

# Sociology

APRC 2006-2007

Section 1 of 8

# **Sociology**

**Academic Program Review  
2006**

**Academic Program Review Council  
Reviewer Notes Sheet**

**Name of Program: DMS  
Reviewer: Doug**

**Reviewers:** As you read the reports, jot down your observations in the following categories. For program improvement purposes, it is important to note the evidence behind the observation as well.

Observation

Evidence

**1. Strengths**

- high demand for graduates nationally
- only program north of Grand Rapids
- equipment adequate for current enrollment levels
- program fits Ferris mission
- new entry requirements have dropped attrition rate
- two- (three-) year waiting list for admission
- generally positive feedback from adjuncts
- good variety of program assessment measures
- graduates earn good salaries
- employers like graduates

**2. Weaknesses**

- low demand for graduates in Michigan
- one of 13 programs (mostly community college-based) in Michigan
- enrollment has dropped every year since 02-03
- program not accredited
- graduates can't take national exam right out of school
- program has trouble finding clinical practice sites
- no advisory board survey; no advisory meetings since 2005
- two- (three-) year waiting list for admission
- adjuncts express concern about utilization of advisory board and "communication with communities of interest."
- graduates want more data analysis skills than MATH 115 gives them *why not higher math*

**3. Opportunities**

- student body is mostly female, mostly white—opportunity for diversity initiative *recruiting diversity*

**4. Suggestions**

- faculty want significantly higher salaries and think major resources are required to raise enrollment—a decision needs to be made about whether this is the level or the program into which scarce resources should be put.

**5. Rating**

*(5) Why is 2150C degree - 30 hrs.*

*(5) Why*

*(1) Q accreditation - status*

*(2) Why are courses required in summer*

*(3) discuss distinctiveness of pgrm - full calendar year here*

*(4) what is current enrollment*

*(5) what are the graduates*

**Academic Program Review Council  
Reviewer Notes Sheet**

**Name of Program:**

**Reviewers:** As you read the reports, jot down your observations in the following categories. For program improvement purposes, it is important to note the evidence behind the observation as well.

**Observation**

**Evidence**

**1. Strengths**

- + high demand - outside of tech
- + resources adequate to meet demands of curriculum
- + equipment adequate
- + fits mission
- 7-25 + Assessment measures

low entry requirements to drug distribution etc

3-9 good follow-up

**2. Weaknesses**

- ~~12 programs in state~~ 12 programs in state - but FSU is only one fourth of GR
- lack of accreditation
- grads can't take exam right out of school
- finding clinical practice sites

**3. Opportunities**

- 3-7 - Why has enrollment declined?
- Faculty concerned about salary and financial resources

Grad survey - improvement starting in 2005

**4. Suggestions**

- 2-20 Why no Adv. Bd. Survey or mtg. since 2005
- 2-22 - Adjunct Survey - adv. board utilization; prog. comm. with "communities of interest"

Employers like grads  
Grads happy

p. 13 - Need for bigger kb

**5. Rating**

- 3-1 - mostly female, mostly white
- 3-14 - grads want more math skills

**Academic Program Review Council  
 Questions for the Sociology Program  
 6 pm, Wednesday, September 14, 2006—ASC 2082**

1. Discuss the advisory board's composition and role. *Faculty: Mike B.; Karen Schneider (MOSD); Len Brake  
met for first time in May - still same*
2. Discuss the program's plan to market itself and grow enrollment.
3. Discuss the emphasis on graduate school for program graduates, given that the program's academic emphasis is on applied sociology. *Is a college priority - working with Angie Mishler - developing better promotional materials  
Teaching them that grad school may be accessible*
4. Discuss the program's view of what graduates are prepared to be able to do. *"applied" means "doing sociology" - SOC. research  
writing; analysis; conceptual skills; management skills; computing; critical thinking; survey design*
5. Discuss the reason an internship is suggested but not required. *3 tracks NO coordination*
6. Discuss the value of the program for graduates, given that BLS data provided by the PRP indicates that social service occupations can expect a slower-than-average growth. *Feds hiring fewer sociologists*
7. Discuss the faculty resources needed to implement the revised major as proposed. *# 1 above*
8. Discuss the contribution of the sociology major to Ferris. *done - # 3 intro*
9. Discuss the uniqueness of Ferris' sociology major as compared to the programs at the other state universities. *Madrigal Research; J.C. Museum; applied soc. project revision*
10. Discuss the impact of project commitments (e.g., Jim Crow Museum, Community Action Project, Political Engagement Project) on the major. *Starks*
11. Discuss the sociology faculty's experience in simultaneously meeting the needs of both majors and General Education students. *hasn't been able to meet needs of major*
12. Discuss the rationale for making SOCI 121 the prerequisite for all upper level work in the program. *course is good intro*
13. When do student typically declare the sociology major? *after entry to program. FSV - interest develops after SOCI 121  
5/10 200-level courses*

GR + Chi.  
Institutional

*There are plans to add faculty - 2 lines*

*(Vand) Need more sections of 121*

Academic Program Review Council  
Reviewer Notes Sheet:

Name of Program: [redacted]  
[redacted], Lead Reviewer  
Lucy Ngoh

Reviewers: As you read the reports, jot down your observations in the following categories. For program improvement purposes, it is important to note the evidence behind the observation as well.

Observation

Evidence

1. Strengths

- Full time on-campus faculty
- Employability of graduates
- Emphasis on Race and Ethnicity
- Collaboration with Public Admin.
- Curriculum overhaul
- Faculty support roles in General Ed. courses
- Unique infrastructure (experiential emphasis, internationally recognized museum of race relations, engaged faculty)
- Relevancy of course work
- Advisory Board
- Increase enrollment (2006)

- p. 4, 30
- p. 13-14, 31
- p. 29
- p. 7
- p. 5
- p. 4, 18-19, 30
- p.3, 7-8, 30-31
- p. 5-7, 31
- p. 5-6
- p. 10

Revised cur.  
a strength

2. Weaknesses

- Resources (for course offering, advising support)
- Lack of Leadership to attract students
- No support network for students
- No required Internships
- No web presence
- Small program size
- Poor marketing strategies
- No Exit data (graduate exit survey)
- Faculty workload

- p. 8, 21, 22
- p.9
- p. 10, 30
- p. 29
- p. 11
- p. 10, 29
- p.10
- p. 19
- p.21

(1) disjoint advisory panel  
role + composition

3. Opportunities

- Applied approach to the study of sociology
- Expansion to Detroit and other communities
- American Democracy Project and the Political Engagement Project
- International focus
- Disaster studies

Q- mtg. questions - could market  
pam. more effectively

4. Suggestions

- Improve marketing strategies
- Invest resources to implement new curriculum
- Provide support for student network
- Gather data to assess quality of program
- Invest more time and resources to students' education (courses offered & frequency)
- Require Internship

(P13) Q- if applied pam., why emphasis on  
grad school

(P15) Q- slower than sub. growth - Dept  
of Labor

5. Rating

- Continue with enhancement
- Obtain resources to implement new program

Monitoring Q- how many faculty do you need  
to implement the major as proposed?

Q- what do they expect go on to be prepared to do?

Q- do outside activities detract from focus on major?  
Q- why isn't internship required?

Q- what does the Soc. major add to ferris?

Q- when do students declare the major

Q- meeting needs of major vs. Gen. Ed. Students

Q- why is ferris' Soc. program unique?

Q- prerequisites for everything - Socy 121? (optimal for numbers)

Q- does college have plans for turning Bonnie into a Tenure-track

**Academic Program Review Council  
Reviewer Notes Sheet**

**Name of Program:** *SOC*

**Reviewers:** As you read the reports, jot down your observations in the following categories. For program improvement purposes, it is important to note the evidence behind the observation as well.

Observation

Evidence

**1. Strengths**

**2. Weaknesses**

**3. Opportunities**

**4. Suggestions**

**5. Rating**

**PROPOSAL SUMMARY AND ROUTING FORM**

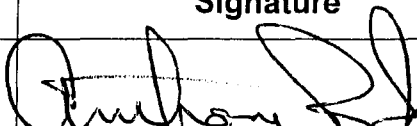
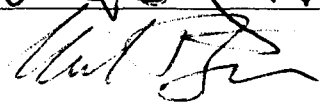
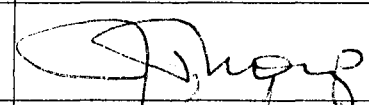
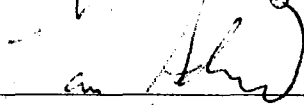

**Proposal Title:** Revision to Sociology Major

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpj@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** 06F

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		2/17/06	<u>4</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Faculty		2/21/06	<u>16</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Head		2/23/06	___ Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		2/26/06	<u>6</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Dean		4/28/06	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
University Curriculum Committee			___ Support ___ Support with Concerns ___ Not Support
Senate			___ Support ___ Support with Concerns ___ Not Support
Academic Affairs			___ Support ___ Support with Concerns ___ Not Support

\*Support with Concerns or Not Support must include a list of concerns.

\*\*Vote counts are to be shown for faculty group actions. "X" for administrative actions.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)      Board of Trustees (Date Approved)      President's Council (Date Approved)



## 1. Proposal Summary

The Sociology major as currently structured is unremarkable and significantly under subscribed. It needs to be reformulated to highlight the strengths of the Jim Crow Museum, the Community Studies Institute, and other faculty expertise. This reformulation should include a *change in name and thrust to an APPLIED SOCIOLOGY program*.

An Applied degree in Sociology, the study of human society, gives students the ability and knowledge to understand social systems and their influence on individuals. It also gives them the tools to do social science research and to identify and devise solutions to the social challenges of our society. Above all, it can give students the ability and knowledge to take positive action in the economic, political, and cultural worlds on behalf of their employer, community, and society.

Ferris can be unique by offering an Applied Sociology degree that extends the general theory centered sociology curriculum to one that also stresses a research focus in the specialized areas already available in the social sciences department: the Jim Crow Museum and the Community Studies Institute.

The name and implied focus fits perfectly with the historical mission of the University. The following objectives will be fully implemented throughout the sociology curriculum in a manner that follows the guidelines of professional Applied Sociology organizations:

1. *Apply the major theoretical perspectives of sociology (functionalism, conflict theory, symbolic interactionism) to help understand everyday social life.*
2. *Utilize quantitative and qualitative social science methods of inquiry to develop and conduct sociological research which identifies solutions to social problems, identifies group influences on individual behavior, or explains group dynamics.*
3. *Communicate effectively the results of their research in the specialty areas of race and ethnic relations, community studies, or generalist sociology.*
4. *Engage in sociological practice that serves communities at some level, whether local, national, or international.*

The Ferris *Applied* Sociology student will thus be well prepared to utilize social science methods of inquiry and sociological theory that can prepare them for graduate studies or to enter the workplace with unique skills compared to the average sociology undergraduate.

Students can choose from an array of courses dealing with different topics such as marriage and family, race, gender, health and illness, social change, deviant behavior, and urban/community sociology, as well as the sociology of disasters and global influence of the Asia/Pacific Rim.

Students will have the opportunity to apply their training in experiential settings in the local, state and national rural and urban communities.

### **Professional Opportunities**

The Sociology major in general is excellent preparation for a variety of career paths. These include careers in law, government, human services, marketing research, education, health-related systems, management, and the mass media. Many graduates continue their education in graduate or professional school in a variety of fields, while others use their analytic, research, and organizational skills to find immediate employment in a variety of settings.

An applied sociology program prepares students to immediately enter the workforce as research skilled professionals in any of the above fields, as well as provide a solid base for graduate studies.

Our Sociology students will learn to look at this intricate mosaic of life with a perspective that helps them to understand their places in it, and to participate in and contribute to the changing world and workplace. These graduates will function easily and effectively in the workplace and in the larger society, which is becoming ever more diverse. Employers seek those who have such leadership skills for our increasingly socially diverse society.

**Curriculum Concentrations:** The Sociology major at Ferris State University will have the opportunity to focus on one of the following two concentrations, or choose a generalist focus. Each will offer extensive preparation in research methods and social theory. The concentrations will include specialized course offerings and opportunities for independent experiential research.

**Race and Ethnic Relations:** This concentration utilizes the "laboratory" provided by the Jim Crow Museum which has become an international leader in the anti-racism movement. The museum serves as a base for quality scholarship addressing the complexities of race relations. The museum encourages collaborative work with high schools, universities, government agencies, and human rights organizations, including, but not limited to, producing original research, planning and hosting conferences, and conducting anti-racism training sessions. Race relations continues to be a major area of inquiry throughout the field of Sociology. The museum offers a unique insight into the historical representations of race and its consequences in society. It also offers insight into basic sociological questions such as: the relationship of material culture to non-material culture, the social psychology of imagery, the economics of inequality, the role of culture in public policy. This kind of study of race relations offers a pedagogy that can also be applied to many other areas of sociological inquiry, especially gender and class stratification.

**Community Studies:** American sociology is rooted in the study of communities. Thomas and Znaniecki's Polish Peasant, DuBois' The Philadelphia Negro, the Lynds' Middletown, to more recently Wilson's When Work Disappears and Robert Putnam's Bowling Alone, have placed American sociology in the heart of the debates on American social life. A concentration in community sociology gives our students an opportunity to apply the sociological method in a variety of fields. The Ferris Sociology program has current community partners in rural West Michigan, Grand Rapids and Chicago, as well as access to Detroit, the border region of Texas and other international communities of faculty interest. The Community Studies Institute (CSI) provides an infrastructure that is recognized by the University and the local community. The CSI developed as a resource for community based research, service and learning opportunities for both university and community members. It has become an important resource of the American Democracy Project at the university for its support of service learning opportunities and its community forums.

**Generalist:** This concentration prepares students for direct entry into the workplace or for graduate school in sociology or related fields. It provides basic sociological knowledge, skills, and values, and provides great flexibility in course selection so students can explore a wide variety of topics of interest. The overall goal of the generalist concentration is to provide students with the "Big Picture" regarding the organization of human social behavior.

## 2. Summary of All Course Action Required\*

### a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	271	Sociological Methods/Qualitative
SOCY	371	Sociological Statistics
SOCY	411	Applied Community Research

### b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
SOCY	471	Sociological Methods and Statistics 1

### c. Existing Course(s) to be Modified:

Prefix	Number	Title
SOCY	370	Sociological Theory
SOCY	472	Sociological Methods and Statistics 2

### d. Addition of existing FSU courses to program

Prefix	Number	Title
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### e. Removal of existing FSU courses from program

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

# BACHELOR OF ARTS SOCIOLOGY MAJOR

**FORM D  
CURRENT**

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

**Graduation Requirements:**

1. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
2. No grade lower than a "C" in course work included in the minimum 30 credit "major". 15 credits must be FSU credits. 15 credits must be 300/400 level.
3. Must complete an approved academic minor.
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

### Courses required for students entering this major Fall Semester 2006

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
<b>Major: Minimum 30 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SOCY	121	Introductory Sociology	3	
SOCY	370	Sociological Theory (SOCY 121)	3	
SOCY	471	Soc. Methods & Statistics 1 (MATH 115 W/C or better or ACT 24 or SAT 560, and SOCY 121)	3	
SOCY	472	Soc. Methods & Statistics 2 (SOCY 471 w/C or higher grade)	3	
<b>Directed Electives: Select 18 credits from the following: (6 credits must be 300 – 400 level)</b>				
SOCY	122	Social Problems	3	
SOCY	225	Marriage & Family (SOCY 121 or 122 or ANTH 122)	3	
SOCY	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3	
SOCY	340	Minority Groups in America (SOCY 121 or 122 or ANTH 122)	3	
SOCY	341	Community Studies (SOCY 121 or 122 or ANTH 122)	3	
SOCY	344	World Urban Sociology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	345	Field of Aging (SOCY 121 or 122 or ANTH 122)	3	
SOCY	350	Black Images in Pop Culture (SOCY 121 or 122 or ANTH 122)	3	
SOCY	355	Sociology of Handicapped (SOCY 121 or 122 or ANTH 122)	3	
SOCY	361	Leisure & Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	373	Health & Illness (SOCY 121 or 122 or ANTH 122)	3	
SOCY	410	Asia/Pacific Rim: Social Change/Devel. (SOCY 121 or 122 or ANTH 122 & Jr. status)	3	
SOCY	443	Social Stratification / Inequality (SOCY 121 or 122 or ANTH 122)	3	
SOCY	450	Criminology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	460	Social Change (SOCY 121 or 122 or ANTH 122)	3	

**Electives to the minimum 120 credits required for this degree.**

SOCY	491	Sociology Internship (optional)	1 - 6	
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**Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors).**

Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

**Bachelor of Arts Core: 3 – 15 credits:** 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).

**\*\*Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND**

**\*\*Please be aware that students cannot receive credit in both COMM 121 and COMM 201**

# GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3	
<b>TOTAL</b>			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level course		3
<b>TOTAL</b>		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course. 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: achieved in the major		

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

**FIRST YEAR**

Fall Semester

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

Winter Semester

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

**NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES**

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

# BACHELOR OF ARTS

## APPLIED SOCIOLOGY MAJOR – RACE, ETHNICITY, GENDER

### FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
2. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
3. Must complete an approved academic minor.
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

#### Courses required for students entering this major Fall Semester 2006

REQUIRED	COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )		FSU S.H.	GRADE
<b>Major: Minimum 30 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SOCY	121	Introductory Sociology	3	
SOCY	230	Gender Roles (SOCY 121 or 122 or ANTH 122)	3	
SOCY	270	Sociology Theory (SOCY 121 or 122 or ANTH 122)	3	
SOCY	271	Sociological Methods/Qualitative (SOCY 121 or 122 or ANTH 122)	3	
SOCY	340	Minority Groups in America (SOCY 121 or 122 or ANTH 122)	3	
SOCY	350	Black Images in Popular Culture (SOCY 121 or 122 or ANTH 122)	3	
SOCY	371	Social Statistics	3	
SOCY	472	Senior Capstone Project	3	
<b>Major Electives: Select 6 credits from the following</b>				
SOCY	122	Social Problems	3	
SOCY	225	Marriage and the Family (SOCY 121 or 122 or ANTH 122)	3	
SOCY	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3	
GEOG	311	Social Applications of GIS	3	
SOCY	341	Community Studies (SOCY 121 or 122 or ANTH 122)	3	
SOCY	344	World Urban Sociology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	345	The Field of Aging (SOCY 121 or 122 or ANTH 122)	3	
SOCY	355	Sociology of the Handicapped (SOCY 121 or 122 or ANTH 122)	3	
SOCY	361	Leisure and Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	373	Health and Illness in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	410	Asia-Pacific Rim (SOCY 121 or 122 or ANTH 122 & Jr. Status)	3	
SOCY	411	Applied Community Research (SOCY 121 or 122 or ANTH 122)	4	
SOCY	443	Social Stratification (SOCY 121 or 122 or ANTH 122)	3	
SOCY	450	Criminology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	460	Social Change (SOCY 121 or 122 or ANTH 122)	3	

**TOTAL CREDIT HOURS: 30**

**Academic Minor:** An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

**Bachelor of Arts Core:** 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).

**\*\* Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND**

**\*\* Please be aware that students cannot receive credit in both COMM 121 and COMM 201**

# GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

## I. GENERAL EDUCATION REQUIREMENTS

### A. COMMUNICATION COMPETENCE 12 Sem Credits

Course	Grade	Credit
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3

**TOTAL**

### B. SCIENTIFIC UNDERSTANDING 7 Sem Credits

Only approved "Z" courses may count toward this category. At least one lab course.

Course	Grade	Credit
Lab		

**TOTAL**

### C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

Course	Grade	Credit
MATH 115 or higher <i>or</i>		3
MATH 115 or higher proficiency <i>or</i>		
MATH ACT subtest score 24 or higher	Score	

**TOTAL**

### D. CULTURAL ENRICHMENT 9 Sem Credits

Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level course		3

**TOTAL**

### E. SOCIAL AWARENESS 9 Sem Credits

Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)

Course	Grade	Credit
(second subject area)		

**TOTAL**

**F. GLOBAL CONSCIOUSNESS:** Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course:

**G. RACE/ETHNICITY/GENDER:** Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course: achieved in the major

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

#### FIRST YEAR

##### Fall Semester

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	<b>16</b>

##### Winter Semester

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	<b>16</b>

#### NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

# BACHELOR OF ARTS APPLIED SOCIOLOGY MAJOR – COMMUNITY STUDIES

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
2. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
3. Must complete an approved academic minor.
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

### Courses required for students entering this major Fall Semester 2006

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
<b>Major: Minimum 31 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SOCY	121	Introductory Sociology	3	
SOCY	270	Sociology Theory (SOCY 121 or 122 or ANTH 122)	3	
SOCY	271	Sociological Methods/Qualitative	3	
GEOG	311	Social Applications of GIS	3	
SOCY	341	Community Studies (SOCY 121 or 122 or ANTH 122)	3	
SOCY	371	Social Statistics	3	
SOCY	411	Applied Community Research (SOCY 121 or 122 or ANTH 122)	4	
SOCY	472	Senior Capstone Project	3	
<b>Major Electives: Select 6 credits from the following</b>				
SOCY	122	Social Problems (SOCY 121 or 122 or ANTH 122)	3	
SOCY	225	Marriage and the Family (SOCY 121 or 122 or ANTH 122)	3	
SOCY	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3	
SOCY	340	Minority Groups in America (SOCY 121 or 122 or ANTH 122)	3	
SOCY	344	World Urban Sociology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	345	The Field of Aging (SOCY 121 or 122 or ANTH 122)	3	
SOCY	350	Black Images in Popular Culture (SOCY 121 or 122 or ANTH 122)	3	
SOCY	355	Sociology of the Handicapped (SOCY 121 or 122 or ANTH 122)	3	
SOCY	361	Leisure and Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	373	Health and Illness in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	410	Asia-Pacific Rim (SOCY 121 or 122 or ANTH 122 & Jr. Status)	3	
SOCY	443	Social Stratification (SOCY 121 or 122 or ANTH 122)	3	
SOCY	450	Criminology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	460	Social Change (SOCY 121 or 122 or ANTH 122)	3	
<b>TOTAL CREDIT HOURS: 31</b>				



**Academic Minor:** An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

**Bachelor of Arts Core:** 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work: 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).

\*\* Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND

\*\* Please be aware that students cannot receive credit in both COMM 121 and COMM 201

## GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
<b>A. COMMUNICATION COMPETENCE 12 Sem Credits</b>			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3	
<b>TOTAL</b>			
<b>B. SCIENTIFIC UNDERSTANDING 7 Sem Credits</b>			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
<b>C. QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

<b>D. CULTURAL ENRICHMENT 9 Sem Credits</b>		
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level course		3
<b>TOTAL</b>		
<b>E. SOCIAL AWARENESS 9 Sem Credits</b>		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course. 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
<b>F. GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
<b>G. RACE/ETHNICITY/GENDER:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: achieved in the major		

**Sample Course Sequence:** The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students **MUST** consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

### FIRST YEAR

#### Fall Semester

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

#### Winter Semester

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

#### NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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# BACHELOR OF ARTS APPLIED SOCIOLOGY MAJOR – GENERALIST

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:

1. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
2. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
3. Must complete an approved academic minor.
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

### Courses required for students entering this major Fall Semester 2006

REQUIRED	COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )		FSU S.H.	GRADE
<b>Major: Minimum 30 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SOCY	121	Introductory Sociology	3	
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SOCY	371	Social Statistics	3	
SOCY	472	Senior Capstone Project	3	
<b>Major Electives: Select 15 credits from the following</b>				
SOCY	122	Social Problems (SOCY 121 or 122 or ANTH 122)	3	
SOCY	225	Marriage and the Family (SOCY 121 or 122 or ANTH 122)	3	
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SOCY	373	Health and Illness in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	410	Asia-Pacific Rim (SOCY 121 or 122 or ANTH 122 & Jr. Status)	3	
SOCY	411	Applied Community Research (SOCY 121 or 122 or ANTH 122)	4	
SOCY	443	Social Stratification (SOCY 121 or 122 or ANTH 122)	3	
SOCY	450	Criminology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	460	Social Change (SOCY 121 or 122 or ANTH 122)	3	
<b>TOTAL CREDIT HOURS: 30</b>				

**Academic Minor:** An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

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\*Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND

\*Please be aware that students cannot receive credit in both COMM 121 and COMM 201

# GENERAL EDUCATION REQUIREMENTS

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<b>TOTAL</b>			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
check	Course	Grade	Credit
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	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

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200+ level course		3
<b>TOTAL</b>		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: achieved in the major		

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

**FIRST YEAR**

Fall Semester

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

Winter Semester

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

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**PROPOSAL SUMMARY AND ROUTING FORM**

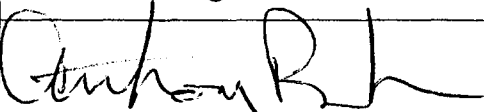
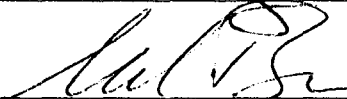
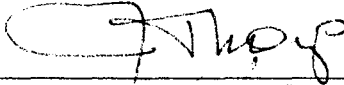

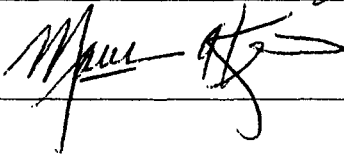
**Proposal Title: Renumber SOCY 370 to SOCY 270**

**Initiating Unit or Individual: Anthony Baker**

**Contact Person's Name: John Thorp e-mail: thorpj@ferris.edu phone: x-2760**

**Date or Semester of Proposal Implementation: 06F**

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		2/17/06	4 Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support
Department Faculty		2/21/06	16 Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee		2/26/06	6 Support <input type="radio"/> Support with Concerns <input type="radio"/> Not Support
Dean		4/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\*Support with Concerns or Not Support must include a list of concerns.

\*\*Vote counts are to be shown for faculty group actions. "X" for administrative actions.

<b>To be completed by Academic Affairs</b>		
<i>President (Date Approved)</i>	<i>Board of Trustees (Date Approved)</i>	<i>President's Council (Date Approved)</i>

## 1. Proposal Summary

Sociological theory is currently scheduled for the third year of the major. In order to develop the applied aspects of the envisioned major, this course is being moved to the second year. In this way students will have the foundation they need in general theory to apply it in their particular concentration.

