.

Note: Changes in due dates, assignments, meetings, class topics, and lectures are possible as unanticipated events arise

Sociology of Health: Mental & Physical Dimensions (Soc 629)

Winter 2008

Biological Sciences Building 0668
Tuesdays & Thursdays, 2:30–4:18 PM

Dr. Cynthia Colen

Bricker Hall, Room 376

colen.3@sociology.osu.edu

Office Hours: Tuesdays & Thursdays 4:30-5:30 or By Appointment

Course Description

Health has long been a topic of interest for sociologists. Indeed, sociological perspectives have greatly informed (and increasingly continue to inform) efforts to understand and improve health in the United States and around the globe. This course is designed to serve as an introduction to the broad area of study termed the “sociology of health and illness” while placing special emphasis on the exploration of health inequalities.

The overarching objective of this course is to explore the ways in which social, economic, and political processes operating on a macro-structural level influence the mental and physical health status of individuals or groups of individuals. Since other Sociology courses focus on an analysis of the medical system and the social organization of medical care, these topics will not be examined in depth here.

Course Materials

Required readings are listed below and are divided into four sections: Introduction and Key Concepts, the Social Distribution of Health and Illness, Dominant Yet Inadequate Explanations for Health Disparities, and How Do Social Factors Become Embodied or “Get Under the Skin”. They will be made available to you through the course website on Carmen (<http://carmen.osu.edu/>).

In addition to the articles and book chapters I have placed on Carmen, you will be required to purchase the following text:

Johnson, S. 2006. *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How It Changed Science, Cities, and the Modern World*. New York, NY: Riverhead Books.

Format

While lectures may be used occasionally, due to the small class size, this course will predominantly be conducted using a seminar format whereby course material will be covered using discussion and debate that is led and facilitated by the instructor and (sometimes) the students. Consequently, it is incumbent upon all students to contribute to each class meeting. This includes reading the assigned material *prior* to class and arriving prepared to offer thoughts and raise questions as well as participate in all class discussions and debates. Doing so will make the course a richer experience for all. Due to this format and what it requires, class participation constitutes a substantial portion of the

final grade. Should you wish to explore a topic further, feel free to ask me for suggestions regarding additional source material.

Requirements

1. Class participation will be assessed not simply by attendance, but by the degree to which you engage the subject matter in each class meeting. You must come to class prepared! This means that you should have read the assigned readings **before** class.

NOTE: I reserve the right to hold random quizzes and incorporate them into the final grade evaluation if I feel that a significant proportion of students are not reading the material.

2. The midterm will be a take-home exam comprised of short answer and/or essay questions. It will cover material from the required readings as well as class lectures through February 5th. Each exam is expected to represent the student's original, individual work and will require critical thought, precise writing, and explanation of evidence to support one's arguments. You will have one week to complete it. Each student is expected to work independently on the midterm exam and will not be allowed to turn in the same or similar answers. Graduate students will have the option of turning in a research proposal or paper in lieu of the midterm exam. Please see me if you would like to pursue this option.

3. In-class debates will be held on March 6th. The purpose of this exercise is to facilitate a more thorough understanding of how health disparities become "embodied" or get under the skin. The class will be divided into small groups of 4-5 people. Each group will be responsible for writing a brief argument in support of one of the 4 theories/hypotheses covered in class (the stress process, allostatic load, weathering, and John Henryism) and convincingly presenting their argument during a mock debate.

4. The final will be held on **Tuesday, March 11th from 1:30-3:18 PM**. This will be a cumulative exam; therefore, any material from the required reading list, my lectures, and class discussions is fair game and may find its way onto the exam.

Grading

Class Participation	15%
Midterm Exam	30%
In-Class Debates	20%
Final Exam	35%

Prerequisites

Sociology 487 & 488 or Graduate Standing

Additional Notes

Extra Credit: I will not be providing opportunities to receive extra credit. No exceptions.

Religious Holidays: Please contact me regarding any conflict between religious observance dates and course examinations or assignments.

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; Telephone 614-292-3307, TDD 614-292-0901; <http://www.ods.ohio-state.edu/>.

