

SOC 4900 – Current Issues in Sociology
Fall 2017, Section 001, CRN: 90231
3 Credit Hours

Office: 3139 Blair Hall
Office Hours: M/W/F: 8:00a-8:45a; 2:00p-3:00p
R: 8:00a-10:00a

Professor Michael D. Gillespie, Ph.D.
Blair Hall 3103: M/W/F
9:00a–9:50a

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All sociology majors must successfully complete this capstone course. This course is designed to serve as your culmination to the sociology major and allow you to exercise your capacity to integrate all you have learned within the discipline.

The content of the course will be centered on current issues in today's modern world as highlighted through student research interests. Moreover, these issues will be developed and analyzed according to each student's *sociological imagination*. As a capstone seminar, together, we will examine these various issues in the present-day United States and abroad, especially with their sociological relevance, and use of social theory, research methods and statistics.

As the capstone course, you are expected to begin this course and engage with the material having your own stock of theoretical, methodological, and statistical knowledge and skills: you would not be in this class had you not passed these core courses. Therefore this class is not designed to re-teach you this content, but to draw-out what you have previously learned and apply it in this culminating experience.

COURSE DESCRIPTION & OBJECTIVES:

This course is designed to provide each student with the opportunity to show mastery of each departmental learning objective as it relates to a current social issue. Students should:

1. Demonstrate sociological imagination, recognizing the link between individual experiences/issues and larger social forces,
2. Demonstrate a sociological perspective promoting multicultural understanding, tolerance, and acceptance of diversity,
3. Demonstrate the ability to think critically, and from different points of view,
4. Demonstrate knowledge and understanding of sociological theories and application,
5. Demonstrate knowledge and understanding of skills necessary for conducting sociological research, and
6. Demonstrate knowledge and understanding of skills necessary for statistical applications and literacy.

REQUIRED TEXTS/READINGS:

Babbie, Earl. 2015. *Observing Ourselves: Essays in Social Research*. 2nd ed. Long Grove, Illinois: Waveland Press, Inc.

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. Chicago: University of Chicago Press.

Electronic Course Pack on D2L (see course calendar for readings)

COURSE REQUIREMENTS:

The assignments for this capstone will all be written exercises as well as a major research project. There are no formal exams. An assignment guide for each is posted on D2L.

175 Total Points

Reflexive Essays (45 Total Points):

Reflexive Essay 1: Issues, Facts and Open Questions (15 Points)

Reflexive Essay 2: Weber, Marx and Paradigms (15 Points)

Reflexive Essay 3: A Terrible, Magnificent Imagination (15 Points)

On the Run Response Reports (20 Total Points):

On the Run Reflection #1 (10 points)

On the Run Reflection #2 (10 points)

Applied Papers (80 Total Points):

Applied Paper #1 – Theory (20 Points)

Applied Paper #2 – Methods (20 Points)

Cumulative Applied Paper #3 – Statistics (40 Points)

Research Presentation (20 Total Points)

Final PowerPoint Presentation (20 Points)

ASSIGNMENT	TOTAL POINTS	PERCENT
Reflexive Essays	45	26%
<i>On the Run</i> Reflections	20	11%
Applied Research Papers	80	46%
Research Presentation	20	11%
Attendance and Participation	10	6%
Total	175	100.00%

Assignment submissions: All assignments are due on the given date, in printed form, stapled, and completed **at the beginning of class (9:00a)**. Each assignment MUST be written in ASA style with appropriate in-text citations and reference standards, as well as a properly formatted and should demonstrate appropriate content, writing style, voice, vocabulary, and organization of a college course in sociology at the advanced senior level. You should provide a full reference for all sources used. ASA Style Resources are available on D2L.

Sociology 4900 – Current Issues in Sociology
Fall 2017: Weekly Basic Themes and Required Textbook Reading Assignments¹

Week of:	Theme	Reading Assignment *D2L EB = Babbie AG = Goffman	Assignment(s) Due Date	Other Information
Aug. 21 – Aug. 25	Introduction and Social Facts	*Durkheim EB Ch. 1		
Aug. 28 – Sept 1	Truth and Objectivity	EB Ch. 2 *Weber		
Sept. 4 – Sept. 8	History and Action	*Weber *Marx	Sept. 8: Reflexive Essay #1	LABOR DAY, Monday Sept. 4
Sept. 11 – Sept. 15	Paradigms	EB Ch. 3 EB Ch. 7		
Sept. 18 – Sept. 22	The Sociological Imagination	*Mills *Rubin	Sept. 22: Reflexive Essay #2	
Sept. 25 – Sept. 29	Distinctions	EB Ch. 6		Library Presentation Friday Sept. 29
Oct. 2 – Oct. 6	Goffman Introduction	AG: Intro AG: Ch. 1	Oct. 6: Reflexive Essay #3	
Oct. 9 – Oct 13	Concepts, Indicators, and Realities	EB Ch. 5		No Class Friday October 13
Oct. 16 – Oct. 20	Methods	AG: Appendix A	Oct. 18: On the Run Essay #1	
Oct. 23 – Oct. 27	One the Run	AG: 2		Library Day Friday Oct. 27
Oct. 30 – Nov. 3	One the Run	AG: 3, 4	Oct. 30: Applied Paper #1	
Nov. 6 – Nov. 10	One the Run	AG: 5, 6		Library Day Friday Nov 10
Nov. 13 – Nov. 17	On the Run, Conclusion	AG: Ch. 7 AG: Conclusion and Epilogue	Nov. 13: Applied Paper #2	
Nov. 20 – Nov. 24	THANKSGIVING	BREAK!	THANKSGIVING	BREAK!
Nov. 27 – Dec. 1	Observation and Values	EB: Ch. 8 EB: Ch. 14	Nov. 29: On the Run Essay #2	Library Day Friday Dec 1
Dec. 4 – Dec. 8	Presentations	Presentations	Presentations	Presentations
Dec. 11 – Dec.15	Final Cumulative Applied Paper	Due Dec. 12	Applied Paper #3	9a