The course will occur in the following four sections: A. "Classical" Sociological Theory and analysis of macro social structures. Emphasis will be on early sociological theory development in the 19th and early twentieth centuries. The major theoretical perspectives of functionalist, conflict and the "Chicago School" school of sociology as the beginnings of American sociology. Students will also consider the historical contexts of these early sociologists as they created this new scientific theory. B. This second section of the course will focus on the arenas of "micro-sociology" and more specifically the major theoretical perspective of Symbolic Interactionism. This section focuses on the impact of social meanings or perceptions that humans place on the world, rather than the power in and of itself of "macro" social structures and institutions. C. The third section will focus on "Modern" developments of sociological theory here in the United States as it contemplates more contemporary arrangements of inequality. This section will explore theoretical attempts to understand the inequalities grouped around the theme of "Us and Them" and the inequalities associated with changes of the industrial and post-industrial world, especially among the categories of class, race and gender. D. The final section of the course focuses on providing the student with some "praxis" with theory or making use of social theory in the Twenty-first century. This section emphasizes apparently new questions about human activity and behavior as our society becomes increasingly global. It offers students a chance to consider future social relationships given the expected shifts in a more globalizing, rationalizing world. It also expects the analysis to be firmly grounded in understanding of previous sociological theory, but to also consider contributions from other arenas including literature, and popular imagery.

## 2. Summary of All Course Action Required\*

### a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	270	Sociological Theory

### b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
SOCY	370	Sociological Theory

### c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

### d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

### e. Removal of existing FSU courses from program

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

## NEW COURSE INFORMATION

**Course Identification: SOCY 270 – Sociological Theory****Course Description:**

This course grounds students in the general application of sociological theory as an analytical framework for scientific empirical observation. The course builds on general theoretical framework introduced in SOCY 121. This course introduces students to the purpose of theory in all sciences and will allow them the space to begin to interpret the world through various theoretical lenses. It will also move students to use sociological theory as a tool for organizing knowledge and conducting new inquiries. Students are challenged to find useful applications of their knowledge of theory to *do sociology*. The theoretical frameworks are presented in preparation for more serious analysis of the curriculum concentrations of the Ferris sociology program.

**Course Objectives:**

- Students will comprehend what constitutes a scientific theory
- Students will be able to articulate the distinctions that sociological theory offers as a science, versus other attempts to explain social behavior
- Students will have knowledge in the history of the development of classical sociological theory
- Students will have an understanding of the application of sociological theory to the curriculum concentrations in the Ferris State University Sociology program
- Students will be knowledgeable on current debates in sociological theory
- Students will demonstrate their ability to apply these theories to a variety of social issues and human behavior.

**Course Outline:**

Weeks 1 Theory Building – The role of Theory in the Social Sciences

**Structures of Society – *Early Industrialism to the Post-Industrial Society***

Weeks 2-4 Classical European Theory

George Simmel  
Karl Marx and Conflict Theory  
Emile Durkheim and Functionalism  
Max Weber and Bureaucracy

Weeks 5-6

The Chicago School of Sociology  
Robert Park and Human Ecology, Sociology and Place  
William Julius Wilson and the Truly Disadvantaged  
C.Wright Mills and the Power Elite

**Micro Sociological Theory**

Weeks 7-9 Symbolic Interactionism

George Herbert Mead and socialization  
George Homans and Human Exchange Theory  
Phenomenology and the Social Construction of Reality

**Us and Them in the 20<sup>th</sup> and 21<sup>st</sup> Century**

Weeks 10-13 "Discovering our Lost Sociologists"

W.E.B. DuBois and the Color Line  
Jane Addams, Theory and Public Policy  
Anna Julia Cooper – Finding One's Place

**Integrating Agency and Structure in the 21<sup>st</sup> Century**

Weeks 14-15 Making Social Theory Useful

Reading the Society – Literature and Social Theory  
George Ritzer and Modern Rationalizations  
Imagining the Social World and the Jim Crow Museum

**DELETE COURSE**

Course Date Entry Form

**FORM F**  
**Delete Course**  
**rev. 9/23/02**

**I. ACTION TO BE TAKEN: DELETE COURSE.**

The course described below will be moved to inactive status.

Term Effective: Semester  F Year  06 See instructions.

**II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:**

Include the information that is in the current course database.

Course Prefix

Number

Enter Contact Hours per week in boxes.

**SOCY**

**370**

LECTure  3 LAB  0 INDEPENDENT Study – Check (x)

Practicum:

Seminar:

Full Course Title:  **Sociological Theory**

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

\_\_\_\_\_ / /

\_\_\_\_\_ / /

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

# CREATE A NEW COURSE

FORM F  
Create Course  
rev. 9/23/02

## Course Date Entry Form

### I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  06 See instructions.

### II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
 SOCY  270 LECTure  3 LAB  0 INDEpendent Study – Check (x)   
Practicum:  Seminar:

Full Course Title:  Sociological Theory

Abbreviated Course Title:  Sociological Theory.

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment :  40

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No

Equivalent course: Prefix  SOCY Number  370 See instructions on Replacement courses.

### CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course grounds students in the general application of sociological theory as an analytical framework for scientific empirical observation. Builds on general theoretical framework introduced in SOCY 121. This course moves students to use sociological theory as a tool for organizing knowledge. Students are challenged to make use of their knowledge of theory to do sociology. The concentrations of race, ethnicity, gender and community are also linked to the theoretical frameworks considered.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  SOCY 121.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

### Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]



**PROPOSAL SUMMARY AND ROUTING FORM**

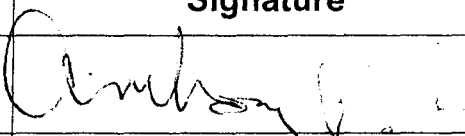
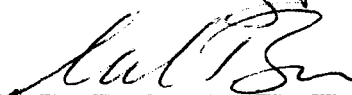

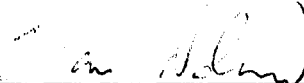
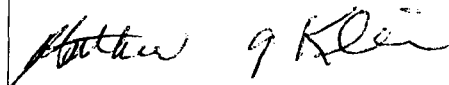
**Proposal Title: New Course: SOCY 271 Sociological Methods/Qualitative**

**Initiating Unit or Individual: Anthony Baker**

**Contact Person's Name: John Thorp e-mail: thorpj@ferris.edu phone: x-2760**

**Date or Semester of Proposal Implementation: 06F**

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		2/17/06	4 Support 0 Support with Concerns 0 Not Support
Department Faculty		2/22/06	16 Support 0 Support with Concerns 0 Not Support
Department Head		2/23/06	✓ Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		2/26/06	6 Support 0 Support with Concerns 0 Not Support
Dean		4/22/06	✓ Support ___ Support with Concerns ___ Not Support
University Curriculum Committee			___ Support ___ Support with Concerns ___ Not Support
Senate			___ Support ___ Support with Concerns ___ Not Support
Academic Affairs			___ Support ___ Support with Concerns ___ Not Support

\*Support with Concerns or Not Support must include a list of concerns.

\*\*Vote counts are to be shown for faculty group actions. "X" for administrative actions.

<b>To be completed by Academic Affairs</b>		
<hr/>	<hr/>	<hr/>
<i>President (Date Approved)</i>	<i>Board of Trustees (Date Approved)</i>	<i>President's Council (Date Approved)</i>

**1. Proposal Summary**

As a science, sociology, as any other science, follows rules of the scientific method. This course will be the first of two courses to prepare the sociology major to master various methods of social inquiry. As humans, we all discuss, develop opinions, debate and even denigrate social relationships on a daily basis. We humans look for “ways of knowing” how to navigate the social world and often rely on very non-scientific methods. Social scientists, after consideration of a problem, or a question, consider a variety of methods of inquiry to these questions. Deliberate empirical observation in pursuit of answering a significant social question is the cornerstone of each of these methods of inquiry. This course, after a brief introduction to research methods generally, will focus on qualitative methods of inquiry. Students will learn the tools of quantitative methods in a later course.

This course will introduce students to the processes of sociological inquiry in five sections. The first section of the course will consider the empirical scientific method, its practical application and its relationship to theory. The second part of the course will focus on defining social questions and consideration of various measurement techniques. The third section focuses on the current tools at the disposal of the qualitative sociologist, such as ethnographies, interviews, participant observations and cultural analysis of visual imagery. The fourth section of the course will require students to apply at least one method of inquiry to an actual case study and to interpret this research within the context of sociological theory. Finally the students will be required to understand and practice the presentation of research findings, specifically in writing. This section will consider the competing attempts to explain the social world in non-scientific manners, and stress the importance of social scientists in presenting findings effectively.

In keeping with the applied focus of our sociology program, students will not only be expected to understand the research design process, but to also “do sociological research” on a small scale. Students will have the opportunity to apply research toward our curriculum concentrations in race, ethnicity and gender or community studies.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>271</b>	<b>Sociological Methods/Qualitative</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

## NEW COURSE INFORMATION FORM

**Course Identification: SOCY 271 – Sociological Methods/Qualitative**

**Course Description:**

Students in Ferris' Applied Sociology program will be expected to apply research methodologies throughout their coursework. The sociology major would have been exposed to the ideas and logic of social science inquiry in their Introduction to Sociology (SOCY 121) course, as well as the methods utilized in other content area courses. This course prepares the student to understand and do social science research in general, and then specifically prepares them in various qualitative methods of inquiry. These include: ethnographies, case studies, focus groups, interviews, participant observations and others. Students will apply at least one method of inquiry to an actual case study in one of the programs core curriculum components. Students will also be expected to incorporate an understanding of social theory in its relationship to the production of social science research.

**Course Objectives:**

1. To understand and apply the scientific method in sociology.
2. To be critical analysts of any type of "social knowledge"
3. To interpret and critique findings of other sociological research
4. To distinguish and value the benefits of qualitative sociological inquiry versus other quantitative methods
5. To apply qualitative research design in a research endeavor of students' own interest
6. To place research findings in the context of the wider body of sociological knowledge
7. To link the process of research design to social theory development

**Course Outline:**

<b>Part 1:</b>	<b>Empirical Social Science Inquiry</b>
Weeks 1-2:	The scientific method and sociology Philosophy of empirical science Ethics of social research Research and social theory
<b>Part 2:</b>	<b>The Research Question</b>
Weeks 3-5	Problem construction Operationalization Conceptualization Measuring
<b>Part 3:</b>	<b>Qualitative Methods</b>
Weeks 5-10	Ethnographies Interviews Archival Research Participant Observation Visual/Images and Cultural Analysis
<b>Part 4:</b>	<b>Analysis of Research</b>
Weeks 11-13	Complete data gathering Discuss reliability and validity of findings Discuss theoretical implications of findings
<b>Part 5:</b>	<b>Writing and Presentation of Findings</b>
Weeks 14-15	Why sociologists need to be good writers. Writing in the social sciences

# CREATE A NEW COURSE

FORM F  
Create Course  
rev. 9/23/02

## Course Date Entry Form

### I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  W Year  07 See instructions.

### II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
 SOCY  271 LECTure  3 LAB  0 INDEpendent Study – Check (x)   
Practicum:  Seminar:

Full Course Title:  Sociological Methods/Qualitative

Abbreviated Course Title:  Soc Methods/Qualitative

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  W (See instructions for listing.) Max. Section Enrollment :  40

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  3 Minimum Credit Hours  3

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No

Equivalent course: Prefix  Number  See instructions on Replacement courses.

#### CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

This course introduces research methods generally and then focus on qualitative methods of inquiry. These include: ethnographies, case studies, focus groups, interviews, participant observations and others. Students will apply at least one method of inquiry to an actual case study in the generalist concentration, or in race, ethnicity and gender, or community studies. Students will be expected to incorporate an understanding of social theory derived in the analysis of the case study.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  SOCY 121,  SOCY 270 or permission of advisor.

UCC Chair Signature/Date: \_\_\_\_\_

Academic Affairs Approval Signature/Date: \_\_\_\_\_

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

#### Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_\_\_, 1D4 \_\_\_\_\_]

**PROPOSAL SUMMARY AND ROUTING FORM**


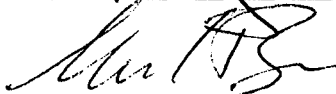
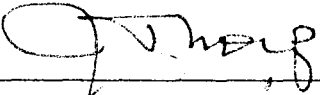
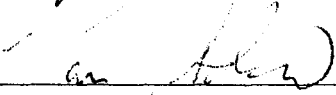
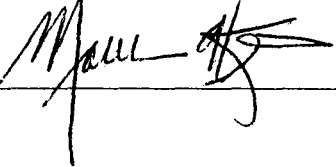
**Proposal Title:** New Course: SOCY 371 Sociological Statistics

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** 06F

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		2/17/06	4 Support 0 Support with Concerns 0 Not Support
Department Faculty		2/21/06	6 Support 0 Support with Concerns 0 Not Support
Department Head		2/23/06	1 Support 0 Support with Concerns 0 Not Support
College Curriculum Committee		2/26/06	6 Support 0 Support with Concerns 0 Not Support
Dean		4/24/06	1 Support 0 Support with Concerns 0 Not Support
University Curriculum Committee			Support Support with Concerns Not Support
Senate			Support Support with Concerns Not Support
Academic Affairs			Support Support with Concerns Not Support

\*Support with Concerns or Not Support must include a list of concerns.  
\*\*Vote counts are to be shown for faculty group actions. "X" for administrative actions.

**To be completed by Academic Affairs**

President (Date Approved)      Board of Trustees (Date Approved)      President's Council (Date Approved)

**1. Proposal Summary**

This course follows in sequence after students are well versed in social theory and the scientific method and tools of inquiry first encountered in SOCY 271/ Qualitative Methods. It introduces the use of descriptive and inferential statistics in social scientific analysis. This course will be taught primarily as a skills based course. Statistical analysis is prevalent throughout society and appears in multiple arenas such as marketing, politics, economics and popular culture surveys. This course will teach the student how the logic of statistical analysis works and the computer applications commonly used in the process of analysis. Although, statistical analysis is common in many arenas throughout society, this course will expect students to relate the power of quantitative analysis to sociological theory. Students will also be expected to make applied connections with previous considerations of social inquiry using qualitative methods.

In keeping with the applied focus of our sociology program, students will not only be expected to understand statistical methods, but to also “do sociological research” on a small scale. Students will have the opportunity to apply statistical analysis toward our curriculum concentrations in race, ethnicity and gender and community.

Course will cover: measures of central tendency, variability, probability, correlation and regression. Students will utilize SPSS statistical software and other appropriate computer software, and be expected to properly produce and interpret data outcomes.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>371</b>	<b>Sociological Statistics</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**NEW COURSE INFORMATION FORM****Course Identification: SOCY 371 – Sociological Statistics****Course Description:**

Introduces the use of descriptive and inferential statistics in social scientific analysis: measures of central tendency, variability, probability, correlation and regression. Students utilize SPSS and other statistical software to properly produce and interpret data outcomes. Students apply statistical analysis in their curriculum concentrations as generalists or in race, ethnicity and gender, or community studies. Connections are made with previous considerations of social inquiry using qualitative methods. Course is taught in a manner consistent with statistics used in other social sciences, including psychology, economics and political science.

**Course Objectives:**

1. To understand the appropriate uses for statistical analysis, its strengths and misuses.
2. To create knowledgeable consumers of statistical research
3. To understand, calculate, display, and interpret descriptive statistics, including sample distributions, measures of central tendency and variability.
4. To understand the rationale behind inferential statistics.
5. To interpret specific inferential tests.
6. To interpret inferential statistics and apply to current social issues
7. To use current computer statistical packages to calculate these

**Course Outline:**

Week 1:	Statisticians and Liars/ Responsible use of Statistics
Week 2:	Using SPSS
Weeks 3 – 4:	Measures of Central Tendency
Weeks 5 - 7	Populations, Samples and Surveys
Weeks 8 - 10	Correlations, regression and predictability
Weeks 11-12	Correlation vs. causation analysis
Weeks 13 - 15	Applied social statistics

**CREATE A NEW COURSE**  
Course Date Entry Form

**FORM F**

**Create Course**  
rev. 9/23/02

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  See instructions.

**II. PROPOSED FOR NEW COURSE:** Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
**SOCY** **371** LECTure  LAB  INDEpendent Study – Check (x)   
Practicum:  Seminar:

Full Course Title: **Sociological Statistics**

Abbreviated Course Title: **Sociological Statistics**

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment :

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No

Equivalent course: Prefix  Number  See instructions on Replacement courses.

**CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE.

Introduces the use of descriptive and inferential statistics in social scientific analysis: measures of central tendency, variability, probability, correlation and regression. Students utilize SPSS and other statistical software to properly produce and interpret data outcomes. Students apply statistical analysis in their curriculum concentrations as generalists or in race, ethnicity and gender, or community studies. Connections are made with previous considerations of social inquiry using qualitative methods.

**Prerequisites:** (if no prerequisites, write "None") Limited to 60 spaces. **SOCY 121, SOCY 270 and 271**  
**or permission of advisor.**

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]



**PROPOSAL SUMMARY AND ROUTING FORM**

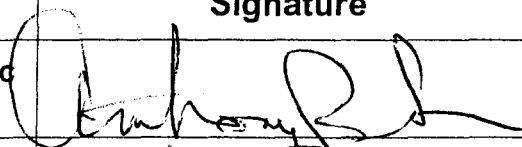
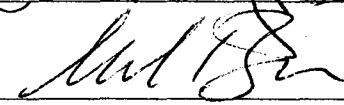
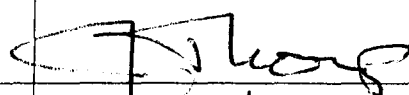
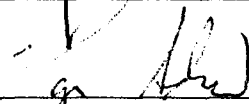
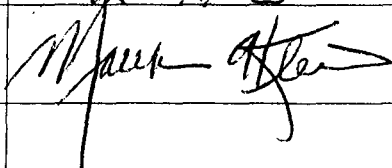
**Proposal Title:** New Course: SOCY 411 Applied Community Research

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** 06F

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		2/17/06	4 Support 0 Support with Concerns 0 Not Support
Department Faculty		2/21/06	16 Support 0 Support with Concerns 0 Not Support
Department Head		2/23/06	✓ Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		2/26/06	6 Support 0 Support with Concerns 0 Not Support
Dean		4/24/06	✓ Support ___ Support with Concerns ___ Not Support
University Curriculum Committee			___ Support ___ Support with Concerns ___ Not Support
Senate			___ Support ___ Support with Concerns ___ Not Support
Academic Affairs			___ Support ___ Support with Concerns ___ Not Support

\*Support with Concerns or Not Support must include a list of concerns.

\*\*Vote counts are to be shown for faculty group actions. "X" for administrative actions.

<b>To be completed by Academic Affairs</b>		
<hr/>	<hr/>	<hr/>
<i>President (Date Approved)</i>	<i>Board of Trustees (Date Approved)</i>	<i>President's Council (Date Approved)</i>

# Sociology

APRC 2006-2007

Section 2 of 8

**1. Proposal Summary**

The application of social science research methods outside of the classroom is fundamental to development as social scientists, yet this rarely occurs in an undergraduate sociology program. This course provides students with a "lab" type research course: the laboratory of course will be the community. The research endeavor, findings, and final product will be done in shared partnership with community based organizations in West Michigan. The course builds on prior methods courses with the goal of a professional product that utilizes the latest technology in social science research. This course also provides an important link to the community in partnership with the Community Studies Institute and the American Democracy Project.

The course is designed to approximate a professional research institute. Each student is a "research fellow" and is expected to contribute to the output of the course as "colleagues". The instructor will act as a research supervisor.

This course is unique to most sociology programs. It is open to both sociology majors and majors in other programs which have a social science research course as part of their program. It is required of students in the community studies concentration of the sociology major. This course occurs in partnership with a local community based agency and allows students to work as "research fellows" in a professional research setting.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>411</b>	<b>Applied Community Research</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

## NEW COURSE INFORMATION FORM

**Course Identification: SOCY 411 – Applied Community Research****Course Description:**

This is a service-learning course. Students conduct research under the supervision of one or two professors for the purpose of providing needed research knowledge in the local communities. A final research report or presentation is produced in partnership with a community based organization in West Michigan. The course builds on students' prior research methods courses so that produce professional research on an issue of interest to the community partner. Students are recruited from a variety of academic fields in the social science department including political science, anthropology, social work, psychology and sociology for the purpose of generating a research group with multiple preparations for social inquiry. The course has had at its core the primary benefit of allowing students to do social research in a hands on fashion which introduces to students the challenges of real world research, unavailable in usual methods preparation courses. It has an added benefit of a multi-disciplinary course for understanding innovative methods of inquiry from a variety of academic backgrounds.

**Course Objectives:**

1. To model the working environment of social scientists
2. To use social science methods in partnership with a community agency
3. To explore multiple technologies and methods in producing social knowledge
4. To apply a general understanding of analysis and methods of the social sciences to a specific community need or issue
5. To produce a professional and scholarly product to the client's satisfaction
6. To develop a critical analysis of the role social sciences can play in the society
7. To critically analyze current methods of inquiry

The course is designed as the objectives above illustrate to approximate a professional research institute. Each student is a "research fellow" and is expected to contribute to the output of the course as "colleagues". The instructor will act as a research supervisor.

**Course Outline:**

<b>Phase 1:</b>	<b>Client Introduction and The Research Question</b>
Week 1	Meet with client/community representative
Week 2	Review clients needs and develop the appropriate research question
Week 3.	Operationalize and Conceptualize project terminology and research design
<b>Phase 2:</b>	<b>Research Design and Creation of Research Instruments</b>
Weeks 4-7	Review relevant research methodology
	Consider data gathering needs, Could include:
	GIS data needs, survey construction, identifying relevant interviewees,
	creation of questionnaires, etc.
	Create necessary Literature Review
<b>Phase 3:</b>	<b>Research Activities and Presentation</b>
Weeks 7-12	Conduct research activities, Meet weekly to discuss findings and challenges
Weeks 13-14	Discuss and prepare presentation of Research findings
Week 15	Formally Present Research Findings, Discuss with Client Future needs.

**CREATE A NEW COURSE**  
Course Date Entry Form

**FORM F**

**Create Course**  
rev. 9/23/02

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  See instructions.

**II. PROPOSED FOR NEW COURSE:** Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
**SOCY** **411** LECTure  LAB  INDEPENDENT Study – Check (x)   
Practicum:  Seminar:

Full Course Title: **Applied Community Research**  
Abbreviated Course Title: **Applied Community Research**  
(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)  
Semester(s) Offered: **W** (See instructions for listing.) Max. Section Enrollment : **20**

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

**CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.**

This is a service-learning course. Students conduct research and produce a final research report for and in partnership with a community based organization in West Michigan. The course builds on students' prior research methods courses so that produce professional research on an issue of interest to the community partner. Students use the latest technology in social science research.

**Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. **SOCY 121, SOCY 271 or other soc. sci. methods crse, or Inst. perm.****

UCC Chair Signature/Date: \_\_\_\_\_ / / \_\_\_\_\_

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / / \_\_\_\_\_

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

**PROPOSAL SUMMARY AND ROUTING FORM**



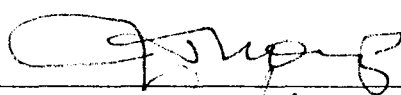
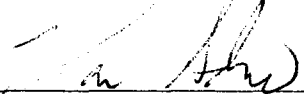
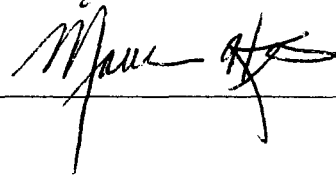
**Proposal Title: Revise Course: SOCY 472—Senior Capstone Project**

initiating Unit or Individual: Anthony Baker

Contact Person's Name: John Thorp e-mail: thorpj@ferris.edu phone: x-2760

Date or Semester of Proposal Implementation: 06F

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		2/17/06	4 Support 0 Support with Concerns 0 Not Support
Department Faculty		2/21/06	16 Support 0 Support with Concerns 0 Not Support
Department Head		2/23/06	✓ Support ___ Support with Concerns ___ Not Support
College Curriculum Committee		2/26/06	6 Support 0 Support with Concerns 0 Not Support
Dean		4/24/06	✓ Support ___ Support with Concerns ___ Not Support
University Curriculum Committee			___ Support ___ Support with Concerns ___ Not Support
Senate			___ Support ___ Support with Concerns ___ Not Support
Academic Affairs			___ Support ___ Support with Concerns ___ Not Support

\*Support with Concerns or Not Support must include a list of concerns.

\*\*Vote counts are to be shown for faculty group actions. "X" for administrative actions.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)

\_\_\_\_\_  
 Board of Trustees (Date Approved)

\_\_\_\_\_  
 President's Council (Date Approved)

**1. Proposal Summary**

Frontloading the research components of the major to the 200 and 300 level of the program allows the revision of this final course in the major into a true capstone experience for sociology majors.

This course will require sociology majors to pull together the theoretical and analytical tools learned over the course of their undergraduate training in sociology. Students will come to the course with papers produced in SOCY 270--Sociological Theory; each of the required research methods courses (SOCY 271—Methods/Qualitative and SOCY 371—Sociological Statistics), and one other concentration course of their choosing. These will serve as the building blocks of a final capstone project. Each student will produce this project in consultation with the instructor and with input and critique from the student's peers. All of these papers with the additional course product will become the student's portfolio. It is expected that this course also provides the student with consideration of professional choices and development of the appropriate skills needed for success in that arena. This project will illustrate the student's professional growth, as well as his or her readiness for graduate school or other professional employment setting.