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Academic Misconduct: The term "academic misconduct" includes all forms of student academic misconduct wherever committed - illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Please see the student resource guide for a comprehensive description of academic misconduct (http://studentaffairs.osu.edu/resource_csc.asp). It is my policy to report all violations. Unless otherwise notified, you should complete all assignments by yourself.

Introduction and Key Concepts

January 3rd

Historical Roots of TWO Subdisciplines

Syme SL. 2005. Historical Perspective: The Social Determinants of Disease – Some Roots of the Movement. *Epidemiologic Perspectives and Innovations* 2:1-7.

January 8th

Studying Health and Illness as a Social Phenomenon

Johnson S. *The Ghost Map: The Story of London's Most Terrifying Epidemic—And How It Changed Science, Cities, and the Modern World*. New York, NY: Riverhead Books.

Chapter 1 – The Night Soil Men, pp. 1-24

Chapter 3 – The Investigator, pp. 57-80

Chapter 4 – That Is To Say, Jo Has Not Yet Died, pp. 81-110

January 10th

Social Construction of Health & Illness

In-Class Viewing of Film: *Buffet* by Natasha Dow Schull

Brown P. 1995. Naming and Framing: The Social Construction of Diagnosis and Illness. *Journal of Health & Social Behavior* 35(Extra Issue):34-52.

Martin, E. 1992. Medical Metaphors of Women's Bodies: Birth In *The Woman in the Body: A Cultural Analysis of Reproduction*. Pp. 54-67. Boston, MA: Beacon Press.

The Social Distribution of Health and Illness

January 15th

SES and Health – The Challenge of the Gradient (Part I)

Backlund E, PD Sorlie, NJ Johnson. 1996. The Shape of the Relationship Between Income and Mortality in the United States: Evidence from the National Longitudinal Mortality Study. *Annals of Epidemiology* 6:12-20.

Marmot MG. 2006. Status Syndrome: A Challenge to Medicine. *Journal of the American Medical Association* 295:1304-1307.

Phelan JC, BG Link, A Diez-Roux, I Kawachi & B Levin. 2004. "Fundamental Causes" of Social Inequalities in Mortality: A Test of the Theory. *Journal of Health and Social Behavior* 45:265-285.

January 17th

SES and Health – Lifecourse Approaches (Part II)

Hertzman C & C Power. 2003. Health and Human Development: Understandings From Life-Course Research. *Developmental Neuropsychology* 24:719-744.

Colen CG, AT Geronimus, J Bound & SA James. 2006. Maternal Upward Mobility and Black-White Disparities in Infant Birthweight. *American Journal of Public Health* 96:2032-2039.

January 22nd

Race and Health – The Noxious Effects of Racial Discrimination (Part I)

Geronimus AT, J Bound, TA Waidmann, MM Hillemeier, PB Burns. 1996. Excess Mortality Among Blacks and Whites in the United States. *New England Journal of Medicine* 335:1552-1558.

Lauderdale DS. 2006. Birth Outcomes for Arabic-Named Women in California Before and After September 11. *Demography* 43:185-201.

Optional:

Mustillo S, N Krieger, EP Gunderson, S Sidney, H McCreath & CI Kiefe. 2004. Self-Reported Experiences of Racial Discrimination and Black-White Differences in Preterm and Low-Birthweight Deliveries: The CARDIA Study. *American Journal of Public Health* 94:2125-2131.

January 24th

Race and Health – The Hispanic “Paradox” & Immigration (Part II)

Palloni A & JD Morenoff. 1999. Interpreting the Paradoxical in the Hispanic Paradox: Demographic and Epidemiologic Approaches. *Annals of the New York Academy of Sciences* 954:140-174.

Optional:

Abraido-Lanza AF, BP Dohrenwend, DS Ng-Mak & JB Turner. 1999. The Latino Mortality Paradox: A Test of the “Salmon Bias” and Health Migrant Hypotheses. *American Journal of Public Health* 89:1543-1548.

January 29th

Gender and Health

Reiker PP and CE Bird. 2005. Rethinking Gender Differences in Health: Why We Need to Integrate Social and Biological Perspectives. *Journals of Gerontology* 60B (Special Issue II) 40-47.

Roberts D. 1997. Chapter 2: The Dark Side of Birth Control In *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. Pp. 56-103. New York, NY: Random House.