¹ All dates and readings are tentative and subject to change by the professor

COURSE EXPECTATIONS

Course Ground Rules:

Sociology is one of the few subjects that allows us to explore ourselves as part of something bigger, how something beyond our immediate lives has the ability to impact who we are, and also how who we are impacts other individuals and groups. Sociology is dynamic and exciting. Social problems and issues—how we understand, interpret, and deal with them, are also dynamic and can cause serious, but important, debate. Therefore—**first and foremost**—every participant's views are valid and every voice **must** be respected.

Success in this class will be achieved through your own energy, engagement, inquisitiveness, and **ability to be open-minded**. An environment conducive to open dialogue is the goal. The classroom is a space for learning, not just from lecture but also from your fellow colleagues.

There are three ground-rules under which you and I will be approaching this course:

1. If you always agree with me, then there is only one of us doing the thinking – and that is dangerous!
2. You are expected to be active in creating your own knowledge.
3. RESPECT your peers, yourself, and respect the gravity of the subject matter.

Seminar format:

This course is designed as a seminar centered on lectures, reading & extensive class discussion. You are expected to come to class prepared to participate in the discussion & it is very important that you keep up with your readings. If you come to class unprepared to participate, you will be asked to leave.

Class Attendance and Participation:

You will sign-in each class-period. Attendance is part of the grade requirements for this course, as are your contributions to in-class dialogs.

You are allowed **3** unexcused absences; any more than 3 and you will forfeit the full ten points for attendance and participation.

Class participation is class engagement. Engagement in this course is exercised through your continued and productive contribution: reading assignments are completed, assignments are finished and submitted on time, and you come to class ready to be engaged. Engagement in the course is both critical to your personal success and the success of the group.

You will lose points, at the professor's discretion, if you continually come to class unprepared or do not participate in class discussions or other activities.

If you are going to be absent from a class session and have a legitimate reason for missing class (emergency, illness, death, etc.), please contact me by email or telephone prior to the start of class. It is your responsibility to be accountable for your attendance and engagement in the class by providing a legitimate justification for missing class and a possible assignment is necessary.

General Classroom Conduct Policy:

In all of my classes, I strive to provide a positive and productive learning environment for students. It is important that we all act in a respectful manner toward each other and do not disturb the class.

I ask your cooperation in observing the following rules:

- Arrive on time.
- Do not come and go during the class period. This is disrespectful and disruptive for me and your fellow students. If you must go to the restroom, do so quietly, causing as little disruption as possible.
- Observe the electronics policy at all times (see below).
- Do not carry on side conversations with your neighbors unless you will be prepared to share with the rest of your colleagues.

THE Electronics Policy:

If you bring your cell phone to class, please show respect for me and the other members of the class by either turning it off or setting it so that it does not make any noise. It is unacceptable to make or receive calls, or to text message while in the classroom. You will be asked to leave if you are using a cell phone while in class; this includes text messaging.

Should you be a professional “on call” (i.e. an EMT or police officer) or an individual with particular circumstances where you need to be in contact, please set your phone to vibrate during class, and quietly leave the classroom to return any calls received.

I do not allow use of personal computers, tablets, or smartphones in class. If you do bring such a device to lecture, you will be required to put it away or to leave the classroom. If you must use a computer for academic purposes, you must bring appropriate documentation from the office of student services.

Any instances where personal computers will be allowed in class will be announced ahead of time.

Help with course material:

Office hours are provided for students to seek guidance with course content. Office hours are provided for the sole purpose of helping students and should be utilized as needed. I am more than willing to go the extra mile but only if you are, too.

DISCLAIMER

The course content and this syllabus are subject to change at any time to allow for a flexible and open learning environment.

IMPORTANT INFORMATION

Academic Integrity:

ALL STUDENTS ARE EXPECTED TO COMPLETE THEIR OWN INDEPENDENT WORK. Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct:

<http://www.eiu.edu/judicial/studentconductcode.php>

Violations will be reported to the Office of Student Standards. These policies include cheating, fabrication, falsification and forgery, multiple submissions, plagiarism, complicity to such acts, computer misuse, and classroom disruptions. Any breach of academic integrity will result in a failing grade.

You are responsible for your work, the quality of your work, and the validity of your work. Any violation of academic integrity is serious and, if founded, will result in a zero for the assignment. *Ignorance is not an excuse and will not prevent a failing grade.*

Students with disabilities:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Booth Library:

Located in the center of campus, Booth Library is the best place to do research, find expert help, or study in a calm, distraction-free environment. In addition to the many print resources, Booth provides access to high quality e-books, journals and scholarship not freely available on the Web. Stop by the Reference Desk or go to <http://library.eiu.edu> to explore library resources. Get expert help with your research by contacting the Booth Library reference librarians. Visit, call 581-6072, or go to <http://booth.eiu.edu/ask> to connect with a librarian.

Writing Center:

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.