This portfolio will also be used for program assessment of student learning in the major.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
---------------	---------------	--------------

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
---------------	---------------	--------------

**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>472</b>	<b>Senior Capstone Project</b>

**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
---------------	---------------	--------------

**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
---------------	---------------	--------------

\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**REVISED COURSE INFORMATION FORM**

**Course Identification: SOCY 472 – Senior Capstone Project**

**Course Description:**

Sociology majors pull together the theoretical and analytical tools learned in previous courses. The Social Sciences Department will collect papers produced by sociology majors in SOCY 270-- Sociological Theory; in each of the required research methods courses (SOCY 271 and SOCY 371), and in one other concentration course. Each student will use these papers as the foundation for a capstone project which will be done in consultation with the instructor. This capstone project will expect the student to show: 1. Development and improvement of methodological abilities. 2. The ability to think, write and speak critically with the knowledge of sociological theory and 3. To demonstrate the ability to apply knowledge and skills in a "useful" manner within their chosen areas of inquiry in the Ferris' sociology curriculum.

The course draws on the products of previous course work and expects the student to create a final product that illustrates the above course goals. The course will be taught in a seminar style where the responsibility for input, critique and analysis will be equally shared by instructor and student peers. The final product will be part of a final presentation of the culmination of learnings.

**Course Objectives:**

Students will demonstrate the following knowledge, skills, and/or abilities:

1. Knowledge of their specific research area literature
2. Ability to consider various methodological tools of inquiry for their research area.
3. Ability to integrate various research findings and theoretical approaches
4. Conduct data analysis
5. Ability to engage in thoughtful theoretical debate
6. Ability to communicate research in an organized manner
7. Show solid writing and other articulation abilities in the social sciences

**Course Outline:**

Weeks 1-2	Discussions, presentation and critique of past academic work
Weeks 3-5	Presentation of major areas of sociological literature for students' interest areas
Weeks 6-7	Students will gather further scientific literature, or other materials to complement their previous work.

Students will also gather alternative presentations of interest area: for instance Cable News discussion of various social issues, or the writings of a particular literary figure.

Weeks 8-10	Student presentation and class critique of above
Weeks 11-13	Final preparations for presentations
Weeks 12-15	Oral Capstone Presentations and Critiques
	<b>Optional Presentation at Professional conference</b>



# MODIFY COURSE

FORM F  
Modify Course  
rev. 9/23/02

## Course Date Entry Form

### I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

1. If this course is a prerequisite for other university courses, Form Fs for those courses must also be submitted.
2. If either prefix or number are being changed, use 'Delete Course' and 'New Course' forms rather than this form.

List the changes to be made: Change Title

Term Effective: Semester  Year 06 See instructions.

### ii. CURRENT: Include information that is in the current course database.

Course Prefix SOCY Number 472 Enter Contact Hours per week in boxes.  
 LECTure 3 LAB 0 INDEpendent Study – Check (x)   
 Practicum:  Seminar:

Full Course Title: Sociological Methods and Statistics 2

### III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes in the course. Leave all other spaces blank.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
 LECTure  LAB  INDEpendent Study – Check (x)   
 Practicum:  Seminar:

Full Course Title: Senior Capstone Project

Abbreviated Course Title: Senior Capstone Project

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment: 20

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

#### CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Sociology majors pull together the theoretical and analytical tools learned in previous courses. Majors will bring their papers produced in SOCY 270--Sociological Theory; in each of the required research methods courses (SOCY 271 and SOCY 371), and in one other concentration course. Each student will use these papers as the foundation for a capstone project which will be done in consultation with the instructor and with input and critique from student peers.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. SOCY 270, 271 and 370, Senior Standing.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

#### Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]



# FERRIS STATE UNIVERSITY

**To: Academic Senate Program Review Council**  
**From: Matthew A. Klein, Dean, College of Arts and Sciences**  
**Date: August 10, 2006**  
**Re: Sociology BA Program**

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This memorandum presents my comments related to the APRC report for the BA in Sociology. The context for this discussion is taken from the data in the report itself and conversations with program faculty and Department Head John Thorp.

It should be acknowledge up front, that the sociology curriculum has been through a challenging revision. That revision has also been complicated by many demands on our sociology faculty, and I want to acknowledge this faculty's efforts. In spite of tragically loosing Geeta Menon, one of their veteran colleagues, this last year, the program faculty members continued to do remarkable things. The program faculty is among the most productive as measured by the university's student credit hour production matrix, generating 779.21 FTE/FTEF last year.

The Jim Crow Museum and the Community Institute are suggestive of just two initiatives that have brought the program and this university praise, and both also suggest what the future holds for the BA in Sociology. Already students and faculty are collaborating to do presentations and other activities in connection with the Jim Crow Museum, and the Community Studies Institute has shown significant promise in working with groups like Mid Michigan Community Action. These successes speak to the viability and importance of the revised curriculum and the relevance of the program to the university.

In short, I believe the new curriculum will vitalize this program. Its applied focus helps to distinguish it from competing degrees in the state and as well, makes the program a good fit for Ferris' mission. Already there is increased student interest as a result of these changes, and I expect that the college's recruiting priorities for the coming year will also attract more students. The program is ideally situated to respond to trends in globalization and to help Michigan as it continues to move away from a traditional manufacturing base into an era of increased reliance on value-added services and entrepreneurial innovation.

This program is at a critical juncture in its development. The members of the program have responded proactively to curricular issues and have developed the kind of BA program that will continue to distinguish Ferris as an inventive institution. This first review shows that there is work that still needs to be done, but the program has emerged from early challenges to establish a strong foundation on which great things can be built.

**SOCIOLOGY  
PROGRAM REPORT**

**2006**

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**Sociology Program Report  
2006**

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## **Section 1. An Overview of the Program**

**Administrative Program Review document (see page xx). This section should acquaint the reader with the program: mission, history, impact (on the University, state, and nation), expectations, plans for improvement, and any other items that would help the reader fully appreciate the remainder of the report.**

### **A. PROGRAM GOALS**

Sociology at Ferris State University is emerging in a manner that makes this program symbolic of what Ferris has meant historically as well as the future of the institution. Ferris has always offered students an experience based education that is innovative, practical and with the purpose of “making the world a better place”. Many would suggest that sociology does not really fit the Ferris model, but we would argue that its current path would actually exemplify the Ferris model.

At its core, the field of sociology has always offered the undergraduate student critical analytical skills, especially within the traditional liberal arts framework. This is usually accomplished with students taking a variety of interesting courses that develop overall analytic skills. This approach does lead to successful career placement in a variety of fields, including social service, government, business and legal careers. In a sense the traditional model reflects an “academic” approach to the field, yet with little opportunity for students to “apply” this analysis while an undergraduate.

The sociology program at Ferris State University recognizes that for graduates to be competitive in today’s workforce the student needs to have an array of useful skills that are practiced in the field. Thus our sociology program will be an “Applied Sociology Program” inspired as a “sociology that matters”, and one that prepares students to be practitioners of social science immediately upon graduation.

The current plan for the sociology program, as developed in an extended discussion over the past year and a half, is to offer an applied approach to the study of sociology, with specific regard to the persistent meaning of race and ethnicity in the United States and the changing American community. This applied approach is rare for undergraduate students and is usually reserved for graduate studies. Yet the Ferris model and the work of the sociologists in the department has created the positioning to “do sociology” in the early stages of the student’s learning experiences.

We have a unique infrastructure at Ferris that includes: 1. its history as a University with an experiential emphasis; 2. an internationally recognized museum of race relations; 3. a faculty with extensive experience in analyzing the challenges facing communities in America.

## Sociology Program Report 2006

Before continuing with the development of this agenda, we feel it is important for reviewers to consider the historical development of this direction in the sociology program.

The Sociology Program at Ferris State University has a short history, and, until recently, an unremarkable history. The program first became available as a B.A. in the fall of 2002. It was originally configured as a very generic program based upon theory, methods, and a menu of elective options. However, since that time, two other very important developments have occurred under the auspices of the sociology faculty that are very important for the University.

The Jim Crow Museum, established by David Pilgrim and with much direction from the Social Science department head, John Thorp, has grown from a Ferris and local resource to a research and educational facility recognized at the state, national and international levels. Other members of the sociology unit have assisted with the increasing demands for a public presence of the museum. The Jim Crow Museum's work and accomplishments are well documented elsewhere, but it should be recognized as a hugely unique resource for sociology undergraduates, housed within the existing resources of the sociology unit.

A second development that is less accomplished at this time, but is no less ambitious, is the Community Studies Institute (CSI). The CSI was first established in the summer of 2003, as a vehicle to provide research expertise to the local community in exchange for valuable community access for social science students. The CSI came into existence at the same time that President Eisler encouraged the University to become more civically engaged. Thus, the resources of the CSI have from the beginning been linked to providing civic engagement resources at the department, college and at times the wider university levels. We have created important partnerships with personnel in Student Affairs and the local community for the development of service-learning. Our courses have been enhanced with experience-based research opportunities and exposure to a variety of rural and urban communities in West Michigan and Chicago. Plans are being developed to extend this pedagogy to Detroit and other communities.

This work has also led the resources of the sociology unit to be tapped for leadership in two major University initiatives: the American Democracy Project and the Political Engagement Project.

Tom Behler's work at emergency communications and preparedness in the local community (as a full-fledged offshoot of the Community Studies Institute) is now being developed into a new course on the Sociology of Disasters, which will have an intentional applied component of making sociology matter.

Other endeavors of our unit have been directed towards the development of international learning opportunities—specifically, the increasing importance of the Pacific Rim--as well as providing leadership to the profession of sociology in the state of Michigan.

## Sociology Program Report 2006

The few available resources (we currently have four full time, permanent faculty members) of the sociology unit have been quite successful at making Ferris State University visible, as well as useful, outside the hallway of the social science department. These endeavors, mixed with the huge support roles the sociology faculty play in teaching general education courses and servicing the Social Work and Public Administration programs, have utilized the resources of the sociology unit at a very productive level.

Only one faculty member, now deceased, was working on the development of the sociology major. The work the other faculty accomplished over the past few years in the Jim Crow Museum and the Community Studies Institute, though, has provided opportunities for an experience based sociology major.

The sociology unit, with leadership from John Thorp and input from our advisory board, completely retooled the sociology curriculum over the past 18 months to reflect and exploit its infrastructure. This curriculum overhaul was presented to the social sciences department and the College of Arts and Sciences in February. We expect that the proposal will be at the UCC early in the fall of 2006. The curriculum proposals are attached.

The following list of goals for our graduates reflects the ways in which the new curriculum of the Sociology program prepares the student for either the work world or graduate school.

All students receiving a B.A. degree in Sociology at Ferris State University will:

1. Have *knowledge* of **quantitative and qualitative** social science methods of inquiry. Have extensive *experience* in developing and conducting sociological research with an expectation that solutions to social problems, exist within careful, persistent and objective scientific research.
2. Have *knowledge* of the major theoretical perspectives of sociology, and current literature that applies these perspectives to the changing social world. Have extensive *experience* writing the analysis that emerges with the applicable theories.
3. Have *knowledge* and *experience* of applying the research skills and theory to the specialty areas of race and ethnic relations, community studies, or generalist sociology. Students will also have extensive experience communicating this expertise.
4. Have the *knowledge* and *experience* necessary to engage in sociological practice that serves communities at some level, whether local, national, or international.

These goals emerged over the past 18 months in conversations among the sociology faculty about the role of sociology at a university such as Ferris State University; in conversations with community members; and from an understanding of the changes in the ca-



## Sociology Program Report 2006

reer market place for our future graduates. We began this conversation at our first advisory board meeting in the spring of 2005. The advisory board committee includes the tenured and tenure track faculty in sociology, Mike Berghoef in Social Work, Karen Schneider, a community member/partner in the CSI, and Len Berkey, Chair of Sociology at Albion College.

Len Berkey serves as an advisory board member and also as a consultant. His role at our first meeting was to help our faculty understand the success of his sociology students in their post-undergraduate careers and how to utilize our specific resources to build successful students. Albion's sociology program also went from one that played largely a support role to one of its most successful majors on their campus.

Dr. Berkey was quite impressed with our resources, particularly the Jim Crow Museum and the rural location of our Community Studies emphasis. He stated clearly that having experience doing research was a very important stepping stone to many careers in public policy, marketing and social services. Many of his graduates also used their experience doing sociology as an entry to post graduate work such in law and other fields. Our emphasis on race, ethnicity and community fit very well in his estimation of the needs of the changing work world.

Dr. Berkey's experiences with his students reflect current research conducted for the American Sociological Association (ASA). Students with undergraduate degrees in sociology pursue a variety of career paths, with sociology itself representing only a small number. According to the ASA, graduating seniors in 2005 expected to pursue careers in education, counseling, social work, law, and criminology at similar rates to specific sociology-related fields. Students choose sociology as a major because they find the concepts interesting and useful, and so do their employers. (See attached supporting documents).

We feel very confident on the basis of Dr. Berkey's analysis that we are indeed headed in the right direction with the sociology program. This sociology curriculum, today, is very much the product of our labor and input. It reflects not only the best of the resources of the sociology unit, but also the direction that Ferris graduates need to be prepared for. This curriculum will definitely need more resources to fulfill its promise, but we feel that we can now clearly state the goals and specific needs. At the beginning of the fall 2005 semester, we began to think and present ourselves differently to incoming students. Tony Baker was assigned the responsibilities of the program coordinator.

The changes in the program and the greater availability of the sociology program coordinator have created much new interest in the sociology program. Our student numbers changed from single digits to the high teens and we have new students coming to Ferris as majors in the sociology program for the first time. We do, however, expect that the bulk of our numbers will come from students who arrive on campus undecided and change to sociology. The experiences the student has in their initial sociology courses are vital for recruitment and this puts added emphasis on the personnel resources needed for the success of our program.

## Sociology Program Report 2006

### B. PROGRAM VISIBILITY AND DISTINCTIVENESS

#### 1) Describe any unique features or components of the program.

Ferris' sociology program has three major distinctions that cause it to stand out when compared to most undergraduate programs in sociology. The **Jim Crow Museum** can not be understated as a sociology resource. This is very important and will be discussed further. The **Community Studies Institute**, especially with expanded resources, creates an infrastructure that allows undergraduate students to begin doing actual research in the field at a very early stage. These two distinctions will be discussed in some detail below, but we want to first emphasize the shift in our program (inspired by the work of the JCM and CSI) to an **Applied Sociology Program**.

#### **The Applied Program Shift**

We recognize that using the term "applied" has implications beyond what we mean to portray. Our use of the term does not mean a shift *from* an academic centered approach *to* a practical, less intellectual endeavor. We really believe that this is not a distinction that fits the field of sociology. For these reasons, our curriculum is just as academically rigorous as any other, but we do have an expectation that students in our curriculum will find and explore useful applications for sociology within their careers, communities, and society. We expect our students to be *engaged* observers and participants in their world.

This shift to an applied program also recognizes that the sociology program at Ferris State University needs to build a competitive curriculum to attract students. An applied sociology program fits perfectly within the mission of Ferris and the ways that students think about the uniqueness of this University.

As stated earlier, the applied focus was very much inspired by the success of the Jim Crow Museum and the emerging relationships that have been formed by the Community Studies Institute with local partners. Both of these independent entities have become recognized assets of a *collaborative social science department*. The Social Work and Public Administration programs have enthusiastically participated in the activities of the two, and we act in many ways without distinctions of the boundaries of our disciplines.

These collaborations have been very successful and have greatly influenced our visibility and usefulness in the wider community. These collaborations have also brought together a unique infrastructure for a unique Applied Sociology Program.

An applied sociology program, although uncommon, is not without some history and has an important external support system for our faculty to utilize. Professional organizations that support an applied focus include: "The Sociological Practice Association", the "Society for Applied Sociology", the "Commission on Applied and Clinical Sociology" and the "Sociological Practice section of the American Sociological Association". There are journals and newsletters for these organizations, including the newsletter of the Society

## Sociology Program Report 2006

for Applied Sociology – “*The Useful Sociologist.*” This is the perfect theme for our program.

Each of these organizations and their programs focus on the following themes:

1. The application of the sociological perspective, with a solid grounding in theory.
2. Development of skills for sociological research utilizing up-to-date technologies and software.
3. The idea that Sociological practice should serve communities at some level, whether local, national or international.
4. Knowledge is applied at some level of society, community, government, workplace through research activities, policy development, or other level of action.
5. Students in an applied program should have some non-classroom based experience in which to apply theory and methods. These could include internships, applied research, or other **experiential** learning opportunities.

As the reader should note, the themes of these Applied Sociology organizations fit perfectly within the goals of the sociology curriculum stated in the first portion of this section.

A further distinction folded into the applied curriculum is the position we are in to offer sociology concentrations that are not offered at any other state university. We will offer students the opportunity to concentrate their studies in a generalist track, as well as two specialty concentrations: Race and Ethnicity, and Community Studies. (We hope to include an emphasis in disaster studies, within the community studies track).

*Race and Ethnicity:* In a review of the sociology programs at the other State Universities we discovered that two of the Universities offer specializations in Inequality with a focus on race and ethnicity. No other sociology program offered a specific study of Race and Ethnicity in America nor, of course, have a Museum to facilitate their students learning. The Jim Crow museum is studied by scholars internationally and sets Ferris in a unique public position to recruit students who are serious about understanding the changing role of race in America. We also want to expand course offerings in this area when resources are available.

*Community Studies:* There is no other university that offers specializations of any sort in *community* sociology. An emphasis on community studies here at Ferris is an important consideration for our place in the “marketplace”. Again, considering other collaborations in the department with Geography and Public Administration, we have in place a useful concentration for students who will consider using sociology to gain skills for use in other careers, such as Urban Planning, Youth Work and education. Two of the largest public discussions of the past five years have been work in community sociology: *Bowling Alone*, by Robert Putnam and *The Rise of the Creative Class*, by Richard Florida. The Community Studies Institute is primarily a research apparatus for undergraduate students to do community sociology about the topics addressed by Putnam and Florida. We

## Sociology Program Report 2006

have developed great resources in the local community, Grand Rapids and Chicago. We expect to expand these community relationships tremendously.

### **The Jim Crow Museum**

Although the Jim Crow Museum's relationship to the sociology program is stated above, and is very familiar to the Ferris community, we do feel it is important to include it as a distinction of the sociology program. The following statements represent the work of the museum as stated in the web page of the Ferris State University web site.

*"Founded on the idea that items of intolerance and hatred can facilitate the teaching of tolerance and understanding, Ferris State University's Jim Crow Museum of Racist Memorabilia (JCM) uses Jim Crow era objects to show that racism was wrong – and is wrong. More than 4,000 such artifacts comprise the museum's collection. Ferris Sociology Professor and JCM Curator David Pilgrim collected the objects and donated them to the University, where they now help educate and unite people rather than sow seeds of misunderstanding and division.*

*"Despite being housed in a single small room at the University, the JCM and its staff have become an international resource. The New York Times, Associated Press, British Broadcasting Corporation, National Public Radio and many others have turned to the Jim Crow Museum and its **Web site** for expertise on issues of race and racism.*

*"The Jim Crow Museum of Racist Memorabilia at Ferris State University is envisioned as an international leader in the anti-racism movement. The museum will serve as a base for quality scholarship addressing the complexities of race relations. The museum will encourage collaborative work with high schools, universities, government agencies, and human rights organizations, including, but not limited to, producing original research, planning and hosting conferences, and conducting anti-racism training sessions.*

*"The museum's holdings are of two types. First, there is the Jim Crow memorabilia -- signs, tickets, brochures, photographs, and books -- that promoted segregation. Second, are caricatured everyday items, for example, Mammy candles, Nellie fishing lures, Picaninny ashtrays, Sambo masks, Coon toys, and Golliwog marbles. The museum demonstrates how racist ideas and anti-Black images dominated American culture. It also shows how these images and ideas have resurfaced in recent years."*

The Jim Crow Museum provides the sociology faculty with a very innovative way of teaching basic principles and methods of the field. Learning, socialization, material and non-material culture are all evident in the space. Class conflict, stereotyping, imaging

## **Sociology Program Report 2006**

enemies and creating new ones out of friends are within the space. In short, the Jim Crow Museum offers in a way its own curriculum for helping students visualize very difficult concepts of sociology.

### **The Community Studies Institute**

The following statements reflect the mission and goals of the Community Studies Institute when established in the 2002/2003 Academic Year, by members of the sociology unit and John Thorp. Again, the relationship to the sociology program is stated above, but this too should be seen as a unique distinction in the Ferris sociology unit.

#### **Mission**

The Community Studies Institute of the Social Sciences Department at Ferris State University will serve as an intentional link between the faculty and students of the department and Community Based Organizations/Local Governments in the West Michigan and broader community context. It will provide opportunities for collaborative academic/community activities including: research, program development, data gathering and clearinghouse, and service.

#### **Goals**

1. Encourage and facilitate faculty connections to the community
2. Become a visible community information resource
3. Act as a support group for faculty engaged in community-based research
4. Provide opportunities for students to engage in research and the practical application of social science methodology
5. Provide a funding source for faculty and community members to acquire research resources for collaborative projects

### **2) Describe and assess the program's ability to attract quality students.**

An honest assessment of the program's ability to attract students is that, up until the past year, it was not good. There really was little attempt to attract students due to lack of early leadership on this issue within the university, college, and department. We could discuss these distractions further, but we will use this section to reflect on the students who have chosen sociology at Ferris State University, the reasons for this attraction and the emerging patterns that we have observed. We will also compare ourselves to national data provided by the American Sociological Association.

#### **2002 – 2005**

An advantage to small numbers is the ability to recall, even by name, the individuals involved in the earlier days of the program development. We actually had a small number of majors (less than five) who were already majors when the program was first offered. These students were actually sociology majors elsewhere who learned that a major was coming on line at Ferris State University and, for matters of convenience, transferred into

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Ferris, or at least did not transfer out due to the lack of major. Two of these students were already attracted to the sociology major, one with the expectation of further graduate study; the other just found sociology interesting. A non-traditional student with an interest in Anthropology transferred to Ferris when the sociology major became available because it was convenient for her circumstances. Other students fit this category of convenience, whether due to a double major in Social Work, a loose fit with their other career interests, or simply considering it an interesting degree. These students matriculated through the Ferris sociology program, largely through their own motivations, with little encouragement outside of their relationship with faculty. No support network existed for these students to encourage participation, such as a student association. The sociology faculty were stretched thinly. They were involved in important endeavors elsewhere and the program coordinators were on sabbatical and attending to an ill family member, respectively.

As of graduation in May of 2005, seven students had graduated in the Sociology Program and 12 other students were declared sociology majors as of the end of fall 2005 (Ferris State University Fact Book).

### **2005/2006**

During the fall semester of the 2005/2006 academic year, the sociology unit began to promote itself as a major option in a more direct and intentional manner. The excitement generated by our reworking of the curriculum allowed us to connect with our individual work and the goals of the sociology program. Students who were attracted to the Jim Crow Museum and the work of the Community Studies Institute began to link their interests toward becoming sociology majors.

Tony Baker became the program coordinator and this offered students more accessible support. Information regarding the program as a major became more readily available and there began to be a "buzz" around campus about majoring in sociology. In the summer of 2006, 16 students were declared majors in Sociology and by fall enrollment in the program is expected to be over 20 (Exact figures will not be available to later in the fall).

The marketing materials provided by the University appear to list basic information regarding the major in sociology; this information was listed in the Career Guide, Paper Application and General Search Piece, as well as on-line materials. Marketing opportunities such as Campus Visit days, etc, were not available. None of these documents have yet been revised to promote the opportunities of working in the Jim Crow Museum or the Community Studies Institute.

The students who are attracted to the sociology program appear to be attracted in a manner similar to students nationally. They tend to have a desire to be useful in some arena--youth or community, for example--and have a general concern for the direction of the society. They seem to be looking for an avenue that allows them to contribute to solutions and make a living doing so. The decision to become majors comes about mostly through the introductory course, either at Ferris or in high school. They also are likely to encour-

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ter sociology through other entities, the CSI or JCM exhibits, or other related majors or minors, such as Social Work or Community Studies.

In terms of quality, sociology students range from average to above average with a cumulative GPA of approximately 2.8. Overall, we would argue that they are more engaged students, and more likely to be involved in other campus activities. We do need to confirm this data and some of the student perceptions will be discussed below.

### **2006/Future**

The sociology program at Ferris State University will become self-sustaining or adequate in terms of recruiting students, as it becomes more established as a place to do a major in sociology. Historically, sociology is not a field associated with Ferris. Ferris is, however, becoming a place that some look to for our expertise in the study of race relations. As the Community Studies Institute matures, we expect Ferris to be recognized for our work in community sociology. Our current experience with sociology majors suggests that there will be a number of students who for reasons of convenience, etc., will find the sociology program and matriculate through.

We prefer, though, to be more intentional with our recruitment, beginning with an attempt to attract students into our specialty areas. We would also expect a higher number of internal transfer students as more efforts are directed toward recruiting students through introductory courses and increased campus visibility, such as bulletin boards and revised campus promotional materials.

Ultimately, we need to have a web presence. We need to develop with the College of Arts and Sciences a sociology web page, and to establish links with the other ways that high school students encounter Ferris, such as through Jim Crow Museum materials. We see no reason why we can not have an average of 100 majors in our program.

### **C) IDENTIFY THE INSTITUTIONS THAT ARE THE MAIN COMPETITORS FOR PROSPECTIVE STUDENTS IN THIS PROGRAM.**

For the time being, we would presume that our main competitors for students would be other state universities in Michigan. We say "for the time being" because we expect to attract highly motivated students from outside the state due to the prominence of the Jim Crow Museum. We also feel that we offer the benefits of a small liberal arts campus for the study of sociology. The hands-on research opportunities tend to be unavailable at larger universities and are more typical of smaller schools such as Calvin or Albion.

For comparison sake, we reviewed the other state universities in Michigan to determine what is generally offered and what our niche could or should be. This review occurred during our curriculum reformulation, but is relevant at this time as well.

All programs at our competitors' universities place an emphasis on giving their students solid grounding in sociological theory and research methods. **Lake Superior State Uni-**

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versity, Central Michigan University, Eastern Michigan University, and Grand Valley State University all focus on a generalist preparation with no concentrations. Grand Valley and Central offer a B.A. or B.S., and Grand Valley does emphasize sociological practice as well as theory. Eastern also offers a Master's with applied research degree and a *Secondary Education Certificate* – **an area we should also consider**. Northern Michigan offers a generalist tract and also a "Sociology in the Liberal Arts" emphasis.

Western Michigan University offers a generalist degree or a degree with a concentration in Social Psychology, requiring 12 credit hours in this concentration.