Taylor SE, LC Klein, BP Lewis et al. 2000. Biobehavioral Responses to Stress in Females: Tend-and-Befriend, Not Fight-or-Flight. *Psychological Reviews* 107:411-429.

January 31st

The Sick Role, Medicalization, and Stigma

Cockerham WC. 2007. Chapter 7: The Sick Role. In *Medical Sociology (Tenth Edition)*. Pp 143-169. Upper Saddle River, NJ: Pearson/Prentice Hall.

Conrad P. 2005. The Shifting Engines of Medicalization. *Journal of Health and Social Behavior* 46:3-14.

Link BG and JC Phelan. 2006. Stigma and Its Public Health Implications. *Lancet* 367:528-529.

February 5th

Social Networks, Social Ties, Social Support and Health

Berkman LF and Glass T. 2000. Social Integration, Social Networks, Social Support, and Health. In Berkman and I Kawachi (Eds.), *Social Epidemiology*. Pages 137-173. New York, NY: Oxford University Press.

Bearman PS & H Bruckner. 2001. Promising the Future: Virginity Pledges and First Intercourse. *American Journal of Sociology* 106:859-912.

February 7th

Place and Health

****Take-Home Midterm Distributed****

Klinenberg E. 2001. Dying Alone: The Social Production of Urban Isolation. *Ethnography* 2:501-531.

Klinenberg E. 2002. Chapter 2: Race, Place, and Vulnerability: Urban Neighborhoods and the Ecology of Support in *Heat Wave: A Social Autopsy of Disaster in Chicago*. Pp. 79-128. Chicago, IL: University of Chicago Press.

February 12th

International Perspectives on Health Inequalities

Farmer P. 1999. Rethinking Emerging Infectious Diseases. In *Infections and Inequalities: The Modern Plagues*. Pp. 37-58. Berkeley, CA: University of California Press.

Dominant Yet Inadequate Explanations for Health Disparities

February 14th

****Take-Home Midterm Due****

Health behaviors, access to care, genetics

In Class Viewing of Film: *Sicko* by Michael Moore

Lantz et al. 2001. Socioeconomic Disparities in Health Change in a Longitudinal Study of US Adults: The Role of Health-Risk Behaviors. *Social Science & Medicine* 53:29-40.

Sudano JJ and DW Baker. 2006. Explaining US Racial/Ethnic Disparities in Health Declines and Mortality in Late Middle Age: The Roles of Socioeconomic Status, Health Behaviors, and Health Insurance. *Social Science and Medicine* 62:909-922.

February 19th

Genetics

Cooper RS, JS Kaufman & R Ward. 2003. Race and Genomics. *New England Journal of Medicine* 348:1166-1170.

Duster T. 2006. Lessons from History: Why Race and Ethnicity Have Played a Major Role in Biomedical Research. *Journal of Law, Medicine and Ethics* 34:487-496.

Frank R. 2007. What to Make of It? The (Re)emergence of a Biological Conceptualization of Race in Health Disparities Research. *Social Science and Medicine* 64:1977-1983.

How Do Social Factors Become Embodied and “Get Under the Skin”?

February 21st

The Stress Process

Pearlin LI. 1999. The Stress Process Revisited: Reflections on Concepts and Their Interrelationships. In Carol S. Aneshensel and Jo C. Phelan (Eds.), *Handbook of the Sociology of Mental Health*. Pp. 395-415. New York, NY: Kluwer Academic/Plenum Publishers.

February 26th

Allostatic Load

McEwen BS & T Seeman. 1999. Protective and Damaging Effects of Mediators of Stress: Elaborating and Testing the Concepts of Allostasis and Allostatic Load. *Annals of the New York Academy of Sciences* 896:30-47.

Sapolsky RM. 2005. The Influence of Social Hierarchy on Primate Health. *Science* 308:648-652.

February 28th

The Weathering Hypothesis

Geronimus AT. 1992. The Weathering Hypothesis and the Health of African-American Women and Infants: Evidence and Speculations. *Ethnicity and Disease* 2:207-221.

Geronimus AT, M Hicken, D Keene, & J Bound. 2006. "Weathering" and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States. *American Journal of Public Health* 96:826-833.