Saginaw Valley State University offers two specific concentrations or tracks: Diversity and Applied. They have a strong emphasis on research with a 200-level Stats course, a 300-level methods course, and a required one-credit hour Advanced Research Project that runs concurrently with another course of the students choosing. This seems like an easy-to-implement idea, adding an extra hour of credit for sociology majors in our regular General Education courses.

Wayne State University is a sociology program that distinguishes between "basic" and "applied" research. They offer four concentrations and require three courses within each concentration for fulfillment of the concentration. Their concentrations are: 1. Medical; 2. Family; 3. Inequality; and 4. Deviance.

Michigan State University offers a sociology program with a B.A. or B.S. and two "specializations": "Health and Humanities" and "Environmental Studies." Each of these requires 15 credit hours for completion of the specialization. Choosing a specialization is not required, but students are also strongly encouraged to double major in another area of interest.

University of Michigan is a "generalist" program but they offer the student the opportunities to choose one of six "sub-concentrations," each consisting of four courses. These "sub-concentrations" are: 1. Economy, Business and Society; 2. Health and Aging; 3. International Social Change; 4. Law, Crime and Deviance; 5. Social Inequality: Race, Class and Gender; and 6. Social Welfare, Social Services.

Clearly these universities have much stronger numbers than Ferris, but all of them have had sociology majors as an established way of doing business for decades. It is important to note that we have considerable distinctions from the programs listed above, but that there are similar trends emerging as well. There is a movement toward emphasizing hands-on research and this definitely establishes for us that we need to be just as serious about doing this. Issues of inequality, race and ethnicity, increasing racial diversity of society are also important at these places. Yet, a distinction we offer is focus and a sense of place. Our collaborations with communities and other educational institutions, through the above mentioned relationships offer our students opportunities distinct from the computer lab. It isn't to say that our students won't do statistical analysis, but that they will definitely be doing more than classroom exercises.



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### D. PROGRAM RELEVANCE.

- 1) **Provide a labor market demand analysis: This activity is designed to assess the marketability of future graduates. Reports from the Department of Labor and from industry are excellent sources for forecasting demand on graduates. Request information from your Library Liaison.**

Sociology positions do not appear in the Sunday Help Wanted Ads; at least, not very often. However, there are also not that many individuals who describe themselves as “unemployed sociologists”--unless, of course, they have a Ph.D. Humor aside, since most sociology majors do not have the job title of “sociologist” there is an impression that there is not much one can do with the degree. An honest assessment of the labor market for students who graduate with sociology as a major reveals a huge number of opportunities available to the graduate with a four-year degree. The skills provided by undergraduate training in sociology, particularly critical thinking skills and research design, are crucial competitive components of careers in the Twenty First Century.

Students majoring in sociology at Ferris State University are counseled from their first inquiry that graduate school is probably in their future (there are some exceptions which will be discussed below). Students who expect and are prepared for the possibility of graduate school at the master’s level--in a variety of fields--will be served very well by an undergraduate degree in sociology. This section of the program review will generally summarize the market data provided by the American Sociological Association (ASA). The analysis provided by the ASA covers the array of fields that utilize the training provided by a sociology degree. The findings of the ASA will also be supported by the Bureau of Labor Statistics.

We will also analyze the fields of law, education, and marketing as examples of how students use skills of sociology to be successful in a variety of fields.

#### **Summary of ASA Market Analysis**

The American Sociological Association offers excellent support for students considering a major in sociology. Most students who enter the program coordinators’ office with an interest in becoming a major do so because they find sociology to be compelling as a way to answer questions. Yet they are also concerned that a degree in sociology will leave them unemployed after the completion of their degree. These students hear much of the material presented here and then are strongly encouraged to visit the ASA homepage to consider their options.

ASA encourages students to consider the skills that come with a B.A. in sociology and how these skills apply to the workplace. The strength of this degree is the conceptual analytical abilities that students learn to apply and the research methodologies that allow students to accumulate knowledge in the changing work world. Based on research of the

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ASA, students with a B.A. in sociology tend to work in one of six occupational areas. The following is a list of sample job titles within each of these occupational areas.

1. **Business and Industry:** Human Resource Management  
Marketing  
Planning Assistant  
Technical writer
  
2. **Justice System:** Juvenile Court Worker  
Rehabilitation counselor  
Corrections officer  
Special Agent
  
3. **Community Services:** Caseworker  
Substance Abuse Counseling  
Community Organizer  
Fund Raising Assistant
  
4. **Government:** Peace Corps Volunteer  
Urban Planner  
Affirmative Action worker  
Policy aide
  
5. **Education:** Admissions Counselor  
Alumni Relations  
Teacher  
Public Health Educator
  
6. **Research:** Statistician  
Demographer  
Market Researcher  
Data Analyst

Source: *Embarking on a Career in Sociology*

The ASA also notes that many students who major in sociology also double major in other fields, such as criminal justice, economics, pre-law and political science to gain an added competitive edge. According to the ASA the sociology B.A. has

*“...a competitive advantage in today’s information society. The solid base ... in understanding social change – as well as research design, data analysis, statistics, theory, and sociological concepts – enables to compete for support positions in research policy analysis, program evaluation, and countless other social science endeavors.”*

We would argue that the above sampling of jobs does fit our understanding of the job market for Ferris’ future graduates. However, we do strongly suggest and counsel students to expect some graduate training later on in their careers, if not immediately af-

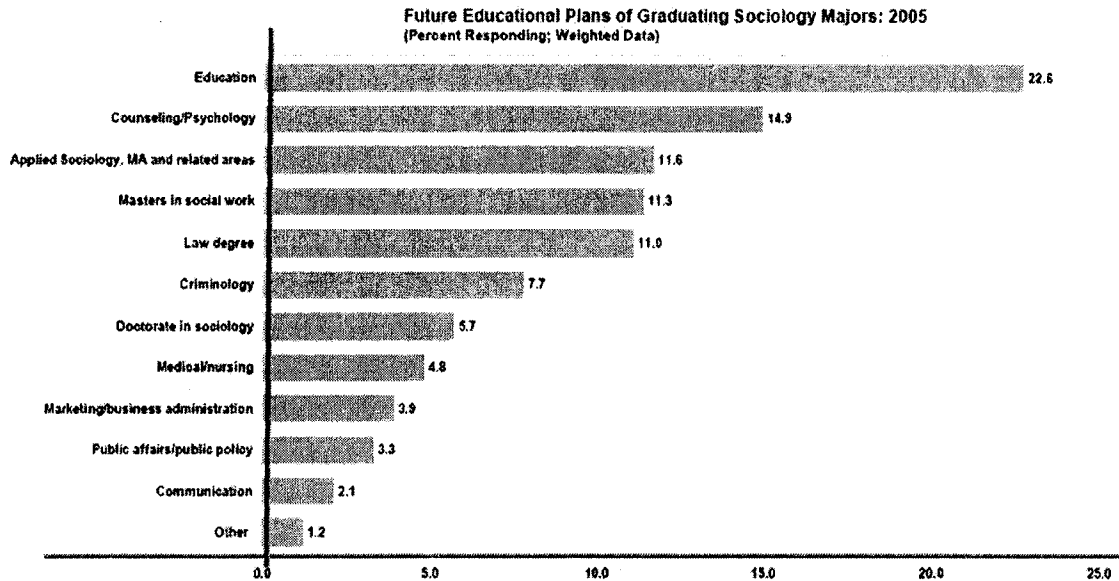
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students to expect some graduate training later on in their careers, if not immediately after their undergraduate degree. Students who complete a master's degree in sociology are very competitive in the fields listed above. They will be most employable in Government, Social Service, Marketing or Educational settings with a Master's degree.

Nationally, most sociology undergraduate majors actually choose other career paths when pursuing graduate study. The sociology major is seen as an important preparation for the skills necessary in these other fields.

A recent survey of graduating seniors completed by the Research and Development Department of the American Sociological Association revealed that graduating seniors went into graduate programs in the following order: 1. Education, 2. Counseling/Psychology, 3. Applied Sociology, 4. Social Work, and 5. Law. Only 5 percent planned to pursue a doctorate in Sociology. (See analysis below).

**FIGURE 8**



Source: ASA, Research and Development Department, *What Can I Do With a Bachelor in Sociology? A National Survey of Seniors Majoring in Sociology*, Spring 2005.

Important in this analysis is the fact that a labor market demand analysis for sociology majors is difficult without also considering the expected job opportunities of many other fields. These fields are high growth fields. It is well evidenced that careers in the 21<sup>st</sup> century will require adaptability, knowledge of diversity, and the ability to acquire information and knowledge in a creative way. (Richard Florida's analysis in the *Rise of the Creative Class* is one of many sources to understand these changes). These are all acquired skills that result from an undergraduate degree in sociology.

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### **U.S. Department of Labor**

The Department of Labor expects that social sciences in general should expect “slower-than-average employment growth” in the near future, due to the reliance on government sector jobs, particularly the federal government. We won’t quarrel here with likelihood of this federal government wanting more sociologists around, but we should consider their assessment of the skills that they see come with this type of career training.

They estimate that: *“Sociologists may find work conducting policy research for consulting firms and nonprofit organizations, and their knowledge of society and social behavior may be used by a variety of companies in product development, marketing, and advertising.”* Another challenge faced by social scientists in general, but one that also reflects the breadth of their skill base, is illustrated in the following statement: *“Many jobs in policy, research, or marketing for which social scientists qualify are not advertised exclusively as social scientist positions.”* This comment reveals again the difficulty and breadth of the career possibilities available to those who are trained in sociology.

To illustrate this point we offer further career analysis in three other fields that would be served well by an individual trained in the social scientific methods available to sociology majors. These fields include Market and Survey researchers; Scientific Design, and Law.

#### ***Market and Survey Researchers***

Market research is a “higher than average” growth field for which sociology majors are very well suited. The major skills required for this field include heavy quantitative data analysis skills that can be used to gather statistical data on competitors or consumers, predict future sales of products based on past performance, or to assist with decision making on product distribution.

They spend their days designing survey questionnaires, organizing and conducting focus groups, conducting interviews, and analyzing the results of all of this data.

*“While in college, aspiring market and survey researchers should gain experience gathering and analyzing data, conducting interviews or surveys, and writing reports on their findings. This experience can prove invaluable later in obtaining a full-time position in the field, because much of the initial work may center on these duties.”* (Bureau of Labor Statistics)

These activities will be very familiar to the average Ferris’ sociology graduate, especially with our applied emphasis.

#### ***Scientific Design***

Again, it is important to recognize here the role of sociology as a science that offers institutions an analysis of trends, and policy responses to these trends. The science community views research and development (R&D) opportunities as important tools in job crea-

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tion for the changing work world. The social sciences are really no different. The Bureau of Labor Statistics again understands that social science plays a role in these endeavors:

*“R & D in the social sciences and humanities is more closely aligned with specific occupations than it is in the physical, engineering, and life sciences. Economic research typically involves monitoring and forecasting economic trends relating to issues such as business cycles, competitiveness of markets, or international trade. Sociological research analyzes the institutions and patterns of social behavior in society, and the results are used mainly by administrators to formulate policies.”*

Our students will be able to participate in this kind of job creation due to the skills they develop in our program.

### **Law**

Figure 8 above indicates that eleven percent of undergraduate sociology graduates head to law school. This is surprising at first, but sociology does provide many skills necessary for successful law school applicants, and does so, in our estimation, as well as other more traditionally associated degrees such as political science or criminal justice. Certainly these degrees benefit the student very well if they add sociology as a second major, a path available to our students. In an analysis of the training expected for applicants to law school, the Bureau of Labor Statistics once again states:

*“Although there is no recommended “prelaw” major, prospective lawyers should develop proficiency in writing and speaking, reading, researching, analyzing, and thinking logically—skills needed to succeed both in law school and in the profession. Regardless of major, a multidisciplinary background is recommended.”*  
(BLS)

The American Bar Association states:

*“The ABA does not recommend any undergraduate majors or group of courses to prepare for a legal education. Students are admitted to law school from almost every academic discipline. You may choose to major in subjects that are considered to be traditional preparation for law school, such as history, English, philosophy, political science, economics or business, or you may focus your undergraduate studies in areas as diverse as art, music, science and mathematics, computer science, engineering, nursing or education. Whatever major you select, you are encouraged to pursue an area of study that interests and challenges you, while taking advantage of opportunities to develop your research and writing skills. Taking a broad range of difficult courses from demanding instructors is excellent preparation for legal education.”* (Emphasis added)

We ask the readers to consider that these examples of career paths do not specifically mention sociology as the required direction to acquire employment in these fields, but the fields are available to and benefit from the resources a sociology major brings to their

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table. This would be true in numerous other arenas. The sociology major is an important, flexible career pathway for Ferris students to have available as a choice.

### **F) IMPLICATIONS FOR THE FERRIS MAJOR**

To close this section, we need to state that the responsibility to prepare the student successfully, whether a future Ph.D. in sociology, a lawyer or a school administrator requires the sociology faculty to be very good at what we do. We must be diligent in offering students the opportunity to be involved in research outside of the course rubric. This should include opportunities in community based research, race in America or any other types of involvement our faculty have.

Students should also be encouraged to develop these skills independently of the faculty in self-directed research, internships or other experiential learning opportunities. The distribution of career choices across so many fields in Figure 8 above reflects highly motivated individuals who are able to find connections between their skills and the diverse workplace opportunities that utilize these skills. It is our responsibility to make sure our students have the curriculum, infrastructure, and encouragement necessary to be successful. We feel that the reworked curriculum (and expanded resources) will provide our students the opportunity to be successful.

#### **2) *Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change. Technology and Research Skills—Implied Impact***

Sociology provides an analysis, a theoretical base, and methodological tools that allow its practitioners to analyze changes in society. We are all well trained in these skills and continue our involvement in professional organizations, conferences and the literature to maintain our familiarity with the field. We also enjoy collegiality that allows us to share and challenge each other on our awareness of major developments.

Most importantly for our field, though, is to be deeply engaged in our specialties in the real laboratory of society. None of the sociology Faculty at Ferris is focused on keeping up with the phenomenon of our discipline by studying spreadsheets, or following data in front of our computer screens. The faculty style at Ferris actually fits the kind of curriculum we propose for our students. We are *Applied Sociologists*. Thus, for us to be aware of emerging issues is go about our daily responsibilities.

Consider the following challenges that our faculty encountered in being engaged in their normal activities throughout the year. Tom Behler, a sociology faculty member for over 15 years has become a communications specialist for disasters in the Mecosta County area. He was trained in his Ph.D. studies in the sociology of disasters. In the fall of 2005, when the disaster of Katrina challenged the most astute sociologists, Dr. Behler was in

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meetings discussing the implications. He was able to offer this expertise to the rest of us who were trying to provide some insight to our students.

Richard Ball in the past couple of years began offering a course on the Asia-Pacific Rim, and providing a sociological analysis of the emerging economic and cultural importance of this world region. The expertise required to teach such a course involved a huge initiative on Dr. Ball's part to find opportunities for sabbaticals and Fulbrights to acquire this knowledge. He immersed himself in the conversations of this portion of the world and shared it with us.

Tony Baker has maintained many of the relationships to Chicago's diverse communities that originally formed his dissertation research. He and his students explore these communities two to three times a year. He is also involved in various local communities of West Michigan. Dr. Baker connects these local community relationships to his students' research in an Applied Community Research course. He is also deeply involved in the University's efforts of the Political Engagement Project and the American Democracy Project. These activities force him to be aware of new models of teaching application to share with colleagues at the university.

David Pilgrim's work is very visible outside of the social sciences department. The Jim Crow Museum has an international stage that requires Dr. Pilgrim to be connected to even the smallest new discussions on the topic of racial stereotyping. This is important of course, but anyone who knows Dr. Pilgrim knows that he would be deeply engaged in these activities, even without the visibility of the JCM.

Even the type of non-tenured adjunct faculty who are attracted to Ferris' sociology program tend to be applied and engaged as well. Bonnie Wright is preparing an experience based course that will involve visiting Detroit.

We are all very connected to each other's growth in these areas as well. We guest lecture in each others classes and share books and articles in the field. These are our strengths in understanding emerging issues in our sub-fields in sociology. Our skills also help us to analyze the changing economic issues that can impact our students' ability to be prepared for the workforce. We also share of ideas on how to reach the students better. This takes work. For example, all of us teach about race relations in America at least briefly. We are struck by the changing knowledge and attitudes of our students over time. This can be frustrating, but the collegiality of the unit has allowed us to share ideas of how to better respond and understand our responsibilities to our students.

A very significant development of the past two years has been two distinct developments with the Jim Crow Museum and the Community Studies Institute have occurred. Some of our sociology students and students from the Social Work program due to their coursework with Dr. Pilgrim and members of the Social Work department have become quite astute at making presentations about the material contained in the Jim Crow Museum. Under the leadership of Michael Berghoef and Kathy Palazzolo-Miller these students

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have presented at academic conferences on how racist materials influence cultural and policy ideas of race in America.

In the fall semester of 2004 and the winter semester of 2006, Tony Baker and Mike Berghoef of the Social Work Program team taught two applied research courses through the auspices of the Community Studies Institute. The research conducted included an assessment of civic engagement on the Ferris campus, and an analysis of the infrastructure for early childhood resources in the local area. These experiences provided students a real laboratory for developing and implementing research skills.

More importantly, the two projects (the JCM and the Community Research Institute) changed the relationship of the students and faculty. Our students became "apprentices" and not simply vessels for knowledge. It is this kind of activity that will allow us to stay relevant as a program.

**3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.** (Actual analysis of student recruitment and knowledge based on current student focus group. No exit data available)

**a) How well does the program meet student expectations?**

**b) How is student sentiment measured?**

Exit data was not collected from the handful of students who completed the original program. Although we tried to contact these students for this document, we were unsuccessful. Exit surveys are to be an important part of the assessment of student learning in the revised program.

However, we have surveyed current students and conducted a focus group. An important generalization that can be made is that their responses appear very similar to the nationwide data analyzed by the American Sociological Association. The surveys and focus group discussed below were completed in mid-July of this year. Of the approximately 18 majors, 6 or 1/3 of the students were able to participate. The survey and focus group questions are attached. This section will discuss *how* students became sociology majors at Ferris, *why* they were attracted to sociology as a major, and a brief discussion of how their *expectations* are being met.

Three of the six students who participated in our research stated that they became majors in sociology after taking the introductory sociology course here at Ferris and one student did so at a Community College. A fifth student was introduced to sociology in high school and made the decision at that time. Only one student came to Ferris with a strong emphasis on sociology. This student started with a strategic desire to get this degree as a means to develop programs for youth immediately after graduation.

It is important to note here that the decisions of the students are common for sociology majors in general. Sociology is a subject that is rarely discussed as a career option. It is not currently presented as an option for visiting high school students in the Career Pathways days. The typical student awareness of sociology occurs in some general high



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school social studies class, hopefully from a teacher who has an interest in the subject. Most incoming freshman to our introductory course acknowledge some basic familiarity with the term, but few seem to know what it is. We do not have the luxury of a pop culture that celebrates this field in the way that Psychology does.

What we have observed with Ferris sociology majors is that they have similar experiences. A small number are driven to use sociology for a specific purpose, but most find it appealing after an introductory course. The following statements reveals the usual sentiment:

*"I chose Sociology after my introductory class, and talking to a person in the major. No one really encouraged me, I just picked it, because I like the subject matter presented in the Intro course."*

*"I like people and want to help them. I thought sociology was one way to do it."*

*"I liked my first sociology class and I wanted to make a change".*

Students who choose sociology, at other colleges and particularly at Ferris, tend to believe that sociology will have some pragmatic use at some point. Students in general expect that the degree in sociology will give them many options and this seems to be appealing to them. In other words, they feel good that they are not locked into a specific track. Yet they still have some specific hopes of what they can do with the degree.

One student plans to do program development for juveniles in the "inner city". Another student also hopes to also work with youth to alleviate consequences of drugs. She is intrigued by the similarities and differences between rural communities and her experiences in Chicago as part of the social science trip there. Another student plans to volunteer in the Peace Corps after graduation, because she wants to help people in other countries. Another plans to attend law school, or graduate school in sociology.

The earliest majors in sociology at Ferris State University were students who began their degree elsewhere and attended Ferris after learning that a major in sociology would be available. These students appeared to have little expectations from the program, other than they would graduate with the degree. However, their post graduation plans were similar to the ones above. There have been a small number of students, which I would expect to expand, who intentionally choose Sociology as a companion major to Criminal Justice as preparation for law school.

For the most part our sociology majors appear to be students who chose to be at Ferris. They are students who were already here, and either undecided or in other majors. Some are planning to be sociology majors and want to do it at Ferris. This means two things. First, with little familiarity with sociology as a possible course of student and with little advertisement of the sociology program at Ferris, students become sociology majors at Ferris. Secondly, when some institutional efforts are made to exploit our uniqueness and inform potential students that a Ferris sociology major is an option, we should see

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increasing enrollment. There will be students in the state who will shop for a place to do this degree and Ferris should be in their sights.

Finally, how does the program meet the student's expectations? Three different opinions are mentioned when this issue is discussed. First, the good news. The newer students, who feel that they are connected to the faculty and the goals of the program, offer an overwhelmingly positive response to experiential components of the program which greatly exceed their expectations. Exposure in an intimate manner with the Jim Crow Museum, the Chicago trips and the community research course has made their experience exceed their expectations. This has occurred in a fairly short period of time.

However, students do have two criticisms of expectations not being met that we must address. First, students had difficulty gaining access to the program coordinators during the first two to three years of the program. Students who are closer to graduation are more likely to have experienced negative consequences in this regard. Since sociology is a specialty area of study, students in this major require more advising support than other majors. This was especially true in the beginning since there was such a small number of majors to provide support to each other.

A second unmet expectation was the availability of courses required for the major. Again, this was more likely the experience of older students, but must be addressed. (This issue is at the top of the list of faculty concerns as well). Due to small numbers of students, two courses in particular, a research methods class and sociological theory were offered every two years. As a temporary measure, this would usually be adequate with good advising, but students would certainly find this inconvenient. However, on two occasions this solution didn't really work according to plan. A theory course was offered in the winter of 2005 in a timely fashion for our majors. An adjunct was hired who had dutifully taught courses for us in the past. The regular faculty were stretched thin in their other responsibilities and this appeared to be a workable solution. However, the adjunct had many personal difficulties during this particular semester and that left the student feeling disregarded.

A second course in research methods was recently dropped, due to low enrollment and the death of the faculty member. Both of these scenarios are plausible outcomes of a new major with a small number of faculty and majors. Independent studies were arranged to accommodate the students. Students, however, justly see this as a significant loss in their college experience.

Solutions for the above concerns: We feel the advising problem is being addressed. Students do feel now that the program coordinator is available and with a larger number of students there is a peer group emerging which will be of much benefit to the program. A student organization is emerging as well, that will give faculty members a direct opportunity to encounter majors outside of class.

The second concern is also one that appears to be alleviated due to larger numbers of students in the program. A research methods course and theory course are offered in the

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coming academic year. Enrollment and instruction for both courses appear to be strong and we expect students to feel confident in their experiences. However, we need to note that the concerns of the students do reflect concerns that faculty members in the unit expressed over the past few years.

College and the University policies on small class sizes made it difficult to offer the early students in the program a positive experience. Faculty in the unit provided the minimal experience to the students in the form of independent studies, etc. to see that they were able to graduate. Hopefully the number problem won't be an issue in the future, yet a guarantee of minimum resources for the students needs to be in place regardless.

To end on a more positive note, the University, College, and department have been very generous in financially supporting the one thing students are most excited about, the experiential opportunities discussed previously in both the Jim Crow Museum and the Community Studies Institute.

### **G. PROGRAM VALUE.**

- A. Sociology Faculty**
- B. Public Admin. Faculty**
- C. Social Work Faculty**
- D. Department Head**
- E. Dean's office**
- F. Student Activities Center**

#### **1) Describe the benefit of the program, facilities, and personnel to the University.**

We believe that the resources of the program, specifically the personnel and their development of facilities and community relationships, are evident throughout the University. The sociology faculty has contributed greatly with their work with the Jim Crow Museum. Their expertise with the museum benefits many other courses and faculty, as well as adds a tremendous public presence of Ferris State University throughout the State of Michigan and the nation.

Personnel has also benefited the University in framing, implementing and modeling the very concept of **The Engaged University**. Their work on the American Democracy Project, community safety, consulting in the public non profit arenas goes a long way to getting the University recognition for its new direction.

We also feel that the program as a sociology program will offer the same benefits as it grows. Our students have already begun to develop community relationships as a result of their involvement as *sociology majors*. This will be particularly true if the sociology unit has an increase in faculty resources to offset the time commitments dedicated to the above ventures.

# Sociology

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**2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.**

Sociology is a degree that a student can get in most universities throughout the country. It makes sense that Ferris State University has one. However, even more importantly, when we analyze the student demographics in our program and the University, generally, we tend to see students who are at Ferris, because of Ferris, its history, mission and accessibility. The opportunity for these students to be sociology majors will only occur if it happens at Ferris. They will probably not go off to Albion, or University of Michigan to get their degree in sociology. They will be forced to make a limited choice. So, benefit **number 1** of the sociology program is that Ferris students can be sociology majors.

Secondly, for reasons that are apparent throughout this document, the Ferris sociology program is one that few students elsewhere will be able to get. Our students will be involved in "doing sociology" from the early stages of their education. They will be encountering an analysis of material objects and their symbolic impact in their hands at an internationally known museum of Race in America. They will be producing public research on the community. They will not be limited by the location of Ferris, but come to know, appreciate and contribute to the local community as well as major urban centers.

**3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.**

We have not assessed our program thus far on these concerns. We have few graduates in the field and have had difficulty staying in touch with them. We have specifically built or new curriculum to be more beneficial to future employers by increasing the students' research and statistical skills. Yet, we have not created as of yet a tool to asses this. We believe that we need some consultation from our advisory board and other professional assistance to adequately create a useful measure in these regards. This will be forthcoming, once our curriculum is established.