March 4th

John Henryism

Dressler WW, JR Bindon & YH Neggers. 1998. John Henryism, Gender, and Arterial Blood Pressure in an African American Community. *Psychosomatic Medicine* 60:620-624.

James SA. 1994. John Henryism and the Health of African-Americans. *Culture, Medicine and Psychiatry* 18:163-182.

March 6th

Last Day of Class

****In-Class Debates****

March 11th (Tuesday) from 1:30-3:18 PM
Final Exam



Syllabus, Spring Quarter 2007

Sociology 630 Medical Sociology U 5

OSU catalogue description:

Sociological analysis of the distribution of disease, and the nature of health care institutions, health professions and the delivery of health care services.

Professor Schwirian's description:

The course provides an advanced overview of the demographic, ecological, social psychological, and sociological aspects of health and illness with a special emphasis on social epidemiology. We trace the develop of scientific medicine as well the rise and development of health care bureaucracies and their implications for the delivery of health care to social status, age, sex, and race/ethnic groups. We examine the role of stress in health and illness and the link between physical illness and mental disorders. We study the global health crisis with emphasis on plagues such as AIDS, SARS, and the potential H5N1 (Bird Flu) and the increasing role of the WHO in monitoring and working to contain and control such outbreaks. We also examine the delivery of health care in irregular settings such as in the war in IRAQ and how the challenges faced by health care professionals in such settings and the solutions they find impact the delivery of care in general practice at home.

Instructor: Kent Schwirian, Ph.D.

Professor Emeritus of Sociology

Professor Emeritus of Family Medicine

Chair, Inner City Health Research Group, Primary Care Research Institute,

The Ohio State University College of Medicine and Public Health

Office: 374 Bricker Hall

Bricker Hall Office Hours: Mon, Thurs: 2:00-3:00

E-mail: schwirian.2@osu.edu

Phone message-- Sociology: 292-6681

Text Books to Purchase:

1. Weiss and Lonnquist, *The Sociology of Health, Healing, and Illness*, 5th edition. 2006
2. Abraham, *Twenty-First Century Plague: The Story of SARS*. 2005
3. Oshinsky, *Polio: An American Story*. 2005.

For students wanting a more advanced and specialized treatment of the material see (not required to purchase):

- Gary Albrecht, Ray Fitzpatrick, and Susan Scrimshaw, (eds.) 2003. *The Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage
- Chloe E. Bird, Peter Conrad, and Allen M. Fremont, (eds.) 2000. *Handbook of Medical Sociology*. Upper Saddle River, NJ: Prentice Hall.
- William C. Cockerham and Michael Glasser, (eds.) 2001. *Readings in Medical Sociology*. Upper Saddle River, NJ: Prentice Hall.

Also central scholarly journals are: *Social Science and Medicine* and the *Journal of Health and Social Behavior*.

Course Objectives:

1. To understand the effect of social change on health, illness, and the institution of health care and medicine
2. To understand the development of scientific medicine and its link to medical practice and health care
3. To understand the historic and current impact of diseases on society
4. To understand the role of stress in physical illness and the link between physical illness and psychological distress
5. To understand health and health care inequalities especially in the terms of socioeconomic status, sex, race/ethnicity, age, and place
6. To understand the basic theoretical models that shape the field of medical sociology
7. To understand how power and politics shapes the delivery of health care.

Evaluation: This course has both advanced undergraduate and graduate students registered

Undergraduate Evaluation:

- Students will be graded on the basis of the total points they acquire over the quarter.
- There will be two tests. Each is worth 100 points. They will be a combination of true/false, multiple choice, and fill-in. The tests total 200 possible points. Material for the tests will come from the readings, class discussions, and Dr. Schwirian's lectures.
- There will be four written exercises. Each is worth 20 points. The first is an in-class summary of the Abraham book. The second will be an in-class summary of the Oshinsky book. The third will be an in-class summary of the film Baghdad ER. The fourth will be an out-of-class paper applying the class material to a health item in the news.
- The total possible points are 280. The distribution of points will be curved. The two students with the highest grade will have their total points averaged. This average will be taken as 100. Each student

total will be calculated as a percent of this average. A = 93+, A-=90-92, B+=88-89, B= 83-87, B-=80-82, C+=78-79, C= 73-77, C-=70-72, D+= 68-69, D= 60-67, E= <60

Undergraduate Paper :This paper is due on Thursday May 24th.