**4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).**

Again, our faculty are very much public participants in the academic and local communities. Our faculty has served on sociology professional organizations, provided consultation, assisted community based organizations and provided numerous trainings of material for the Jim Crow Museum. Here is a partial list of contributions to external entities:

Two faculty served as consultants to the Public Museum of Grand Rapids. One of these served the production of a major museum exhibit.

A faculty member served as president of the Michigan Sociological Association, and been a member of their Board of Directors for nearly 20 years.

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A faculty member is the campus liaison for Michigan Campus Compact.

One of our faculty members is director of emergency communications in the local community.

Faculty have presented on numerous occasions the materials for the Jim Crow Museum

One faculty member is contributing to the New York Times on the web page development for the Political Engagement Project

**5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.**

First of all, the Jim Crow Museum's curator, David Pilgrim of the sociology unit makes dozens of presentations a year in this regard. Tony Baker also contribute occasionally on these efforts. To get a true picture of the impact of these services to the general public one would need to see an annual report of the JCM.

However, other presentations also occur. Recently a faculty member presented a session on understanding poverty to the West Michigan Mental Health services. Tom Behler is a persistent contributor to the local community and their emergency services.

Faculty have also offered services to the Grand Rapids Public Museum and the Fair Housing Center of Grand Rapids.

An excellent example of contributions to the local community of the program itself is the recent collaboration of the SOCY 497 – Applied Community Research course and the Mecosta-Osceola Intermediate School District. Students and faculty in this course collaborated with area child service providers to develop the beginnings of a local directory and analysis of child services in the area.

## Section 2. Perceptions of Program

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.

### A. *Graduate follow-up survey:*

We have a very short list of graduates. According to the office of alumni 7 students had graduated with a sociology major as of last fall. Students on the list with the contact available were sent emails or traditional mail from available addresses. No responses have been returned. We feel that the number of students would be far too small to make any conclusions. Their impressions cited to faculty members have been recorded throughout this document when relevant.

### B. *Employer follow-up survey:*

We again have no data available for this section. We expect to produce a survey instrument to administer in the next couple of years after we have had students in the field or graduate school.

### C. *Graduating student exit survey:*

Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates.

This activity was not performed for the previous years' graduates. This is a huge oversight and should have occurred. For reasons stated well in section 1 this did not occur. The new and current program coordinator, Tony Baker, will begin to include this responsibility in conjunction with the graduating students exit review. Survey will consist of one similar to that in section D, below.

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***D. Student program evaluation:***

Due to the small number of respondents, the entire survey and the responses of the student will be reproduced here and summarized following the survey. Actual surveys attached.

**Sociology Program  
Academic Program Review  
Sociology Student Questionnaire**

1. List any sources that encouraged you to become a sociology major. Include Sociology courses, instructors, and advisors here at Ferris; courses or teachers in High School, or any other source.

***SOCY 121***

***Eng 150***

***Social Work***

***After Introductory Class and talking to another major. No real encouragement.  
Liked subject matter of Intro Course***

***Intro to Sociology Class at Community College  
Mr. Baker helpful and encouraging***

***Intro to Sociology – Ferris  
Stats course – Kent Sun***

***Life – seeing a need for improvement with youth***

***High School Class, liked it.***

2. When did you decide to become a sociology major?

(1)  
Before attending Ferris

(5)  
At Ferris State University:

(2)                      (2)  
*First year              Second Year*

(1)  
*Third Year*

Other \_\_\_\_\_

3. Do you also have a second major program? If so please list.

***Community Studies*** (Research note: There is a minor, but not a major in this, student mistaken)

***Criminal Justice***

***Rest – none***

4. How many courses have you had in Sociology at this point?

***2,3,4,4, 5, 10***



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*For the following questions please answer with your opinion regarding the overall quality of the sociology program.*

5. The sociology program offers an adequate range of courses.

(5) (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

*List here any courses (topic areas) you feel are missing.*

**English 323 – Proposal Writing  
Life Experiences**

6. Courses in the sociology program are readily available.

(4) (1) (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

7. The facilities (computers, classrooms, and other program needs) are adequate.

(3) (3)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Please state here any specific facility that needs improved. **(None Mentioned)**

8. Sociology courses offered in the summer are adequate for degree completion.

(2) (3) (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

9. Advising for the sociology program is readily available.

(4) (1) (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

10. Advising for the sociology program accurately reflects needs of the program.

(2) (3)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

11. Resources (information, technology, assistance) at the F.L.I.T.E. library are adequate.

(2) (4)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

12. In regards to general education course requirements, the sociology program requires:

(2) (4)

Too many    Just enough    Too few  
non-major courses                      non-major courses                      non-major courses

*If too many, which specific courses should be deleted? **Foreign Language/Science (1 Student)***

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*If too few, which courses should be added? Theater (1 Student)*

**Questions regarding quality of instruction and preparation for field.**

13. Overall, I rate the quality of instruction in the sociology program as:

Excellent (1)	Good (2)	Average (3)	Below Average	Poor
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14. Overall, I rate the sociology professors' knowledge of their fields as:

Excellent (5)	Good (1)	Average	Below Average	Poor
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15. The sociology program prepares students well in the ability to acquire information resources.

Strongly Agree (2)	Agree (3)	Disagree (1)	Strongly Disagree
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16. The sociology program prepares students well in the use of the scientific method.

Strongly Agree (1)	Agree (3)	Disagree (2)	Strongly Disagree
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17. The sociology program prepares students well in communication skills.

Strongly Agree (1)	Agree (3)	Disagree (2)	Strongly Disagree
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18. The sociology program prepares students well in critical thinking.

Strongly Agree (2)	Agree (4)	Disagree	Strongly Disagree
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19. The sociology program prepares students well for working and living in a racially diverse society.

Strongly Agree (3)	Agree (3)	Disagree	Strongly Disagree
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20. The sociology program offers hands on learning opportunities.

Strongly Agree (3)	Agree (3)	Disagree	Strongly Disagree
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*The following questions are a self assessment of the knowledge you have acquired so far in your studies of sociology.*

21. I am able to apply sociological knowledge to daily experiences in my personal life.

(5)                      (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

22. I feel I would be adequately prepared for graduate school after completion of this sociology program.

(3)                      (2)                      (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

23. I have a strong idea of what I will do with my sociology degree.

(3)                      (2)                      (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

24. I am more involved in student activities than the average Ferris student.

(2)                      (4)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

25. I am more politically involved than the average Ferris student.

(2)                      (3)                      (1)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

26. Overall, I am content with the sociology program here at Ferris State University.

(1)                      (3)                      (2)

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

***Please Use the space below for any further comments you feel should be included in an analysis of the sociology program here at Ferris State University.***

“Looking at more hands on experiences.”

“I think I’d like a few more classes required. I like the options but I’m not sure if it’s better or not.”

“I felt that certain classes were not offered, that were important in order to graduate. I had to do independent study, when I would have preferred to learn in a classroom setting. Also, the theory class that I took was a joke. I would have dropped it, but then I wouldn’t have been able to graduate. I felt that the major wasn’t taken seriously based on the performance of the teacher hired to teach the class, like it didn’t matter the type of education I got in the program. It was very frustrating for me. I feel that some of the higher level classes that are only needed for Sociology majors need to be offered by competent teachers, and at least once a year. Also, if they are only once a year, then the students should be told that. I felt that some of my advisors were clueless, and it did not

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reassure me. There also could be more advising about what to do with a Sociology Degree once you get one. Advisors could show more interest in what the students plans are with the degree, and if the student has none, could discuss options one has with a sociology degree. I had three different advisors, and not one ever asked me, or discussed options with me, I thought that came with the advising job.

Another thought that I have about the courses, is that I think Dr. \_\_\_\_\_ should teach the theory class. I thought that he presented theories in an interesting and comprehensible way in the two classes that I had with him. Out of all the professors that I have had in the department, he was the best at explaining theories. (Much, much better than \_\_\_\_\_, who I actually had for the theory class.)

Some of the strengths of the program are the professors. There are some really good professors in the program. I also felt that there was a lot of variety in the program. The program really gives the students a lot of freedom to study what interests them, and not just a set list of courses. I really enjoyed that.

All of the student's perceptions above are reflected throughout this document. It informs the analysis of Section 1, in terms of the lack of coherence to the program early on. It also suggests improvements are occurring. The quality of instruction section will be elaborated on in detail in Section 3.

### *(Focus Group)*

During this past July five students attended a focus group as further evaluation of the sociology program. Kathy Palazzalo-Miller hosted this forum and capably gathered much more in depth responses than the above survey allowed. The following represents a summary of the major points offered by the students.

Overwhelmingly, the students saw the greatest strength of our sociology program to be the hands-on opportunities. The specific opportunities cited were the Jim Crow Museum, the Chicago Program and the research conducted in the Applied Community Research course. (SOCY 411 in the proposed new curriculum). The students that participated in one or all of these activities felt that this significantly enhanced their understanding of sociological principles. It also really helped them to be excited about being a part of the program. Those that had not participated in one of the three activities anticipated the opportunities eagerly.

These students also discussed at length their desire to see hands on activities expanded, especially with internships. The program in its current and proposed forms makes internships an elective course option within the 30 hours needed for graduation. An internship is not required. Our applied focus strongly encourages some experiences, but these students felt that a sociology major would require internships even more so.

Internships were seen as offering the usual advantages of such activities, such as skills, work experience and contacts. But there was an added reasoning that we should heed. One student felt that sociology majors were going to need to learn to develop their own initiative to create job opportunities and solutions to problems. She felt that an internship would thus give the student the chance to acquire the needed initiative.

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Students expressed agreement that the small size of the program led to a greater ability to connect with faculty. Getting to know the faculty was seen as a great strength of the program. However, they did find the small numbers to limit having a "critical mass" of peers in sociology to go deeper into the issues with. They found the debates and discussion in sociology classes to be intriguing as well. This should be seen as a strength our program should build on, since there is something unique about the students that choose the sociology program. Their intrigue is leading them to major in the field that raises these questions.

There was a genuine appreciation of the fact that they could bring their own skills to the sociology classroom, especially creativity and inquisitiveness. Of all of the themes discussed: community; demographic populations; research; etc. the theme of the program that excited these students the most was our emphasis on Race and Ethnicity.

This is very refreshing for a number of reasons. Obviously, it is something we focus on so this is important, but it appeared that it was actually a draw itself. The fact that the discussions regarding race and policy and history were occurring in ways that had never heard before intrigued these students greatly. In a sense conversations that many in our society want to avoid is actually the selling point for our program. Perhaps this arena is really hitting a nerve for young people.

Students also feel that they have some ability to provide input to the sociology program, particularly the smaller courses and the interaction with professors. They appreciated the opportunity to participate in this Academic Program Review. However, a strong suggestion which was raised repeatedly was to assist and provide leadership for a student organization. The suggested strongly that the imagined difficulties they faced in the program would be alleviated with the addition of a student organization.

### ***E. Faculty perceptions:***

The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.

The perceptions of the sociology faculty are well known amongst the four of us, so the wishes and critiques of our program are scattered much throughout this document. We are well connected to each other and meet formally or informally quite often. All of us were involved with the creation of the new curriculum, so the program very much reflects us. We did create a survey, based on a perusal of questions asked for by your committee. The following survey is provided in its entirety, with the exact comments by each of the faculty.

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**Faculty Survey** – The following questions and concerns relate to items in the Program Review that relate to our perceptions of the sociology program; the

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resources provided by the department, college and university; and any other issues that we feel should be addressed in this document. This is quite lengthy, so do not feel you must respond to everything. Please do respond to items that you want to impact.

Many of these questions are also addressed in our recent curriculum changes, so unless you want to reemphasize you do not need to respond. I do feel it is important for all of us to have the chance to respond.

### PROGRAM VALUE

1) Describe the benefit of the program, facilities, and personnel to the University.

*\*\*\*\*\*The Sociology program offers a highly valuable major and minor that make Ferris more competitive with other State Colleges and Universities. Our "applied" focus also gives us a unique focus which sets our program apart from others throughout the state. The program personnel offers much to the University in regards to General Education, diversity awareness and civic engagement. The sociology faculty model good publicly engaged faculty.*

2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.

*\*\*\*\*\*The Sociology major and minor provide students with the tools to promote an understanding of life in our complex modern world. Students Not only gain an appreciation for some of the larger forces that shape their lives which are beyond their control, but also gain the ability to understand how these broader social realities affect their every-day personal lives.*

*Faculty have extensive experience in several important areas, such as community studies and urban sociology, and race and ethnic relations. The Jim Crow Museum provides a unique facility.*

3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.

*Sociologists find employment in a wide range of settings as planners, program development specialists, researchers, policy analysts, community outreach coordinators, data analysts, human resource directors and the like. Settings in which applied sociologists typically find work include research organizations, community agencies, hospitals, government bureaus and programs, school systems, medical facilities, courts and private businesses.*

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*A survey of employers is being developed.*

*This report's author provides much more detail on this in body of report.*

4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).

*\*\*\*\*Our faculty have been involved in a wide variety of professional activities and associations on the state, national, and even international level. We have an institutional membership in the Michigan Sociological Association. Many of our faculty are members of relevant national associations, such as the American Sociological Association. We also are active in the area of publications and manuscript reviews. Our Jim Crow Museum has become widely known both nationally and internationally as a means for promoting an understanding of prejudice and discrimination against racial and other minorities. One of our faculty members is now becoming very active on the state and local level in terms of working with emergency management officials to facilitate more effective preparedness and response procedures for various kinds of emergency or disaster situations.*

*Each of us could contribute to this. For example: One faculty is a Past President of the Mich. Soc. Assn., and has been a member of its Board of Directors for over 20 consecutive years; was site co-coordinator of its annual conference, held at Ferris in 2002; has been a manuscript reviewer and/or member of the editorial board of five professional journals; was member of Board of Directors of Mich. Council of Family Relations and Sociology Section Chair of the Mich. Academy.*

*Faculty have contributed greatly to area institutions, such as Big Rapids Public Safety, Mecosta-Osceola Intermediate School District, Public Museum of Grand Rapids, Fair Housing Center of Grand Rapids, amongst many others under the auspices of the Jim Crow Museum.*

5.) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program???

*The fledgling sociology program at Ferris State University seeks to become a viable, stable program servicing students with sociology majors and minors—and serving the general education needs of the university. Our annual enrollment goal is to increase in size by 50 percent, until the enrollment reaches at least 70 majors.*

6.) Describe and assess the program's actions to make it accessible to students. Use examples such as off-site courses, types of flexible learning, use of summer courses, mixed delivery courses, scheduling, service learning.

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*Summer courses have been persistently offered to it student capacity.*

*The Jim Crow Museum website has increased dramatically the learning impacts of the museum.*

*Service learning has been an increasingly emphasized role in our curriculum, even though obstacles make this process difficult. One faculty member specifically wrote and received grant funding from Michigan Campus Compact to host a VISTA Volunteer to assist with this project. This faculty member has been very much involved in promotion and infrastructure development of service-learning at Ferris*

7.) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.

*\*\*\*\*\*A sociology club has been established, and has begun meeting to plan various activities that might benefit both the program and the broader university. Guest speakers also recently have been invited to campus to talk with students about gender-related issues, and the dynamics of "grass roots" community participation. One of our faculty members organizes an annual trip to Chicago, for the purpose of directly acquainting students with the social realities of life in a major U.S. city.*

7.) Please list your promotions, merit awards and major professional activities since inception of the sociology program.

*In 2003, Professor David Pilgrim was recognized as the Outstanding Teacher by the Ferris State University Honors College. In 2004, Professor Pilgrim was awarded the Ferris State University Distinguished Teaching Award. In 2006, Professor Pilgrim became the first recipient of FSU's Diversity Enhancement Award.*

*Tom Behler has completed state and national accreditation courses in emergency communication.*

8.) List any activities that you have received release time for.

*Professor Pilgrim receives ¼ release time to serve as curator of the Jim Crow Museum.*

*Dr. Baker has received periodical release time to assist with development of Community Studies Institute and service learning. He is receiving ½ release time for next year's coordination of the Political Engagement Project*

*Dr. Ball has received Fulbrights for his work in the Asia Pacific Rim*



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10.) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

*\*\*\*\*\*Although salaries, on the surface, may look adequate, the increasing premiums that faculty members must pay for medical benefits makes any salary increases negligible, and could certainly serve as a deterrent for future recruits to tenure track positions.*

11.) ) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?

*\*\*\*\*\*More promotions are certainly needed, given the highly productive nature of our faculty, and the limited number of advancement awards that are made available each year. Money should be made available for research—and community service.*

12.) Describe how program goals relate to that of the University.

*\*\*\*\*\*The goals of the Sociology major and minor are clearly oriented toward preparing FSU students for success in the outside world both professionally and personally. Our program also provides students with the tools to become productive citizens who can make meaningful contributions to society.*

13.) Please rate your perception of the following aspects of the program:

- The sociology curriculum (consider our recent changes)
- *\*\*\*\*\*Excellent – Ditto Three times, for the new curriculum*
  
- Resources
- *\*\*\*\*\*Fair—Need at least two new tenure track positions, and more support for our new curriculum development.*
  
- *Have been unable to teach many required courses, which has greatly handicapped recruitment, in addition to lessening the quality of degree. Inability to replace temporary faculty with tenure track positions has increased the workload for those available.*
  
- Admissions standards

*These standards are, at best, average.*

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- Degree of commitment by the administration to the sociology program
- \*\*\*\*\**Fair—As noted above, certain important fundamental resources are lacking.*

*See resources above.*

- The sociology program's ability to prepare students for graduate school and/or the job market.
- \*\*\*\*\**Probably not known at this time, due to the relative newness of the program, and insufficient documentation.*
- The quality and preparedness of sociology **majors** for our program.  
\*\*\*\*\**Good—I see no problem here, other than the usual problems associated with many students' lack of overall preparation for serious college-level work.*

*The following questions are asked in regards to our perceptions of Administrative Effectiveness **for the sociology program.** (Please be nice).*

- Adequacy of Administrative and clerical support.
- \*\*\*\*\**Dr. John Thorp, our Department Head, has done an outstanding job in terms of helping us develop a new focus for the Sociology major, and in terms of promoting the development of the major itself. He also has done a tremendous amount of work to promote the program within the broader University*

*What clerical support? Submitted drafts of program review materials for typing, they never were seen again.*

- Class and teaching schedule arrangements.
- \*\*\*\*\**Again, Dr. Thorp has been very effective and accommodating in these regards.*

*See resources above.*

- Student access to needed courses and qualified instruction.

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- \*\*\*\*John has done an outstanding job in terms of facilitating student access to our courses and faculty, especially given the resource limitations with which he has had to work.

See resources above.

- Adequate Classroom resources. (Please include suggestions for improvement).
- \*\*\*\*Classroom resources are adequate, for the most part, although it would be helpful if fully functional computers and audio-visual equipment were available in all classrooms—and a classroom or two devoted solely to the sociology program would be helpful.
- Adequate preparation for future program needs.
- \*\*\*\*John is doing the best he can here, under very challenging conditions.

- Other Instructional or Library resources.

*FLITE has provided many valuable resources. Their personnel are persistently contributing to the resources of this program.*

Please use space below to address any other impressions or feelings you have regarding the sociology program. Remember this is also a chance to remind people of the benefit of the sociology program, so list our strengths as well as any concerns you may have.

*The University has done a below par job of marketing the major. The major came into existence without sufficient financial resources; nevertheless, students are beginning to discover and embrace the program.*

*We have a small core of dedicated faculty who are capable of teaching all required subjects, but due to A&S's workload policy (no classes under 15) we have been unable to offer badly needed core courses to our majors. The program has been trying to operate under severe handicaps. Administrative commitment to the major has been abysmal, but recently is showing signs of improvement.*

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*F. Advisory committee perceptions:* The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and mega trends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.

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The advisory committee was created during the spring of 2005. It consists of Mike Berghoef, professor of social work, Karen Schneider, community member and Director of Early Childhood services at Mecosta/Osceola ISD and Len Berkey, chair of Sociology Department at Albion College. The committee met together with the entire sociology unit and John Thorp in May of 2005. Its primary directive at that time was to assess the program and make recommendations for a reworked curriculum.

Much of the information asked for here, such as trends, job placement, graduate school and general advice on running a good sociology program was provided by Dr. Berkey who has had a very strong career leading the sociology program at Albion. Karen Schneider provided valuable insight into the ways that the sociology program could be relevant for the local community. She was well aware of the needs college students would have and offered insight into how both entities could benefit from an applied emphasis of our program.

Much of the outcome of this session was discussed at length in section 1. The curriculum that is under review for acceptance by the UCC is the direct outcome of this advisory committee process.

We do expect to expand this committee once the program is fully implemented.

### Section 3. Program Profile

**Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.**

#### A. PROFILE OF STUDENTS

##### 1) Student Demographic Profile.

The following table reflects data of declared majors in July, 2006. Since the numbers are small (an N of 16) the reader should not imply too much. We also have eight new majors enrolled in recent weeks and these numbers *do not* include them. These new students could dramatically change conclusions.

Gender	Race (est.)	State	FT/PT	AM/PM	On-Line	Age	On Campus
F 12	Black 4	All In State	All Full Time	Mostly Day, 0 Week-end only	None 100%, few Mixed Delivery	Traditional 15 Non-Trad 1	Most On, Occasional course in Traverse City

Our program thus far has attracted mostly “traditional” college students. This program does appear to attract a much greater proportion of women to men, and statistically a higher percentage of non-white students, but it is really difficult to draw lasting conclusions because of the small numbers at this time.

We have been accessible with regard to scheduling, etc. Some “Applied” activities have produced some challenges to students, such as occasional field work in Chicago, or local area, but as yet we have had little difficulty managing these conflicts.

#### B. QUALITY OF STUDENTS

Since we have a small number of students on record at this time, we can provide the table of academic information on the next page. It is apparent that our students come in with a wide range of ACT scores. However, they all perform well and appear to be above average in regards to GPA.

The Sociology curriculum tends to be writing intensive after the introductory course, so the better students also tend to be better prepared writers. Students are advised to take

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their English 150 and 250 courses seriously and that this work will be important for their success in the overall program.

<b>ID</b>	<b>HOME STATE</b>	<b>AVG. GPA</b>	<b>ACT SCORE</b>
1	MI	3.5	21
2	MI	2.464	20
3	MI	2.7	21
4	MI	3.468	24
5	MI	2.754	25
6	MI	2.622	17
7	MI	2.415	20
8	MI	3.686	24
9	MI	2.481	17
10	MI	2.5	18
11	MI	2.924	18
12	MI	4.0	32
13	MI	2.349	17
14	MI	3.4	18
15	MI	2.924	22
16	MI	1.821	17

Again, our numbers are small at this time, so it is difficult to conclude much, considering the small number of majors. However, it appears that most of the students who choose sociology as their major tend to be intellectually motivated in a way that differs somewhat from the more professional applications of this type of knowledge, such as social work or criminal justice. In fact, some of our students double major in these degrees, but have an underlying sense of analysis that they want to pursue that is not available in the other majors. Although our graduates are few, but they have been academically successful. I have advised seven of our graduates and all but one had at least a 3.0 GPA.

We have not instituted admissions standards for incoming students to the program. Therefore, we do not have an evaluation process for entering students. However, most of our students so far have been internal transfers, or complete the Introductory course prior to becoming majors.

Student awards, scholarships and other accomplishments have not significantly impacted the program yet. More important is our expectation that the applied research will lead to student presentations at academic conferences. We also expect that the establishment of

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our student organization in the fall will allow us to link our students' involvements with that of the program.

### C. EMPLOYABILITY OF STUDENTS

Attempts to follow-up with our graduates have not been successful. The program did not do exit surveys or employ other methods of analysis during the early years of the program. Also, the numbers of graduates are so few that (Seven by summer 2005) that conclusions could not be drawn, even if we had data. I am aware that two students went on to law school, one to a masters program in sociology and the others planned to "explore life" before moving on to more permanent positions.

I would encourage the reader to read the **Market Analysis** under *Program Relevance* in the first section of this report.

In our student survey students were asked the following questions regarding their preparedness for their post-Ferris experience, with answers ranging from Strongly Agree to Strongly Disagree:

- I am able to apply sociological knowledge to daily experiences in my personal life.
- I feel I would be adequately prepared for graduate school after completion of this sociology program.
- I have a strong idea of what I will do with my sociology degree.

These three questions are helpful in analyzing some of the accomplishments of our goals with the programs. Only six students (1/3 of the majors) filled out the survey, but I believe their answers reflect well on perceptions of the program from the students.

All but one student strongly agreed with the first question, while the sixth agreed. Our students are building sociological analysis into their experiences in life, which would include their work life. The second question, which of course is a student perception and not based on actual experience in graduate school, reveals that all of our students feel that they are being prepared well for the possibility of graduate school.

The third area shows some need for improvement on our part. Half of the respondents, one who is graduating soon, disagreed with this section. Certainly, students will have some ambiguity about what they will do with their lives, and others will be highly motivated to make specific long term plans. Yet, these students would probably all agree that there has not been a lot of career planning assistance.

We do make many recommendations for graduate school which is due to the impression that many of our students have of graduate school being out of reach. We should see the response on the graduate school question as a strength. However, we should also encour-

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age and provide preparation for other applications of their major. We plan to do this in three ways:

First, the creation of the Applied Community Research class provides students with a real world research institute setting so they can begin practicing their skills and begin to imagine the various workplace settings where these skills could be utilized.

Secondly, the curriculum overhaul includes two additional courses that should allow the student and faculty member time to address the issue of their post-undergraduate experience. Internships will now be strongly encouraged for the student, with significant input from the program coordinator on the application of sociology to the field. Just as significant will be a senior capstone course that is part of our curriculum proposal, but as of yet has not been offered. Students will be required to pull together their cumulative research experiences into a portfolio for presentation in a seminar format. Opportunities to share about graduate school and workplace applications will be possible.

Third, the faculty are currently assisting students in the official creation of a professional sociology student organization. This will provide faculty a place to meet students in an informal setting to discover their concerns and interests in an ongoing fashion.

### D. ENROLLMENT.

#### 1) Anticipated fall enrollment for the program?

We anticipate approximately 20 students to be enrolled as sociology majors at the beginning of the fall semester. We have a total of eight new students since the end of the Winter semester. This represents a fairly large increase, especially with the addition of students enrolling as first year sociology majors.