Go to a newspaper, news magazine, a web source of news, etc, and select an item dealing with any of the topics covered in this class' readings and lectures. Possibilities include health and illness, organization of medical care, news about diseases, etc. from a newspaper or magazine from the last three months. Xerox the item or print it out. Write: 1) a one page summary of the item, and 2) a two page discussion of the item in terms of what we have covered in the class—lecture and/or reading.

This paper is due in class on May 24th. It is worth 20 points. The text of the paper should be no longer than 3 pages—1 inch margins, double spaced, 12 pitch, Times New Roman or similar font. The copy of the article should be attached. It should have a cover page in this format:

**Sociology 450
Spring Quarter
May 24, 2007
Dr. Schwirian**

**Title (e.g. New TB Outbreak)
Your Name**

WORK INDEPENDENTLY—THIS IS NOT A GROUP PROJECT. IF YOU NEED IT, YOU MAY OBTAIN HELP FROM THE WRITING CENTER BUT FROM NO OTHER

Graduate Students Evaluation

The final grade of each graduate student in class will be determined holistically by his or her performance over the following activities:

- A comprehensive review of the literature on a given topic relevant to the readings and/or lectures of the class. This is based on 15 sources. The report will contain 1) a one page statement on the topic being researched along with the reason it is worth pursuing; 2) a one page summary of each article (or book chapter or book); 3) a maximum of 10 pages essay that summarizes the literature sources along with your suggestions as to where and why additional studies need to be done to advance the literature on that topic.
 - In-class essay at the time of the mid-term that lists the 10 most important things as you see it covered to that point in the class.
 - Out-of-class essay over each of the 2 books and film. For the Abraham book discuss the major things it tells you about the connection of politics and health care in the face of a medical crisis. For the Oshinsky book, discuss the image of big time medical science that it provides. Each essay - 2 typed pages. For the film discuss the fundamental elements of how medical care is organized in a combat zone. For book and film, while the undergrads are writing the grad students will pool their thoughts for an oral presentation of about 10 minutes at the end of writing time.
 - Take home final that briefly discusses the 10 most major points covered in the course as you see it. 10 pages
 - The weekly (or near weekly) roundtable discussion with the other grad students and Schwirian over an article you have found in a professional journal related to the course work. This will take place in class. The undergrads will treat this as additional material to be covered in their studies.
-

Dates and Assignments:

Tuesday March 27:	Introduction to Course
Thursday March 29:	W&L ch. 1
Tuesday April 3:	W&L ch. 2 and A: pp.1-28
Thursday April 5:	no class W&L ch. 3 and A: pp. 29-56
Tuesday April 10:	W&L ch. 4 and A: pp.57-84
Thursday April 12:	W&L ch. 5 and A: pp. 85-131
Tuesday April 17:	W&L ch. 6 and A: pp. 133-144
Thursday April 19:	W&L ch. 7 in class writing over A
Tuesday April 24:	Film: Baghdad ER
Thursday April 26:	Midterm Exam
Tuesday May 1:	W&L ch.8 and O: pp.1-48; in-class writing-film
Thursday May 3:	W&L ch. 9 and O: pp. 49-96
Tuesday May 8:	W&L ch. 10 and O: pp.97-144
Thursday May 10:	W&L ch. 11 and O: pp.145- 192

Tuesday May 15: W&L ch. 12 and O: pp. 193- 240
 Thursday May 17: W&L ch. 13 and O: pp. 241- 288
 Tuesday May 22: W&L ch, 14 in-class writing over O;
 Thursday May 24: W&L ch 15, papers due
 Tuesday May 29 W&L ch. 16
 Thursday May 31 Human Subjects concerns
 Tuesday June 5: Final Exam, this room 3:30-5:18

Who Is Dr. Schwirian?

Dr. Schwirian's areas of specialization are: health and illness in the city, urbanization and urban systems, and human ecology and environmental sociology.