#### 2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
<b><i>1<sup>st</sup> Year#</i></b>	0	0	<b><i>1</i></b>	<b><i>1</i></b>	<b><i>4</i></b>	
1 <sup>st</sup> SCH	0	0	17	16	55	
<b><i>Soph #</i></b>	0	<b><i>1</i></b>	<b><i>0</i></b>	<b><i>4</i></b>	<b><i>2</i></b>	
Soph SCH	0	13	0	55	30	
<b><i>Junior #</i></b>	0	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	
Junior SCH	0	27	35	18	51	
<b><i>Senior #</i></b>	0	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>4</i></b>	<b><i>3</i></b>	
Senior SCH	0	18	25	50	45	
<b><i>Total #</i></b>	0	<b><i>4</i></b>	<b><i>6</i></b>	<b><i>11</i></b>	<b><i>12</i></b>	<b><i>20(est.)</i></b>
Total SCH	0	58	77	139	181	260 (13/student)



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The enrollment trends show steady improvement. Considering the history of the program and the more recent attention given to program coordination, we expect these numbers to continue to improve dramatically. We also expect that numbers will improve throughout the academic year considering that internal transfers are a significant source of our majors. We also expect to begin an advertising campaign on campus.

An important note here again to consider in terms of our enrollment. Sociology is a major that Ferris State University committed itself to when it began to offer the degree. However, the institutional attention to marketing of this degree has been minimal. Unless the university advertises this degree, it is not something students will know is available. The movement upwards in the numbers above a slowly developing awareness of the degree. The eight incoming students indicate a shift in students' knowledge and understanding of Ferris degrees. There is no reason to believe that these numbers could easily reach at least 70 students in two to three years.

### **3) Since the last program review, how many students apply to the program annually?**

This is the first program review and the table above reflects the complete program history.

### **4) Of those who apply, how many and what percentage are admitted?**

### **5) Of those who are admitted, how many and what percentage enroll?**

The following table represents official program documentation according to Instructional Research and Testing. In a way it does not really reflect the manner in which students really become sociology majors since most tend to come from internal transfers (thus far).

Year	2004		2005	
	FR	Total	FR	Total
Applications	12	25	13	29
Admissions Decisions	8	20	10	22
Net Accepted	4	15	6	17
Enrolled	1	11	2	12

### **6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.**

It is difficult to even anticipate a long term enrollment goal at this time. We would propose that with increased in marketing of the Jim Crow and Community Studies emphases, and the implementation of our curriculum changes that our numbers would be at least 50 students in two years time and operate eventually with an average of 70 to 100 students. In order to fulfill the curriculum changes and enrollment goals we must have more resources invested in the program capacity.

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**E. PROGRAM CAPACITY**

**1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

**Appropriate program capacity**

**Faculty:** The sociology program is operating at or near capacity even given the small number of majors we have. There are currently four tenure/tenure track faculty in the sociology unit and this number will dwindle to three with the retirement of Richard Ball. Dr. Ball has been on semi retirement now for the past two academic years. The sociologists other commitments (the Jim Crow Museum, the Community Studies Institute and the Political Engagement Project) has reduced the time dedicated to the sociology program for two of the full time faculty: David Pilgrim and Tony Baker. There is every indication that the Jim Crow Museum's growth will continue and that this will draw much of Dr. Pilgrim's time away from the sociology major. Dr. Baker is expected to spend up to 50% of his time coordinating the Political Engagement Project for the next three years.

I want to include here the verbatim responses of our faculty on this issue.

- "Have been unable to teach many required courses, which has greatly handicapped recruitment, in addition to lessening the quality of degree. Inability to replace temporary faculty with tenure track positions has increased the workload for those available."
- "The program has been trying to operate under severe handicaps. Administrative commitment to the major has been abysmal, but recently is showing signs of improvement."
- "The University has done a below par job of marketing the major. The major came into existence without sufficient financial resources; nevertheless, students are beginning to discover and embrace the program."

Given these constraints the Sociology unit is still a highly productive area of instruction, at 759.76 SCH/FTE in 2002 and 746.75 in 2005. (cf. the FSU average of 454.22 SCH/FTE). It also is extremely cost-effective, at \$59.92/SCH (cf. the FSU average of \$153/SCH).

We must have new tenure line faculty to fulfill the goals of the sociology program and to **fairly** implement the new curriculum.

**Accreditation:** There is no accrediting body for sociology.

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**Physical Resources:** The faculty feel comfortable here with the physical resources made available to us. Students also did not find this area lacking. We, the faculty, do feel that a dedicated classroom with a cabinet could offer us more flexibility and creativity with our courses. We would propose to acquire the classroom of STR 324 as a permanent and dedicated sociology classroom. Its proximity to the Jim Crow Museum would make it ideal.

**Funding:** The only limitations we find with funding are related to faculty, which has already been stated. We also find that courses with fewer than fifteen students in the upper level required courses may need to occur. This would require commitment on the part of the university. An increase in student enrollment would alleviate this concern.

The department of social sciences and the College of Arts and Sciences have been fairly generous in requests for support of the expansion in “applied activities” as the program has grown. These activities have included funding for the Chicago program, and some transportation to research activities in the field. This funding support we would anticipate will grow and will need to be institutionalized.

The limits to program enrollment capacity should be evident in the above analysis. We must have more tenure line faculty to actually fulfill the curriculum. The programs growth will halt if students continue to be required to arrange independent studies for required courses. Students will also continue to expect faculty to be more available, which of course will require more faculty.

### **F. RETENTION AND GRADUATION**

Most of the information requested here is provided in the previous sections. We have illustrated the trends of enrollment and our expected growth. Retention has really not been a problem for us. The seven students who became sociology majors graduated within a five year time-frame.

As suggested earlier, we do anticipate a need for students, once they are in the program, to have accessible contact with the sociology faculty and specifically with the program coordinator. We also expect that the student organization will create a group sense of themselves as sociology majors and that the students themselves will provide assistance in this regard.

Again, we don't anticipate a concern given the historic pattern of students entering the program as internal transfers, after successful completion of the Introductory course.

Students have been very capable of finishing their degrees in the four to five year time frame. Our program is very flexible in terms of General Education requirements and the courses for graduation. The check sheets are attached. We have had no student complaints regarding these issues, with the exception of offering required courses in a timely manner. The program has accommodated this concern to this point by arranging inde-

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pendent studies. Were it not for the faculty making accommodations in these circumstances, significant delays would have occurred.

### G. ACCESS AND CURRICULUM

#### ACCESS

The sociology program has maintained a fairly traditional schedule of courses for the students in our program. Off-campus, on-line courses, etc. are available in our unit, but given that nearly all of our students are on-campus, this has not been necessary. One non-traditional student did make arrangements with the Traverse City campus for courses. On-line and other flexible scheduling courses have been offered to students in General Education courses.

In our student survey and focus group, along with other critiques offered by students outside of these formal venues, there is an emerging sense that we need to offer a larger variety of courses for the summer terms. Currently we offer two sections of SOCY 121—Introductory Sociology, a section of SOCY 340—American Minorities and a section of SOCY 350—Black Images in Popular Culture. These offerings actually seem to be the maximum in terms of courses having enough to “go”. We would need a greater number of sociology majors, or a relaxed minimum number of students to offer courses in other areas.

This brings us again to the primary scheduling concern that faculty and students share. We must offer sections of sociology major requirements courses: research methods, theory and the capstone course regardless of numbers. Students must feel that these courses are not second-rate. This impression has been voiced.

#### CURRICULUM

**The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix. (*Attach Program Curriculum Proposal, syllabi and check sheet.*)**

**1) Program requirements. Describe and assess the program-related courses required for graduation.**

Our program is now designed to concentrate on the acquisition of skills, knowledge and experience. We will describe here the core sociology courses that *all* sociology majors will need for graduation. These courses will be described in relation to the common (and past) presentation of these courses *vs.* our recent curriculum changes. Students may choose one of two curriculum concentrations, which will require additional coursework. These requirements will be discussed following the core course section.

**Core Sociology Classes.**

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Sociology majors are required to complete a total of **30** hours of courses within the sociology curriculum. They are **not** directed in anyway toward completion of their General Education requirements. All of their non-major courses are determined by the College and University requirements, and the remainder are their own selection.

A sociology major will complete these four required core courses: **SOCY 270 Sociological Theory; SOCY 271 Sociological Methods/Qualitative; SOCY 371 Sociological Statistics; SOCY 472 Senior Capstone Project.**

### **SOCY 270 – Sociological Theory**

This course is common throughout all sociology programs in the country. A shift here for us, which also reflects a trend throughout many programs in the country is to move this course to earlier in the student's curriculum. The purpose of this move is to provide students with analytical tools that they can use as they go throughout their program.

A second important shift of this course is that all students will create a course product that will be filed in the social science department for use in the Senior Capstone Course. This will be the first of three major products that will lead to a final senior capstone course. We will use the students' development of these products in a final portfolio presentation as a major tool of assessment.

#### **Course Description:**

This course grounds students in the general application of sociological theory as an analytical framework for scientific empirical observation. The course builds on general theoretical framework introduced in SOCY 121. This course introduces students to the purpose of theory in all sciences and will allow them the space to begin to interpret the world through various theoretical lenses. It will also move students to use sociological theory as a tool for organizing knowledge and conducting new inquiries. Students are challenged to find useful applications of their knowledge of theory to *do sociology*. The theoretical frameworks are presented in preparation for more serious analysis of the curriculum concentrations of the Ferris sociology program.

### **SOCY 271 – Sociological Methods/Qualitative**

The skills that make sociology majors most marketable, especially with just a B.A. degree, is that of research skills. Typically these involve "quantitative" or statistical tools. Increasingly, social analysis is rediscovering the significance of "qualitative" narratives with an emphasis on observation, description and quality writing. Ferris students will be prepared in both the qualitative and quantitative, as our courses are separated for a solid grounding in both. Both courses will also require an applied opportunity for developing real experience. Students in this course SOCY 271 and later in SOCY 371 will be required to produce some analytical document that will be stored in the social sciences office. These two documents will be combined with the one produced in the SOCY 270 theory course, for a final portfolio project in the SOCY 472 Senior Capstone course.

#### **Course Description:**

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Students in Ferris' Applied Sociology program will be expected to apply research methodologies throughout their coursework. The sociology student will be first exposed to the ideas and logic of social science inquiry in their Introduction to Sociology (SOCY 121) course. SOCY 271 builds on this to prepare the student to understand and do social science research in general and then specifically prepares them in various qualitative methods of inquiry. These include: ethnographies, case studies, focus groups, interviews, participant observations and others. Students will apply at least one method of inquiry to an actual case study in one of the program's core curriculum components. Students will also be expected to incorporate an understanding of social theory in its relationship to the production of social science research.

### **SOCY 371 – Sociological Statistics**

#### **Course Description:**

Introduces the use of descriptive and inferential statistics in social scientific analysis: measures of central tendency, variability, probability, correlation and regression. Students utilize SPSS and other statistical software to properly produce and interpret data outcomes. Students apply statistical analysis in their curriculum concentrations as generalists or in race, ethnicity and gender, or community studies. Connections are made with previous considerations of social inquiry using qualitative methods. Course is taught in a manner consistent with statistics used in other social sciences, including psychology, economics and political science.

### **SOCY 472 – Senior Capstone Project**

We are very much excited about the addition of this course. Reviewers of our program, including our advisory board have suggested the importance of this course. This course shifts the program away from a major with a bunch of interesting courses, which is typically the experience of sociology majors. The course fulfills several goals and most importantly provides for a final honing of students' skills. We will use this course and its product as a tool of overall assessment of our program and the student's growth in the major. The other benefit will be to offer the collegiality of fellow students and the instructor's ability to assist the student into the transition to their career or graduate education.

#### **Course Description:**

Sociology majors pull together the theoretical and analytical tools learned in previous courses. The Social Sciences Department will collect papers produced by sociology majors in SOCY 270--Sociological Theory; in each of the required research methods courses (SOCY 271 and SOCY 371), and in one other concentration course. Each student will use these papers as the foundation for a capstone project which will be done in consultation with the instructor. This capstone project will expect the student to show: 1) development and improvement of methodological abilities, 2) the ability to think, write and speak critically with the knowledge of sociological theory, and 3) the ability to apply knowledge and skills in a "useful" manner within their chosen areas of inquiry in the Ferris' sociology curriculum.

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The course draws on the products of previous course work and expects the student to create a final product that illustrates the above course goals. The course will be taught in a seminar style where the responsibility for input, critique and analysis will be equally shared by instructor and student peers. The final product will be part of a final seminar presentation.

### **Curriculum Concentration Choices.**

To maximize the resources available to our students, due to the Jim Crow Museum and the Community Studies Institute, sociology majors have a choice between a generalist program and a concentration in 1) Race and Ethnic Relations, or 2) Community Studies. Choosing an option of one of the concentrations will direct the students' choices *within* their 30 credit hours for the major. Please see attached curriculum proposal for specific information.

### **Final Curriculum Notes:**

As the reader can tell, this curriculum reflects significant changes to the program since the implementation of the program. The curriculum revision is on its way to the University Curriculum Committee. We had the added advantage of reformulating the curriculum at the same time as the campus wide curriculum issues were being discussed. There are no hidden requirements for students, since we direct none of the general education requirements. We feel very strongly about the proposed curriculum and expect that this will require no changes in the foreseeable future.

## **H. QUALITY OF INSTRUCTION**

### **1) Discuss student and alumni perceptions of the quality of instruction.**

Analysis of student perceptions will be based on responses to our survey and focus group. The reader should note that, in general, conclusions are difficult to draw at this time due to the small numbers of majors and respondents. However, the responses below do reflect the opinions of a third of the overall students in the program. Evaluation measures are being created that will allow better monitoring of the sociology majors' perceptions. The survey asked students the following questions.

*Overall, I rate the quality of instruction in the sociology program as:*

Excellent	Good	Average	Below Average	Poor
(1)	(2)	(3)		

*Overall, I rate the sociology professors' knowledge of their fields as:*

Excellent	Good	Average	Below Average	Poor
(5)	(1)			

***The sociology program prepares students well in the ability to acquire information resources.***

Strongly Agree	Agree	Disagree	Strongly Disagree
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	(2)	(3)	(1)
<i>The sociology program prepares students well in the use of the scientific method.</i>			
Strongly Agree	Agree	Disagree	Strongly Disagree
(1)	(3)	(2)	

	(1)	(3)	(2)
<i>The sociology program prepares students well in communication skills.</i>			
Strongly Agree	Agree	Disagree	Strongly Disagree
(1)	(3)	(2)	

	(2)	(4)	
<i>The sociology program prepares students well in critical thinking.</i>			
Strongly Agree	Agree	Disagree	Strongly Disagree
(2)	(4)		

	(3)	(3)	
<i>The sociology program prepares students well for working and living in a racially diverse society.</i>			
Strongly Agree	Agree	Disagree	Strongly Disagree
(3)	(3)		

	(3)	(2)	(1)
<i>I feel I would be adequately prepared for graduate school after completion of this sociology program.</i>			
Strongly Agree	Agree	Disagree	Strongly Disagree
(3)	(2)	(1)	

The students who responded to this survey ranged from 2<sup>nd</sup> year to graduating seniors. It is important to note here that the range of possible responses vary with the students' experiences. Students who have been involved in the more experience based aspects of the program, tended to have a more positive impression of their instruction. One particular student who is graduating expressed much disappointment in the narrative section of the survey regarding the required courses and their instruction. Due to limited number of students and obstacles already presented, two of this student's core courses had disappointing outcomes. We expect the higher numbers of students and the commitment to the staffing of core courses by the department will make these core courses the highlight, rather than the lowlight of our majors' coursework. We feel that the core courses are especially important, given that the other courses will usually be filled with non-sociology majors who are fulfilling their General Education requirements. The core courses are the only times sociology majors have to focus with their classmates as professional peers.

It is important to note some of the highlights of the focus group discussion that goes beyond the analysis of the surveys. Students who had participated in the experiential elements of the program (the Jim Crow Museum, the Chicago trip and the Applied Community Research course) especially highlighted the impact of these opportunities. We feel it is important to recognize the role of the instructor in facilitating learning experiences outside the classroom, not simply lecture presentations.



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### **2) Discuss advisory committee and employer perceptions of the quality of instruction.**

Unfortunately, the advisory board has not been in the position to evaluate our instruction, given its short history. We also have not been able to collect any input from employers, graduate schools, etc. due to low numbers.

### **3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?**

The sociology unit has been very involved in not only improving learning environments, but creating brand new arenas for learning, outside of the classroom. The Jim Crow Museum, the museum website and other materials are the result of a member of the sociology unit and utilized by many. The Community Studies Institute has also been persistently creating learning opportunities in the surrounding communities. A faculty member also began to invest in developing relationships with the Urban Life Center in Chicago to take sociology majors and non-majors to this significant urban center and core of American urban sociology for the last seven years. These excursions occur two to three times per year and have become a key part of not only the sociology major, but also the entire social sciences department and part of the Honors Program.

Sociology faculty promote service learning, lead workshops at national conferences in teaching pedagogy, provide leaderships in the University's endeavors for racial diversity, the American Democracy Project, and the Political Engagement Project. Faculty have developed key new courses in international studies and local community involvement. Ferris' entire learning environment would be less significant if not for the members of the sociology unit.

### **4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.)**

Our faculty have been involved in a wide variety of professional activities and associations on the state, national, and even international level. We have an institutional membership in the Michigan Sociological Association. We are recognized in the Michigan Sociology Community, as well as the other arenas already mentioned. The sociology faculty are facilitators for not only improving the learning environment for students at Ferris, but contribute to national trainings as well.

David Pilgrim has worked persistently for the past fifteen years developing the Jim Crow Museum. His professional involvements have included service on statewide museum committees, professional consulting for a monumental exhibit on the ethnic history of Grand Rapids at the Grand Rapids Historical Society and even as a consultant to Will Smith, actor and producer of a television series.

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Richard Ball has served as Past President of the Michigan Sociological Association and has been a member of its Board of Directors for over 20 consecutive years. Dr. Ball was a site co-coordinator of its annual conference, held at Ferris in 2002; he has been a manuscript reviewer and/or member of the editorial board of five professional journals. He also was a member of Board of Directors of Mich. Council of Family Relations and Sociology Section Chair of the Mich. Academy. Dr. Ball has done extensive research through Fulbrights and sabbaticals in Asia to develop resources in the Asia Pacific Rim.

Tom Behler is now becoming very active on the state and local level in terms of working with emergency management officials to facilitate more effective preparedness and response procedures for various kinds of emergency or disaster situations. He not only is utilizing this work to the advantage of the classroom, but is also developing an entire course and perhaps future curriculum concentration in disaster studies.

Tony Baker developed the Chicago Program, the Community Studies Institute and more recently works with developing the university's Political Engagement Project. This last involvement has led to trainings in political education with the Carnegie Foundation and New York Times. Dr. Baker has also served as a consultant to the Grand Rapids Public Museum and the Fair Housing Center of West Michigan. He is one of the campus liaisons to Michigan Campus Compact, a service learning advocacy organization.

### **5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.**

As mentioned earlier this is an arena we are trying to improve, but again much is occurring in these arenas. The Jim Crow Museum has provided many opportunities for faculty to interact with students outside of the classroom and outside of the program. Faculty serve as museum facilitators for visits to the museum by other courses and contribute significantly to the Social Work and Public Administration program.

Faculty have worked significantly with the other university programs. David Pilgrim and Tony Baker have taught courses for the past several years for the Honors Program and Dr. Pilgrim has been a persistent contributor to the Honors Program Symposium's and statewide Honors associations. Both have also participated with Student Activities and Cindy Horn on bridging the Academic and Student Affairs divide.

Richard Ball and Tom Behler bring their expertise to other classrooms as guest lecturers. Dr. Ball and Dr. Behler provide much leadership to new faculty of the entire department and Dr. Behler has served for years as the department's chair of professional development.

The sociology unit partnered with the Social Work Association to host a major symposium celebrating the 50<sup>th</sup> Anniversary of Brown vs. Board of Education. They also con-

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tributed significantly to the Martin Luther King Activities week, which won the campus award for team contributions to the University.

**6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.**

We all feel certain that the curriculum overhaul addresses the trends in our field. Our students will be representatives of the University in the wider community. Our Faculty will be continuing to contribute to other departments' development of their inclusive pedagogy. We are deeply involved in most of the campus efforts to create an inclusive pedagogy.

**7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?**

As the reader can imagine, the actions described in questions 5 and 6 mean a great deal to the faculty's professional identity. As teachers of applied sociology, we all serve as models and practitioners of applying sociology to the communities we are a part of. It certainly adds tremendous relevance and authority to the arenas in which we teach. Now that we have developed all these activities, we are in a position to change the sociology from a generic one to a program focused on our strengths. To truly make the sociology major all it can be, the number of regular faculty members needs to be increased.

**I. COMPOSITION AND QUALITY OF FACULTY.**

**Describe and assess the composition of the faculty teaching courses in the program.**

**1) List the names of all tenured and tenure-track faculty by rank.**

**a) Identify their rank and qualifications.**

Professor Richard Ball, Ph.D.  
Professor G. Thomas Behler, Ph.D.  
Professor David Pilgrim, Ph.D.  
Associate Professor Anthony Baker, Ph.D.

**b) Indicate the number of promotions or merit awards received by program faculty since the last program review.**

Richard Ball, Ph.D.	Merit 00/01
G. Thomas Behler, Ph.D.	Promotion 99/00
David Pilgrim, Ph.D.	Merit 02/03
Professor Anthony Baker, Ph.D.	Promotion 05/06

**c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).**

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See Attached Vitas, Section 1. D., and Section 2. E.

**2) Workload**

**a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a “normal” load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?**

The normal, annualized workload for the College of Arts and Sciences and the Department of Social Sciences is established by contract at 24 semester hours. Sociology faculty have taken overloads only under emergency circumstances to fill in for ill colleagues.

**b) List the activities for which faculty receive release time.**

David Pilgrim receives .25 FTE per semester to work on the development of the Jim Crow Museum. Anthony Baker received .25 FTE in the past to develop the Community Studies Institute. He is currently receiving .50 FTE to co-chair the Political Engagement Project

**3) What is the normal recruiting process for new faculty?**

**b) What qualifications (academic and experiential) are typically required for new faculty?**

A Ph.D. with expertise in one of the discipline specialties represented in the curriculum is required. Teaching experience is preferred

**c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?**

The program strives to be representative of all the groups within American society.

**d) Describe and assess the efforts being made to attain goals in (c).**

For the 2006-2007 academic year, the unit will be made up of three white males, one of whom has a disability, one African American male, and three females, one of whom is Asian.

**4) Orientation. Describe and assess the orientation process for new faculty.**

**5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money**

**a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.**

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The sociology faculty participate in the promotion and merit process of the College of Arts and Sciences. Given the contractual limits on available promotions, this process is very competitive within the College, and requires significant effort to create a teaching/service/professional development portfolio.

**b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?**

Starting salaries have been brought into line with the average new assistant professor salary in the CUPA surveys. This has allowed the hiring of quality faculty in other units in the department. Sociology will be recruiting during 2006-2007. The market adjustment provisions of the faculty contract are aimed at raising the salary level for senior faculty.

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**c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?**

The Dean's Office in the College of Arts and Sciences distributes development funds to each department. Along with the funds available to the department from reimbursements for teaching off-campus, the department and the sociology unit have significant funds available for professional development and for field trips.

**d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.**

Diversity and inclusion is a hallmark of the Social Sciences Department, and a high priority for the sociology unit.

**6) Graduate Instruction**

Not Applicable

**7) Non-Tenure-Track and Adjunct Faculty.**

**a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.**

Full-time:

Melissa DeRosia, MA	Continuing	Seven Years
Bonnie Wright, Ph.D.	Two Years	(Ball reduced workload replacement)
Elisha Marr, MA		One Year

Adjunct:

Bonnie Marshall, MSW	.25 FTE	Off-Campus	One-time
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Carol Anderson, Ph.D.	.25 FTE	Off-Campus	Continuing
J. Golaszewski, MA	.25 FTE	Off-Campus	Continuing
Min Li, Ph.D.	.25 FTE	Off-Campus	Continuing
Dianne Emling, Ph.D.	.25 FTE	Off-Campus	Continuing

9-month temporary faculty, especially those who have Ph.D.'s, are always in the tenure-track job market. With the death of Geeta Menon, Elisha Marr was offered a contract to continue for a second year, but she was hire away with a promise of a tenure-track position as soon as she finished her Ph.D.

**b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.**

This list in a) contains one more 9-month temporary faculty member than usual because of the FMLA leave of a regular faculty member, who then died. Adjunct faculty taught 9% of the coursework, all of it in support of programs other than sociology offered off-campus. 9-month temporary faculty taught 45% of the general course work the program offers to the university as general education and program electives. If this had been a normal year, they would have taught 30% of the courses.

**c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?**

A Masters degree in sociology or related field is required and expertise in the particular area covered by the course is preferred. All meet these standards.

**d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?**

The use of adjunct faculty off-campus is appropriate and working well. Melissa DeRosia is the second continuing faculty member who has contributed to the sociology unit. That this situation has existed since 1993 is a severe handicap to the development of programming in sociology and now to the sociology major.

**e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?**

Not Applicable.

**I. SERVICE TO NON-MAJORS. Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.**

**1) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.**

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All of the sociology courses with the exception of the four core courses identified above fulfill general education requirements.

- 2) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.**

The sociology unit does not provide non-General Education service courses.

- 3) Discuss the impact of the provision of General Education and non-General Education courses has on the program.**

The provision of a wide-range of general education courses over the years has made it possible to create a sociology major with only four additional courses.

- 4) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.**

The program plans to keep constant its level of service courses.

**J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. Submit Institutional Research and Testing data. Comment on the data.**

The Sociology unit is a highly productive area of instruction, at 759.76 SCH/FTE in 2002 and 746.75 in 2005. (cf. the FSU average of 454.22 SCH/FTE). It also is extremely cost-effective, at \$59.92/SCH (cf. the FSU average of \$153/SCH).

**K. ASSESSMENT AND EVALUATION. Describe and evaluate the program's assessment mechanisms.**

Assessment data for the program since its inception has not been captured. However, the curriculum revision under consideration has what we believe to be an effective portfolio assessment process embedded in the core courses.

**L. ADMINISTRATION EFFECTIVENESS**

- 1) Discuss the adequacy of administrative and clerical support for the program.**
- 2) Are the program and/or department run in an efficient manner? Please explain.**

There is a general consensus amongst the unit that more clerical support is needed, especially given the number and breadth of additional activities that the faculty are engaged in. The faculty have more or less accepted their role in providing their own clerical support, syllabi typing, etc., but resources for more support is very much needed considering the extra commitments of the faculty.

**Sociology Program Report  
2006**

The faculty survey also suggests that the department's leadership of John Thorp is adequate to excellent. As an observer, Dr. Thorp has been able to juggle schedules, find needed funding and resources for instructional uses. The past few years many emergencies, illnesses, etc. have caused Dr. Thorp to find creative solutions to getting the classroom covered in sociology. His leadership and the willingness of the faculty have allowed classes to occur with minimal notice to the students.

At times, concerns are raised regarding communication with the office on matters that some in the unit would appreciate input on.

Other issues such as support for filling reports, classroom observations, organization of department meetings and the extra support needed for the Jim Crow Museum shows very effective leadership.

**3) Are class and teaching schedules effectively and efficiently prepared? Please comment.**

Yes. The faculty have been very much involved in creating the schedules and these schedules work well. The department has also provided enough flexibility to create new courses with odd times for purposes of innovation.

**4) Are students able to take the courses they need in a timely manner? Please comment.**

This is a concern which is mentioned several times throughout this document. For the most part students have been very capable of getting courses that are appealing and required. We have had very difficult situations emerge when offering core courses with few majors. Recently, there has been more commitment by the department and the College to see that these courses happen and happen well. Otherwise, faculty have been forced to make arrangements for students with inadequate independent studies. This scenario must be alleviated, permanently.



## **Section 4. Facilities and Equipment**

### **A. INSTRUCTIONAL ENVIRONMENT**

#### **Classrooms – Traditional**

Currently the faculty have nearly full use and access to two classrooms in the Starr Building, STR 324 and STR 232. Other classrooms are provided as needed. Faculty have made use of Computer labs and rooms in F.L.I.T.E. when needed. John Thorp, department head, has accommodated requests to make classrooms available to fit the needs of instruction.

At this point faculty are at a place in their instruction where each classroom should have full computer and projection support along with VCR, DVD players etc. This is true of STR 324, but STR 232, where a significant portion of our classes are taught, is not media ready. We would request that a computer with projection be installed in STR 232, or an alternative classroom arranged.

We also are finding that having a room with permanent resources such as a cabinet with maps, and other visual resources that are commonly used by sociology faculty would increase efficiency in instruction. We would request a dedicated room, STR 324, with its proximity to the museum, be assigned to the sociologists for their needs.

#### **Classrooms – Non-Traditional, “Labs” and Vans**

The sociology faculty have been very creative in finding hands-on teaching delivery methods, which is quite difficult for sociology. A “lab” so to speak does not mimic the real world for much sociology. However, we have developed non-traditional teaching spaces.

The *Jim Crow Museum* serves some of the purposes of a “lab”. The accompanying website is also utilized as a tremendous resource. Currently the College and University are attempting to expand the space of the museum which will greatly expand its instructional use.

*Community.* We spend quite a bit of time visiting communities outside of the classroom. Travel to Grand Rapids, Idlewild, Chicago, other local communities and hopefully Detroit in the near future requires adequate transportation. This is accommodated best by University vans. This has been adequately accommodated by making arrangements with motor pool. However, the expense of the vans are beginning to be prohibitive and with a growth in the number of majors this will become an even greater problem. Within the next two years we may need to have a more permanent and affordable option as it becomes an increasingly required part of the curriculum.

*Research Space.* We recently have offered Applied Research courses and are proposing a permanent course in our new curriculum proposal. F.L.I.T.E. has been useful in providing

## **Sociology Program Report 2006**

provisional spaces with computer labs and interviewing rooms for our student research endeavors. We will probably soon need a more dedicated space and some investment in software, such as qualitative data analysis. These are anticipated needs of growth, but are adequate at the present time.

### **B. COMPUTER ACCESS AND AVAILABILITY**

Much of the concerns in this regard are addressed in the previous section. We have adequate computer support in STR 324, but need computer projection hardware in all of our classrooms at this time. Faculty have attempted to accommodate the lack of computer support in STR 232 by persistently requesting computer carts from media distribution. Years ago this seemed very adequate for the occasional use of the computer. But our instruction, student expectations and presentations, and limited class time has made this a very inadequate option.

The computer cart nearly always is not hooked up when delivered to the classroom. This requires the professor and student volunteers from the class scrambling to make connections and insert software, etc. On one occasion, some one had "vandalized" the cart and switched chords around to intentionally make the cart unusable. This prompted a call to media distribution, and of course a wasted class session. In lieu of these distractions, professors would simply not use the media deemed necessary. A minimum requirements is for all classrooms to have up to date technologies. This era makes it absolutely a requirement.

This appears to be the only concern in regards to computer hardware and software at this time. However, the increased emphasis on applied research and the expectation that our program will expand probably will require advanced investment in the near future. It is difficult to predict at this time, but we are quite sure that new investments will be needed before the next program review.

We do feel that there has been a climate that understands the importance of these needs. The department head, and at times the Dean's office, has sought to accommodate unforeseen instructional needs when articulated. We do not anticipate obstacles that can not be overcome.

### **C. OTHER INSTRUCTIONAL TECHNOLOGY**

The faculty do not find other resources necessary or inadequate at this time. The primary instructional resources, other than computers, are the Museum, the transportation issues and also flexible scheduling of classrooms. The museum is engaged in a huge capital investment plan and interested parties can contact John Thorp at x2735 to make a donation.

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We anticipate future needs for the advancement of applied research, but at this time have not identified specifically the needs. As we grow, resource needs will increase. We do not see the current framework for requesting and allocating resources as problematic. Therefore, as needs arise we feel comfortable that these needs would be met.

*Primarily the sociology faculty agree that future investment needs must be prioritized to new faculty.* With the exceptions noted above, we would much prefer increased instructors, rather than increased instructional technology.

### **D. LIBRARY RESOURCES**

We have increasingly come to rely on FLITE as a resource. The facility itself, the classrooms, computers and instructional staff have been very accommodating and state of the art. We made extensive use of FLITE and its staff, this past semester when teaching the Applied Community Research course. The computer labs worked perfectly for our needs, and surpassed the facilities available to us outside of FLITE. We did take advantage of the instructors who assisted our students in the acquisition of government data, journal articles, etc. Ray Dickinson will surely be missed, but Dean Cochran and his staff has been very accessible to us and open to assisting our instructional needs.

Recent turnover in staffing, particularly the loss of the social science library liaison, caused some difficulty in making arrangements. However, when contacting any other library official for assistance, there was immediate determination to address our needs.

## Section 5. Summary

**Conclusions based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate.**

### **A. RELATIONSHIP TO FSU MISSION (AND DISTINCTIVENESS)**

Our introductory paragraph states this best “Sociology at Ferris State University is emerging in a manner that makes this program symbolic about what Ferris has meant historically as well as the future of the institution. Ferris has always offered students an experience based education that is innovative, practical and with the purpose of “making the world a better place”. Many would suggest that sociology does not really fit the Ferris model, but we would argue that its current path would actually exemplify the Ferris model.”

We believe that the sociology program fits the role as a national leader in innovative learning. Our applied focus of the program fits perfectly and is a model of the Three Pillars of the University:

We need to create a Learning Centered University  
We must work together  
We must become an engaged campus

There are really two ways to understand the value and distinctiveness of our program. **First**, there are the resources created out of our program. The sociology unit is highly productive and is relied on for the fulfillment of many of the University’s missions. Even if we subtract the extensive contributions of our unit to the General Education needs of the University, our contributions stand out. The Jim Crow Museum can not be overstated as a huge benefit for the University. The Community Studies Institute is beginning to offer the larger community an engaged portrait of the University. The faculty are persistently asked to contribute to the “engaged” initiatives of the campus. These contributions are made possible by the sociology program.

**Secondly**, the sociology program itself needs the opportunity to become the same contributor to the University’s mission and vision. The reworked curriculum is designed as a unique Ferris model and will be one that illustrates Ferris State University in the 21<sup>st</sup> Century.

## **Sociology Program Report 2006**

### **B. PROGRAM VISIBILITY**

Although the resources of our program are very visible on campus and in the wider community, the program itself needs to become much more visible in all arenas. We need to have a campus presence that includes advertising, student organization activities and public "sociology" forums. We also need to work with the College, Admissions and other entities to make pre college students aware of what sociology is and that Ferris offers an innovative way to become a sociology major.

### **C. PROGRAM VALUE**

The program value will be the opportunities afforded Ferris State University students as much as students who attend elsewhere. Our applied emphasis will not only prove valuable to the unique skills and experience for our students, but also for the community which will encounter our students as sociology practitioners.

### **D. ENROLLMENT**

Our enrollment numbers have historically been low and this reflects few activities to recruit and retain sociology majors in the early years. For difficult reasons leadership in the sociology unit did not occur in this capacity in the early years of the program, which is now four years old. In the past year serious efforts have occurred to provide new leadership and to create energy around the sociology program. This is reflected in a near doubling of majors up to 20 students and a strong core of young majors that will provide future leadership as well. We anticipate that the program will grow to 50 majors in the next two years and get to a general capacity of 70 to 100 students.

### **E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS**

Our students tend to fit the more traditional model of Ferris students. They are from Michigan, traditional college age, first or second generation college students and eager to engage themselves with the solutions of society's problems. With a small number of students to conclude from they range from average to above average students in terms of GPA and other standard measures of educational success. Yet, they are above average in terms of the intellectual thoughtfulness given to the complex issues presented in the sociology classroom.

Their employability will be influenced by their own interests and creativity as well as the more technical skills learned in our program. Many will pursue graduate studies in related fields such as criminal justice, law, public policy or social work. Few will probably pursue a Ph.D. in sociology, but we certainly want our students to see this as an accessible option. The research of our current students reflect an unrealistic and unnecessary barrier to graduate education. We feel that they can be good graduate students after completion of our program and we want to provide the supports to make this possible.

## Sociology Program Report 2006

Many of the students will go straight into careers related to social service delivery, state and local governments, business or other agencies that will appreciate the research skills.

### F. QUALITY OF CURRICULUM AND INSTRUCTION

The curriculum up to this point is adequate for a sociology major. It is quite similar to most programs in the state, but appeared to be a major of interesting classes with little direction for the program or the individual student. Our reformulated curriculum has a persistent focus of applying or "doing" sociology in the early stages. It expects students to observe the usefulness of sociology, and will provide the graduate with extensive experience and skills that is lacking in many sociology programs. This curriculum has professional association support and is viewed as the perfect type of sociology program for Ferris, by our advisory committee.

Our students find the applied nature of the program particularly appealing and cite these features frequently. The curriculum places strong emphasis on two major sub areas of study for sociology. (*This is very typical for small sociology programs*). The emphases obviously reflect the interests of the faculty, but also has important meanings for Ferris. Community is increasingly a way that the sociology program is framed. This occurs for various reasons, but most importantly allows the student a way to frame and visualize rather large social structures at a local level.

The Jim Crow Museum leads us to have much expertise in the field Race in America, but we found surprising results from our student focus group. Other than their excitement of the hands on nature of the program, they were especially invigorated by the discussions of race and ethnicity that occur in the classroom. This issue has intrigued them in a way that strongly drives their interest in the major. This is a strength of our instruction, but also one that we need to trumpet.

### G. COMPOSITION AND QUALITY OF THE FACULTY

We are very fortunate to have the quality and diversity of instruction that this unit has. As stated many times here, this is an engaged faculty and one that persistently seeks to be better teachers and engaged members of the department, university, professional communities and the wider society.

**However, we want to emphasize one last time that we need more faculty.** As stated above the sociology unit provides many important resources to the University. If the sociology major is to duplicate this success while the faculty continues in other responsibilities, then we must have increased investment in our faculty.

Thank you for the opportunity to provide us with this document of reflection.

**Purpose of Administrative Program Review**

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

**I. Summary of Modifications since last report:**

Please provide a brief summary of the changes that have taken place in the program since the last report.

- *With the revision to the BA template credits to graduate in sociology have been reduced to 120 hours.*
- *Curriculum change proposal has been developed for consideration by the Department of Social Sciences at its February 17, 2006 meeting.*

**II. Program Assessment/Assessment of Student Learning**

*The sociology major as currently structured is unremarkable and significantly under subscribed.. The following curriculum proposal has been developed by the sociology faculty to highlight the strengths of the Jim Crow Museum and the Community Studies Institute. It will be considered by the department faculty at its February 17, 2006 meeting.*

**FORM A**  
**College of Arts and Sciences**  
Revised 11/4/02

**PROPOSAL SUMMARY AND ROUTING FORM**

**Proposal Title:** Revision to SOCY Major

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** \_\_\_\_\_

- Group I - A – New degree/major or major, or redirection of a current offering**
- Group I - B – New minors or concentrations**
- Group II - A – Minor curriculum clean-up and course changes**
- Group II - B – New Course**
- Group III - Certificates**
- Group IV – Off-Campus Programs**

## 1. Proposal Summary

The Sociology major as currently structured is unremarkable and significantly under subscribed. It needs to be reformulated to highlight the strengths of the Jim Crow Museum, the Community Studies Institute, and other faculty expertise. This reformulation should include a *change in name and thrust to an APPLIED SOCIOLOGY program*.

An Applied degree in Sociology, the study of human society, gives students the ability and knowledge to understand social systems and their influence on individuals. It also gives them the tools to do social science research and to identify and devise solutions to the social challenges of our society. Above all, it can give students the ability and knowledge to take positive action in the economic, political, and cultural worlds on behalf of their employer, community, and society.

Ferris can be unique by offering an Applied Sociology degree that extends the general theory centered sociology curriculum to one that also stresses a research focus in the specialized areas already available in the social sciences department: the Jim Crow Museum and the Community Studies Institute.

The name and implied focus fits perfectly with the historical mission of the University. The following objectives will be fully implemented throughout the sociology curriculum in a manner that follows the guidelines of professional Applied Sociology organizations:

1. *Apply the major theoretical perspectives of sociology (functionalism, conflict theory, symbolic interactionism) to help understand everyday social life.*
2. *Utilize quantitative and qualitative social science methods of inquiry to develop and conduct sociological research which identifies solutions to social problems, identifies group influences on individual behavior, or explains group dynamics.*
3. *Communicate effectively the results of their research in the specialty areas of race and ethnic relations, community studies, or generalist sociology.*
4. *Engage in sociological practice that serves communities at some level, whether local, national, or international.*

The Ferris *Applied* Sociology student will thus be well prepared to utilize social science methods of inquiry and sociological theory that can prepare them for graduate studies or to enter the workplace with unique skills compared to the average sociology undergraduate.

Students can choose from an array of courses dealing with different topics such as marriage and family, race, gender, health and illness, social change, deviant behavior, and urban/community sociology, as well as the sociology of disasters and global influence of the Asia/Pacific Rim.

Students will have the opportunity to apply their training in experiential settings in the local, state and national rural and urban communities.

### Professional Opportunities

The Sociology major in general is excellent preparation for a variety of career paths. These include careers in law, government, human services, marketing research, education, health-related systems, management, and the mass media. Many graduates continue their education in graduate or professional school in a variety of fields, while others use their analytic, research, and organizational skills to find immediate employment in a variety of settings.



An applied sociology program prepares students to immediately enter the workforce as research skilled professionals in any of the above fields, as well as provide a solid base for graduate studies.

Our Sociology students will learn to look at this intricate mosaic of life with a perspective that helps them to understand their places in it, and to participate in and contribute to the changing world and workplace. These graduates will function easily and effectively in the workplace and in the larger society, which is becoming ever more diverse. Employers seek those who have such leadership skills for our increasingly socially diverse society.

Curriculum Concentrations: The Sociology major at Ferris State University will have the opportunity to focus on one of the following two concentrations, or choose a generalist focus. Each will offer extensive preparation in research methods and social theory. The concentrations will include specialized course offerings and opportunities for independent experiential research.

Race and Ethnic Relations: This concentration utilizes the "laboratory" provided by the Jim Crow Museum which has become an international leader in the anti-racism movement. The museum serves as a base for quality scholarship addressing the complexities of race relations. The museum encourages collaborative work with high schools, universities, government agencies, and human rights organizations, including, but not limited to, producing original research, planning and hosting conferences, and conducting anti-racism training sessions. Race relations continues to be a major area of inquiry throughout the field of Sociology. The museum offers a unique insight into the historical representations of race and its consequences in society. It also offers insight into basic sociological questions such as: the relationship of material culture to non-material culture, the social psychology of imagery, the economics of inequality, the role of culture in public policy. This kind of study of race relations offers a pedagogy that can also be applied to many other areas of sociological inquiry, especially gender and class stratification.

Community Studies: American sociology is rooted in the study of communities. Thomas and Znaniecki's Polish Peasant, DuBois' The Philadelphia Negro, the Lynds' Middletown, to more recently Wilson's When Work Disappears and Robert Putnam's Bowling Alone, have placed American sociology in the heart of the debates on American social life. A concentration in community sociology gives our students an opportunity to apply the sociological method in a variety of fields. The Ferris Sociology program has current community partners in rural West Michigan, Grand Rapids and Chicago, as well as access to Detroit, the border region of Texas and other international communities of faculty interest. The Community Studies Institute (CSI) provides an infrastructure that is recognized by the University and the local community. The CSI developed as a resource for community based research, service and learning opportunities for both university and community members. It has become an important resource of the American Democracy Project at the university for its support of service learning opportunities and its community forums.

Generalist: This concentration prepares students for direct entry into the workplace or for graduate school in sociology or related fields. It provides basic sociological knowledge, skills, and values, and provides great flexibility in course selection so students can explore a wide variety of topics of interest. The overall goal of the generalist concentration is to provide students with the "Big Picture" regarding the organization of human social behavior.

## 2. Summary of All Course Action Required\*

### a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	271	Sociological Methods/Qualitative
SOCY	371	Sociological Statistics
SOCY	411	Applied Community Research

### b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
SOCY	471	Sociological Methods and Statistics 1

### c. Existing Course(s) to be Modified:

Prefix	Number	Title
SOCY	370	Sociological Theory
SOCY	472	Sociological Methods and Statistics 2

### d. Addition of existing FSU courses to program

Prefix	Number	Title
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### e. Removal of existing FSU courses from program

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

# Sociology

APRC 2006-2007

Section 4 of 8

# BACHELOR OF ARTS SOCIOLOGY MAJOR

*Current*

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-5632

E-mail: ballr@ferris.edu

Campus Address: ASC 2070

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

**Graduation Requirements:**

1. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
2. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
3. Must complete an approved academic minor.

REQUIRED	COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )		FSU S.H.	GRADE
<b>Major: Minimum 30 credits. No grade lower than "C" (2.0) allowed to apply toward this major</b>				
SOCY	121	Introductory Sociology (by placement)	3	
SOCY	370	Sociological Theory	3	
SOCY	471	Soc. Methods & Statistics 1	3	
SOCY	472	Soc. Methods & Statistics 2	3	
<b>Directed Electives: Select 18 credits from the following: (6 credits must be 300 – 400 level)</b>				
SOCY	122	Social Problems (by placement)	3	
SOCY	225	Marriage & Family (SOCY 121 or 122 or ANTH 122)	3	
SOCY	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3	
SOCY	340	Minority Groups in America (SOCY 121 or 122 or ANTH 122)	3	
SOCY	341	Community Studies (SOCY 121 or 122 or ANTH 122)	3	
SOCY	344	World Urban Sociology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	345	Field of Aging (SOCY 121 or 122 or ANTH 122)	3	
SOCY	350	Black Images in Pop Culture (SOCY 121 or 122 or ANTH 122)	3	
SOCY	355	Sociology of Handicapped (SOCY 121 or 122 or ANTH 122)	3	
SOCY	361	Leisure & Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	373	Health & Illness (SOCY 121 or 122 or ANTH 122)	3	
SOCY	410	Asia/Pacific Rim: Social Change/Devel. (SOCY 121 or 122 or ANTH 122 & Jr. status)	3	
SOCY	443	Social Stratification / Inequality (SOCY 121 or 122 or ANTH 122)	3	
SOCY	450	Criminology (SOCY 121 or 122 or ANTH 122)	3	
SOCY	460	Social Change (SOCY 121 or 122 or ANTH 122)	3	
<b>Electives to the minimum 120 credits required for this degree.</b>				
SOCY	491	Sociology Internship (optional)	1 - 6	

**Academic Minor:** An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor form and this major audit form must be attached to the graduation application.

## Bachelor of Arts in Sociology—Race, Ethnicity, Gender

<b>Required (Core) Courses – 24 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 230	Gender Roles	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods/Qualitative	3
SOCY 340	Minority Groups in America	3
SOCY 350	Black Images in Popular Culture	3
SOCY 371	Social Statistics	3
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 6 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 242	Sociology of Deviant Behavior	3
SOCY 311	Social Applications of GIS	3
SOCY 341	Community Studies	3
SOCY 344	World Urban Sociology	3
SOCY 345	The Field of Aging	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 411	Applied Community Research	4
SOCY 443	Social Stratification	3
SOCY 450	Criminology	3
SOCY 460	Social Change	3
<b>Total Credit Hours</b>		<b>30</b>

## Bachelor of Arts in Sociology—Community Studies

<b>Required (Core) Courses – 24 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods/Qualitative	3
GEOG 311	Social Applications of GIS	3
SOCY 341	Community Studies	3
SOCY 371	Social Statistics	3
SOCY 411	Applied Community Research	4
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 6 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 230	Gender Roles in Society	3
SOCY 242	Sociology of Deviant Behavior	3
SOCY 344	World Urban Sociology	3
SOCY 345	The Field of Aging	3
SOCY 350	Black Images in Popular Culture	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 443	Social Stratification	3
SOCY 450	Criminology	3
SOCY 460	Social Change	3
<b>Total Credit Hours</b>		<b>30</b>

## Bachelor of Arts in Sociology--Generalist

<b>Required (Core) Courses – 12 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods/Qualitative	3
SOCY 371	Social Statistics	3
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 18 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 230	Gender Roles in Society	3
SOCY 242	Sociology of Deviant Behavior	3
GEOG 311	Social Applications of GIS	3
SOCY 340	Minority Groups in America	3
SOCY 341	Community Studies	3
SOCY 344	World Urban Sociology	3
SOCY 345	The Field of Aging	3
SOCY 350	Black Images in Popular Culture	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 411	Applied Community Research	4
SOCY 443	Social Stratification	3
SOCY 450	Criminology	3
SOCY 460	Social Change	3
<b>Total Credit Hours</b>		<b>30</b>

**Purpose of Administrative Program Review**

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

**I. Program Assessment/Assessment of Student Learning**

*The sociology major as currently structured is unremarkable and significantly under subscribed. It needs to be reformulated to highlight the strengths of the Jim Crow Museum, the Community Studies Institute, and faculty expertise in disaster studies. The following proposal is under consideration by the sociology faculty and should be completed soon after school resumes in the Fall.*

**Revised Bachelor of Arts -- Sociology**

*Sociology, the study of human society, gives students the ability and knowledge to understand social systems and their influence on individuals. It gives students the tools and knowledge they need to do social science research, to identify and devise solutions to social problems, to identify group influences, and to understand group dynamics. Above all, it gives students the ability and knowledge they need to understand the complexities of modern life in an ever-changing swirl of economic, political, and cultural dynamics, and to take positive action on behalf of their employer, community, or interests.*

*The Ferris Sociology student will be well prepared in social science methods of inquiry and receive a firm grounding in social theory. Students can choose from an array of courses dealing with different topics such as marriage and family, race, gender, health and illness, social change, deviant behavior, and urban/community sociology, as well as the sociology of disasters and global influence of the Asia/Pacific Rim.*

*Students will have the opportunity to apply their training in experiential settings in the local rural community, Chicago or in a Study Abroad setting.*

**Professional Opportunities**

*The Sociology major is excellent preparation for a variety of career paths. These include careers in law, government, human services, marketing research, education, health-related systems, management, and the mass media. Many graduates continue their education in graduate or professional school in a variety of fields, while others use their analytic, research, and organizational skills to find immediate employment in a variety of settings.*



*The Ferris Sociology program prepares students to see the 'big picture' of human society. Each of us lives out our life within a complex web of social relationships at many levels, from small groups such as the family and peers to giant organizations that span the globe, such as the United Nations and multinational corporations. Sociology students learn to look at this intricate mosaic of life with a perspective that helps them to understand their places in it, and to participate in and contribute to the changing world and workplace. Sociology graduates will function easily and effectively in the workplace and in the larger society, which is becoming ever more diverse. Employers seek those who have such leadership skills for our increasingly socially diverse society.*

**Curriculum Concentrations:** *The sociology major at Ferris State University will have the opportunity focus on one of the following three concentrations or pursue a generalist concentration. Each will offer extensive preparation in research methods and social theory. The concentrations will include specialized course offerings and opportunities for independent experiential research in a local rural community, Chicago, or internationally. .*

**Race and Ethnic Relations:** *This concentration utilizes the “laboratory” provided by the Jim Crow Museum which has become an international leader in the anti-racism movement. The museum serves as a base for quality scholarship addressing the complexities of race relations. The museum encourages collaborative work with high schools, universities, government agencies, and human rights organizations, including, but not limited to, producing original research, planning and hosting conferences, and conducting anti-racism training sessions. Race relations continues to be a major area of inquiry throughout the field of sociology. The museum offers a unique insight into the historical representations of race and its consequences in the society. It also offers insight into basic sociological questions such as: the relationship of material culture to non-material culture, the social psychology of imagery, the economics of inequality, the role of culture in public policy. This kind of study of race relations offers a pedagogy that can also be applied to many other areas of sociological inquiry, especially gender and class stratification.*

**Disaster Studies:** *The sociology of disasters crosses the boundaries of several social science fields. It involves the understanding of community power, the natural environment, communication technologies, human service delivery, public policy, the international community and local law enforcement to name a few. This concentration correctly recognizes that human activities are very much connected to the natural world, both in impact and consequences. Three Mile Island, the events of September 11<sup>th</sup>, the Asian Tsunami and even relatively minor floods in the local area have highlighted the need for both academic insight and social action. Students will have the opportunity to conduct field and survey research on group, organizational and community preparation for, response to, and recovery from natural and technological disasters and other community-wide crises and a broad range of disaster types, including hurricanes, floods, earthquakes, tornadoes, hazardous chemical incidents, and plane crashes.*

**Community Studies:** American sociology is rooted in the study of communities. Thomas and Znaniecki's *Polish Peasant*, DuBois' *The Philadelphia Negro*, the Lynds' *Middletown*, to more recently Wilson's *When Work Disappears* and Robert Putnam's *Bowling Alone*, have placed American sociology in the heart of the debates on American social life. A concentration in community sociology gives our students an opportunity to apply the sociological method in a variety of fields. The Ferris sociology program has the resources in rural West Michigan, access to Chicago, and international communities to offer exciting opportunities in this concentration. The Community Studies Institute (CSI) provides an infrastructure that is recognized in the University and the community. The CSI developed as a resource for community based research, service and learning opportunities for both university and community members. It has become an important resource of the American Democracy Project at the university for its support of service-learning opportunities and its community forums.