Dr. Schwirian is Professor Emeritus of Sociology. He is also a professor in the College of Medicine and Public Health's Department of Family Medicine. He is a member of the faculty of the Medical College's Primary Care Research Institute where he chairs the Inner City Health Research Group. He is currently researching the health and illness—both physical and mental—of inner city residents; the health and illness of new immigrant and refugee groups including Somalis, Hispanics, and Russians with particular emphasis on the links among family structure, psychological distress, and physical illness; the factors in the political culture and capacity of communities to respond to plagues, natural disasters, and potential bioterrorism; and neighborhood factors in population illness with particular attention to infant mortality, asthma hospitalization, and childhood lead poisoning.

Dr. Schwirian has published six books. The most recent is *High Stakes: Big Time Sports and Downtown Redevelopment*. It was published last year by Ohio State University Press (Coauthors: Tim Curry and Rachael Woldoff). He is presently working on two books tentatively titled *Children of Job: the Medically Underserved in the Inner City*, and *Microbe War: Globalization, Plague, and the Local Community*.

He has also authored over 100 research-based articles published in professional journals and/or presented at scientific meetings. His most recently published articles are (2005): "Globalization, Plague and the Local Community: Healthcare Capacity, Politics, and the Microbe War" in *Sociological Focus* 38:151-170; (2006) "The Political Ecology of Plague in the Global Network of Cities" in McCright and Clark, *Community and Ecology: Dynamics of Place, Sustainability, and Politics*, pp. 241-268; and (2006) "Measuring Psychological Distress in Somali Refugees" in *New Research in Mental Health* 16:229-233 (Co-author Patricia Schwirian). Forthcoming this spring 2007 is "The Interface among Neuroscience, Social Psychology, and Sociology in the Study of Extreme Disorders: Schizophrenia, Severe Depression, and Serious Anxiety" in *Evolution and Sociology*. His most recent presentations at scientific conferences are at the 2006 Conference

of the North Central Sociological Association: “Who’s at Fault? The Politics of Blame in Natural Disasters, Terrorists Attacks, and Plague Outbreaks” and “Unhealthy Places: Neighborhood Distress and the Lead Poisoning of Children” (coauthors: Pat Schwirian and Lisa Nicholson). At Spring 2007’s joint meeting of the Midwest Sociological Society and the North Central Sociological Association he is presenting with Patricia Schwirian, “Age and Psychological Distress among Somali Refugees to a Large City.

Dr. Schwirian graduated from high school in the Chicago suburb of Oak Park. He received his B.S. in secondary social science education from Illinois State University and taught sociology and American Government at University High School. His M.A. and Ph.D. in sociology are from the University of Iowa. He joined the Ohio State faculty in 1962. He was chair of the sociology department from 1977-1982.

STUDENTS WITH DISABILITIES:

THIS MATERIAL IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST. PLEASE CONTACT AN ADVISOR IN THE UNDERGRADUATE STUDENT SERVICES OFFICE AT 292-1175. STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN AND SEEKING AVAILABLE ASSISTANCE IN A TIMELY MANNER.

Note: Changes in due dates, assignments, meetings, class topics, and lectures are possible as unanticipated events arise

APPENDIX F - Undergraduate Student Input

The advising staff has solicited input from Undergraduate students (that come to see them) and from the undergraduate student members of the Undergraduate Studies Committee. We have yet to hear that the change is unfavorable for students. The following is representative of undergraduate's opinions:

"Regarding the removal of SOC 487 from both the CCJS and SSI Minors: I understand why 487 is removed and I think that the decision makes sense."

Junior Honors Sociology major

"The idea is sound. I don't see why they would need research methods if they are MINORING in these programs. Same with 101 actually. If you pick up a minor you have a good idea about what you want to do and what the minor is about. The list of classes you offer is a good choice. It covers all the material you would NEED to know having a minor in either of those subjects. It gives a good background and presents some good overlap that will allow the student to be fully immersed into the minor without having to worry about fulfilling the requirements of the major. All in All....I say 2 thumbs up!"

Senior Sociology major

"Overall changes: The curriculum changes seem to make a great deal of sense and be much more beneficial students with Soc or Crim minors."

Junior Honors Sociology major

"This is a more appealing minor option for me than the current curriculum. I am not interested in taking another research methods course - my major requires one."

International Studies Major

"This makes more sense and is a more attractive minor. I would want to take more courses about different topics in Criminology, instead of a methods course."

Psychology Major