**Generalist:** This concentration prepares students for direct entry into the workplace or for graduate school in sociology or related fields. It provides basic sociological knowledge, skills, and values, and provides great flexibility in course selection so students can explore a wide variety of topics of interest. The overall goal of the generalist concentration is to provide students with the "Big Picture" regarding the organization of human social behavior.

## Bachelor of Arts in Sociology—Race, Ethnicity, Gender

<b>Required (Core) Courses – 24 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 230	Gender Roles	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods and Statistics	3
SOCY 340	Minority Groups in America	3
SOCY 350	Black Images in Popular Culture	3
SOCY 443	Social Stratification	3
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 6 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 242	Sociology of Deviant Behavior	3
SOCY 311	Social Applications of GIS	3
SOCY 341	Community Studies	3
SOCY 344	World Urban Sociology	3
SOCY 345	The Field of Aging	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 450	Criminology	3
SOCY 460	Social Change	3
<b>Total Credit Hours</b>		<b>30</b>

## Bachelor of Arts in Sociology—Disaster Studies

<b>Required (Core) Courses – 24 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods and Statistics	3
GEOG 311	Social Applications of GIS	3
SOCY 341	Community Studies	3
SOCY	Disaster Studies	3
SOCY 460	Social Change (revised)	3
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 6 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 230	Gender Roles in Society	3
SOCY 242	Sociology of Deviant Behavior	3
SOCY 340	Minority Groups in America	3
SOCY 344	World Urban Sociology	3
SOCY 345	The Field of Aging	3
SOCY 350	Black Images in Popular Culture	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 443	Social Stratification	3
SOCY 450	Criminology	3
	<b>Total Credit Hours</b>	30

## Bachelor of Arts in Sociology—Community Studies

<b>Required (Core) Courses – 24 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods and Statistics	3
GEOG 311	Social Applications of GIS	3
SOCY 341	Community Studies	3
SOCY 344	World Urban Sociology	3
SOCY 443	Social Stratification	3
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 6 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 230	Gender Roles in Society	3
SOCY 242	Sociology of Deviant Behavior	3
SOCY 345	The Field of Aging	3
SOCY 350	Black Images in Popular Culture	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 450	Criminology	3
SOCY 460	Social Change	3
	<b>Total Credit Hours</b>	<b>30</b>

## Bachelor of Arts in Sociology--Generalist

<b>Required (Core) Courses – 12 credits</b>		
Course #	Course Title	Credits
SOCY 121	Introductory Sociology	3
SOCY 270	Sociology Theory	3
SOCY 271	Sociological Methods and Statistics	3
SOCY 472	Senior Research Project and Portfolio	3
<b>Major Electives – 18 credits</b>		
SOCY 122	Social Problems	3
SOCY 225	Marriage and the Family	3
SOCY 230	Gender Roles in Society	3
SOCY 242	Sociology of Deviant Behavior	3
GEOG 311	Social Applications of GIS	3
SOCY 340	Minority Groups in America	3
SOCY 341	Community Studies	3
SOCY 344	World Urban Sociology	3
SOCY 345	The Field of Aging	3
SOCY 350	Black Images in Popular Culture	3
SOCY 355	Sociology of the Handicapped	3
SOCY 361	Leisure and Society	3
SOCY 373	Health and Illness in Society	3
SOCY 410	Asia-Pacific Rim	3
SOCY 443	Social Stratification	3
SOCY 450	Criminology	3
SOCY 460	Social Change	3
	<b>Total Credit Hours</b>	<b>30</b>

## NEW COURSE INFORMATION FORM

**Course Identification: SOCY 121 – Introductory Sociology****Course Description:**

Introduces the study of human society so students can understand the influence of social systems on individuals. Students will be introduced to the theories and tools they need to understand and do social research. Students will begin developing the knowledge and skills they need to identify and devise solutions to social problems, to identify group influences, and to understand group dynamics.

**Course Objectives:**

1. Introduce the discipline's theories (functionalism, conflict theory, symbolic interactionism).
2. Introduce the fundamental logic and modes of qualitative and quantitative social inquiry.
3. Use these theories and modes of inquiry to understand how individuals coordinate their various activities within small and large groups.
4. Use these theories and modes of inquiry to investigate the social structuring of the material wealth, power, and prestige by ascriptive characteristics (e.g., race and gender) in the United States.

**Course Outline:**

Week 1	What do sociologists do?
Week 2-3	Social Theories—functionalism, conflict theory, symbolic interactionism
Week 4	Social Groups
Week 5-6	Culture, Socialization, Social Control
Week 7-8	Qualitative and Quantitative modes of social inquiry
Week 8-9	Social Inequality
Week 10-11	Race, Ethnicity, Gender
Week 12	Family
Week 13	Religion
Week 14	Education

## NEW COURSE INFORMATION FORM

**Course Identification: SOCY 270 – Sociological Theory****Course Description:**

This course advances students ability to utilize current sociological theories first introduced in SOCY 121 to analyze social issues. This will involve a brief history of sociological ideas along with the intellectual backgrounds, thoughts assumptions, and critiques of important classical and modern sociological theorists. Students will explore the three major schools of thought—functional, conflict theory, symbolic interactionism—in greater depth.

**Prerequisites:** SOCY 121 and 3 credits of SOCY

**Course Objectives:**

- Students will comprehend what constitutes a sociological theory and how the three major theories are used in social scientific analysis.
- Students will demonstrate their ability to apply these theories to a variety of sociological or social issues and human behavior.

**Course Outline:**

Weeks 1-2 Theory Building/Conceptualization  
Weeks 3-4 Karl Marx, Emile Durkheim, Max Weber  
Weeks 4-6 Functionalism  
Weeks 7-9 Conflict Theory  
Weeks 10-12 Symbolic Interactionism, Phenomenology, and Ethnomethodology  
Weeks 13-14 Exchange Theory, Feminist Theory, Post-modernism



**NEW COURSE INFORMATION FORM****Course Identification:** SOCY 271 – Sociological Methods and Statistics**Course Description:**

Introduces the use of descriptive and inferential statistics in social scientific analysis,

Covers measures of central tendency, variability, probability, confidence intervals, statistical significance and statistical power, as well as Chi-square, correlation coefficients, T-Tests, and Analysis of Variance. Includes the calculation of these statistics using computer software, and their proper interpretation.

**Prerequisites:** SOCY 121 and 3 credits of SOCY**Course Objectives:**

1. To understand, calculate, display, and interpret descriptive statistics, including sample distributions, measures of central tendency, variability and z-scores.
2. To understand the rationale behind inferential statistics and the probabilities associated with them, including confidence intervals, statistical power, and statistical significance.
3. To interpret specific inferential tests, including Chi-square, T-Tests, Analysis of Variance.
4. To interpret correlation coefficients and their general involvement in multivariate and factorial analysis.
5. To use current computer statistical packages to calculate these statistics from raw data.)

**Course Outline:**

Reliability and Validity

Levels of Measurement

Statistical Methods

Graphs

Central Tendency

Variability

Hypothesis testing—one sample

Hypothesis testing—two samples

Measures of association

Correlation

Regression

**NEW COURSE INFORMATION FORM****Course Identification: SOCY 472 – Senior Research Project and Portfolio****Course Description:**

Students will design, conduct, and present orally and in writing the results of a research study which identifies solutions to a social problem, identifies group influences on individual behavior, or explains group dynamics. This study will be the culminating piece of sociological analysis in a portfolio of work produced in at least three of the other courses in the sociology major. Students will participate in the critique of each others portfolios.

**Prerequisites:** Senior standing as SOCY major.

**Course Objectives:**

Students will demonstrate the following knowledge, skills, and/or abilities:

1. Knowledge of the specific research area (e.g., past research, contemporary theories, etc.)
2. The ability to integrate various research findings and theoretical approaches
3. The ability to create hypotheses and operational definitions
4. Data analysis skills, including the manipulation (e.g., formatting) of data sets for analysis
5. The ability to communicate research in an organized manner

**Course Outline:**

Week 1-2	Literature Review & Discussions
Week 3-4	Research Design Development
Week 5-7:	Data Collection
Week 8-9:	Data Analysis
Week 10-11	Paper Writing and Submission
Week 12-14	Oral Presentations and Critiques

a) What are the program's learning outcomes?

*Faculty are in agreement about the importance of the following two learning outcomes for all the tracks in the revised B.A. degree. Specific outcomes have not yet been completed for the individual tracks.*

*All students receiving a B. A. degree in Sociology will be able to*

- 1. Apply the major theoretical perspectives of sociology (functionalism, conflict theory, symbolic interactionism) to help understand everyday social life.*
- 2. Utilize quantitative and qualitative social science methods of inquiry to develop and conduct sociological research which identifies solutions to social problems, identifies group influences on individual behavior, or explains group dynamics.*

*Students in the Race and Ethnicity concentration will demonstrate, both orally and in writing, proficiency in*

- i. ....*
- ii. ....*
- iii. ....*

*Students in the Disaster Studies concentration will demonstrate, both orally and in writing, proficiency in*

- i. ....*
- ii. ....*
- iii. ....*

*Students in the Community Studies concentration will demonstrate, both orally and in writing, proficiency in*

- i. ....*
- ii. ....*
- iii. ....*

*Students in the Generalist concentration will demonstrate, both orally and in writing, proficiency in*

- i. basic social institutions*
- ii. social inequality based on race, ethnicity, gender, and age*
- iii. structure and function of roles and groups*
- iv. social control and the social construction of deviance*

b) What assessment measures are used, both direct and indirect?

*In order to deliver the program outlined above, the curriculum of the sociology major needs to be revised and refocused so that the learning objectives stated above can be achieved. Until this is done, it is not worthwhile to attempt developing reliable and valid assessment measures.*

*Beginning with SOCY 121—Introductory Sociology, courses have to be focused on the use of theory and modes of analysis as the core of what sociologists do. SOCY 121 needs to be revised to include a formal introduction to the quantitative and qualitative modes of social scientific inquiry. Content needs to become secondary to teaching students how to do sociology. Sociology majors have to come away from this course with one piece of social scientific inquiry that can serve as a baseline against which the senior portfolio review can be compared. Consideration should be given to assembling these initial efforts electronically and stored in a department database. Other projects that will be used for assessment purposes should also be collected and preserved in this manner.*

*To achieve the stated learning outcomes in an assessable manner, SOCY 370—Sociological Theory needs to be taught early in the sequence of courses and should be renumbered SOCY 270 so that thinking theoretically become second nature for sociology majors. The current sequence of SOCY 471-472—Sociological Methods and Statistics 1 & 2 needs to be changed to two separate courses, the first of which would be SOCY 271—Sociological Methods and Statistics where students learn to use statistical methods for the analysis of data. With the tools of theory and statistics in place students can then use them in their concentration area courses to conduct increasingly complex research projects. Students will produce written papers in at least three of these courses which will be included in their final portfolio.*

*In the revised SOCY 472—Senior Research Project and Portfolio students will do a piece of original research which becomes the capstone of their educational experience. In this course they will demonstrate their knowledge in a specific area of social inquiry, their ability to integrate theory and data analysis, and their ability to communicate their research in an effective manner. This research paper along with the baseline document from SOCY 121 and the three concentrations paper will be the student's professional portfolio. Faculty will review all the portfolios annually for the level of competence in theory, inquiry skill, and content mastery of the whole cohort.*

c) What is the assessment cycle for the program?

*2005-06 curriculum revision, construction of assessment template*

*2006-07 data collection, analysis of data, refinement of assessment template*

*2007-08 data collection and analysis of data*  
*2008-09 curriculum review, data collection, and analysis of data*  
*2009-10 implementation of curriculum revision if needed, review of assessment*  
*template, data collection, and analysis of data*  
*2010-11 data collection, analysis of data*  
*et al.*

- a) What assessment data were collected in the past year?
- b) How have assessment data been used for programmatic or curricular change?

## **II. Course Outcomes Assessment**

- a) Do all multi-sectioned courses have common outcomes?

*All courses have departmentally approved outcomes.*

- b) If not, how do you plan to address discrepancies?
- c) How do individual course outcomes meet programmatic goals?

*Current individual course outcomes have not been analyzed to see how they address programmatic goals.*

## **III. Program Features**

### **1. Advisory Board**

- a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)

*Initial advisory board is being formed during 05W.*

- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
- c) Has feedback from the Advisory Board affected programmatic or curricular change?

### **2. Internships/Cooperative or Experiential Learning**

- a) Is an internship required or recommended?

*Recommended for those expecting full-time employment in applied fields.*

- b) If the internship is only recommended, what percentage of majors elect the internship option?  
*0%*

- c) What challenges does the program face in regard to internships? What is being done to address these concerns?
- d) Do you seek feedback from internship supervisors ?  
If so, does that feedback affect pedagogical or curricular change?

### **3. On-Line Courses**

- a) Please list the web-based courses, both partial internet and fully online, offered last year.

*SOCY 340 is offered fully on line for BSN completion students.  
Three sections of SOCY 121 and one section of SOCY 340 are web-enhanced*

- b) What challenges and/or opportunities has web-based instruction created?
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?

*Self-selection to participate in FCTL opportunities.*

- d) How has student feed-back been used to enhance course delivery?
- e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)

### **4. Accreditation**

- a) Is the program accredited or certified?

*No accreditation available*

- b) By whom?
- c) When is the next review?
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

### **5. Student/Faculty Recognition**

- a) Have students within the program received any special recognition or achievement?
- b) Have faculty within the program received any special recognition or achievement?

*David Pilgrim has been named 1998 MAGB Professor of the Year, 2000 Ferris Award for Academic Excellence, 2004 Ferris Distinguished Teacher. Richard Ball has had two year-long Fulbright Scholarships. Geeta Menon was awarded a*

*Sasakawa Fellowship to participate in a four-week faculty seminar for incorporating study of Japan into the curriculum.*

## **6. Student Engagement**

- a) Is volunteerism and student engagement a structured part of the program?
- b) Does the program utilize service learning in the curriculum?
- c) Does the program participate in the American Democracy Project?

*The Community Studies Institute was founded and is directed by a sociology faculty member, Anthony Baker*

### **Areas of Strength:**

*The Jim Crow Museum (JCM) and the Community Studies Institute (CSI) are staffed by personnel in the sociology unit. The JCM has established an international reputation for its work on race relations. The CSI is early in its development but has already obtained one grant to provide a VISTA volunteer. Associated faculty have engaged students in applied research for the American Democracy Project campus audit. Efforts to support the development of service learning are also underway.*

### **Areas of Concern (and proposed actions to address them)**

*The BA sociology major will undergo Academic Program Review next academic year and will face very serious questioning. Total enrollment in this major stands at 11 over four years. No focused recruitment effort has been made at the university level to support the bachelor of arts major in general and nothing in particular has been done by the unit to recruit sociology students. Current majors are mostly internal transfers who have stayed at Ferris instead of transferring elsewhere as they did in the past..*

*The major, as it was originally structured, has nothing particularly interesting about it to attract new students to Ferris. Basically, a theory and a two-semester research/methods sequence were added to the list of courses that were already being taught. Neither the JCM or the CSI are part of the major. The major needs to be revised so that all students participate in the activities of either or both the JCM and the CSI. Majors who can demonstrate concrete work in race relations and/or community development will have clear advantages in admission to graduate school or entry into the workplace.*

### **Future Goals:**

- *Creation of Advisory Board and initial meeting 05W.*

- *Specify how courses certified as social awareness, global consciousness, and Race/Ethnicity/Gender courses fulfill these general education outcomes.*
- *Specify how individual course outcomes meet programmatic goals.*
- *Successfully complete Academic Program Review, 05-06.*
- *Institute assessment of student learning for sociology majors beginning with those graduating May 2006.*
- *Offer classroom course in 472 (Sociology Methods and Statistics 2) for the first time, Winter 2006.*
- *Develop a course in the Sociology of Disasters and Emergency Preparedness, which will enhance the sociology major and minor. The course will be developed in conjunction with the Community Studies Institute, Public Administration, and Geography.*

**Other Recommendations:**



## PROPOSAL SUMMARY AND ROUTING FORM

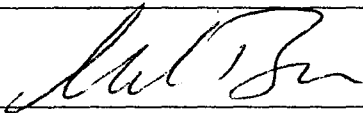
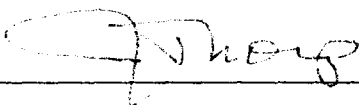
**Proposal Title:** Revision to Sociology Major

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** 06F

- Group I - A – New degree/major or major, or redirection of a current offering**
- Group I - B – New minors or concentrations**
- Group II - A – Minor curriculum clean-up and course changes**
- Group II - B – New Course**
- Group III - Certificates**
- Group IV – Off-Campus Programs**

Group/Individual	Signature	Date	Vote/Action *
Department Faculty		2/21/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of concerns.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)

\_\_\_\_\_  
 Board of Trustees (Date Approved)

\_\_\_\_\_  
 President's Council (Date Approved)

## 1. Proposal Summary

The Sociology major as currently structured is unremarkable and significantly under subscribed. It needs to be reformulated to highlight the strengths of the Jim Crow Museum, the Community Studies Institute, and other faculty expertise. This reformulation should include a *change in name and thrust to an APPLIED SOCIOLOGY program*.

An Applied degree in Sociology, the study of human society, gives students the ability and knowledge to understand social systems and their influence on individuals. It also gives them the tools to do social science research and to identify and devise solutions to the social challenges of our society. Above all, it can give students the ability and knowledge to take positive action in the economic, political, and cultural worlds on behalf of their employer, community, and society.

Ferris can be unique by offering an Applied Sociology degree that extends the general theory centered sociology curriculum to one that also stresses a research focus in the specialized areas already available in the social sciences department: the Jim Crow Museum and the Community Studies Institute.

The name and implied focus fits perfectly with the historical mission of the University. The following objectives will be fully implemented throughout the sociology curriculum in a manner that follows the guidelines of professional Applied Sociology organizations:

1. *Apply the major theoretical perspectives of sociology (functionalism, conflict theory, symbolic interactionism) to help understand everyday social life.*
2. *Utilize quantitative and qualitative social science methods of inquiry to develop and conduct sociological research which identifies solutions to social problems, identifies group influences on individual behavior, or explains group dynamics.*
3. *Communicate effectively the results of their research in the specialty areas of race and ethnic relations, community studies, or generalist sociology.*
4. *Engage in sociological practice that serves communities at some level, whether local, national, or international.*

The Ferris *Applied* Sociology student will thus be well prepared to utilize social science methods of inquiry and sociological theory that can prepare them for graduate studies or to enter the workplace with unique skills compared to the average sociology undergraduate.

Students can choose from an array of courses dealing with different topics such as marriage and family, race, gender, health and illness, social change, deviant behavior, and urban/community sociology, as well as the sociology of disasters and global influence of the Asia/Pacific Rim.

Students will have the opportunity to apply their training in experiential settings in the local, state and national rural and urban communities.

### **Professional Opportunities**

The Sociology major in general is excellent preparation for a variety of career paths. These include careers in law, government, human services, marketing research, education, health-related systems, management, and the mass media. Many graduates continue their education in graduate or professional school in a variety of fields, while others use their analytic, research, and organizational skills to find immediate employment in a variety of settings.

An applied sociology program prepares students to immediately enter the workforce as research skilled professionals in any of the above fields, as well as provide a solid base for graduate studies.

Our Sociology students will learn to look at this intricate mosaic of life with a perspective that helps them to understand their places in it, and to participate in and contribute to the changing world and workplace. These graduates will function easily and effectively in the workplace and in the larger society, which is becoming ever more diverse. Employers seek those who have such leadership skills for our increasingly socially diverse society.

**Curriculum Concentrations:** The Sociology major at Ferris State University will have the opportunity to focus on one of the following two concentrations, or choose a generalist focus. Each will offer extensive preparation in research methods and social theory. The concentrations will include specialized course offerings and opportunities for independent experiential research.

**Race and Ethnic Relations:** This concentration utilizes the “laboratory” provided by the Jim Crow Museum which has become an international leader in the anti-racism movement. The museum serves as a base for quality scholarship addressing the complexities of race relations. The museum encourages collaborative work with high schools, universities, government agencies, and human rights organizations, including, but not limited to, producing original research, planning and hosting conferences, and conducting anti-racism training sessions. Race relations continues to be a major area of inquiry throughout the field of Sociology. The museum offers a unique insight into the historical representations of race and its consequences in society. It also offers insight into basic sociological questions such as: the relationship of material culture to non-material culture, the social psychology of imagery, the economics of inequality, the role of culture in public policy. This kind of study of race relations offers a pedagogy that can also be applied to many other areas of sociological inquiry, especially gender and class stratification.

**Community Studies:** American sociology is rooted in the study of communities. Thomas and Znaniecki's Polish Peasant, DuBois' The Philadelphia Negro, the Lynds' Middletown, to more recently Wilson's When Work Disappears and Robert Putnam's Bowling Alone, have placed American sociology in the heart of the debates on American social life. A concentration in community sociology gives our students an opportunity to apply the sociological method in a variety of fields. The Ferris Sociology program has current community partners in rural West Michigan, Grand Rapids and Chicago, as well as access to Detroit, the border region of Texas and other international communities of faculty interest. The Community Studies Institute (CSI) provides an infrastructure that is recognized by the University and the local community. The CSI developed as a resource for community based research, service and learning opportunities for both university and community members. It has become an important resource of the American Democracy Project at the university for its support of service learning opportunities and its community forums.

**Generalist:** This concentration prepares students for direct entry into the workplace or for graduate school in sociology or related fields. It provides basic sociological knowledge, skills, and values, and provides great flexibility in course selection so students can explore a wide variety of topics of interest. The overall goal of the generalist concentration is to provide students with the “Big Picture” regarding the organization of human social behavior.

## 2. Summary of All Course Action Required\*

### a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	271	Sociological Methods/Qualitative
SOCY	371	Sociological Statistics
SOCY	411	Applied Community Research

### b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
SOCY	471	Sociological Methods and Statistics 1
SOCY	370	Sociological Theory

### c. Existing Course(s) to be Modified:

Prefix	Number	Title
SOCY	472	Sociological Methods and Statistics 2

### d. Addition of existing FSU courses to program

Prefix	Number	Title
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### e. Removal of existing FSU courses from program

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

# BACHELOR OF ARTS SOCIOLOGY MAJOR

**FORM D  
CURRENT**

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

**Graduation Requirements:**

1. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
2. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
3. Must complete an approved academic minor.
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

### Courses required for students entering this major Fall Semester 2006

		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
<b>Major: Minimum 30 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SO	121	Introductory Sociology	3	
SO	370	Sociological Theory (SOCY 121)	3	
SO	471	Soc. Methods & Statistics 1 (MATH 115 W/C or better or ACT 24 or SAT 560, and SOCY 121)	3	
SO	472	Soc. Methods & Statistics 2 (SOCY 471 w/C or higher grade)	3	
<b>Directed Electives: Select 18 credits from the following: (6 credits must be 300 – 400 level)</b>				
SO	122	Social Problems	3	
SO	225	Marriage & Family (SOCY 121 or 122 or ANTH 122)	3	
SO	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3	
SO	242	Sociology of Deviant Behavior (SOCY 121 or 122 or ANTH 122)	3	
SO	340	Minority Groups in America (SOCY 121 or 122 or ANTH 122)	3	
SO	341	Community Studies (SOCY 121 or 122 or ANTH 122)	3	
SO	344	World Urban Sociology (SOCY 121 or 122 or ANTH 122)	3	
SO	345	Field of Aging (SOCY 121 or 122 or ANTH 122)	3	
SO	350	Black Images in Pop Culture (SOCY 121 or 122 or ANTH 122)	3	
SO	355	Sociology of Handicapped (SOCY 121 or 122 or ANTH 122)	3	
SO	361	Leisure & Society (SOCY 121 or 122 or ANTH 122)	3	
SO	373	Health & Illness (SOCY 121 or 122 or ANTH 122)	3	
SO	410	Asia/Pacific Rim: Social Change/Devel. (SOCY 121 or 122 or ANTH 122 & Jr. status)	3	
SO	443	Social Stratification / Inequality (SOCY 121 or 122 or ANTH 122)	3	
SO	450	Criminology (SOCY 121 or 122 or ANTH 122)	3	
SO	460	Social Change (SOCY 121 or 122 or ANTH 122)	3	
<b>Electives to the minimum 120 credits required for this degree.</b>				
SO	491	Sociology Internship (optional)	1 - 6	

**Academic Minor:** An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).

\*\*Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND

\*\*Please be aware that students cannot receive credit in both COMM 121 and COMM 201


## GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3	
<b>TOTAL</b>			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level course		3
<b>TOTAL</b>		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: achieved in the major		

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

### FIRST YEAR

#### Fall Semester

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

#### Winter Semester

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

### NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

# BACHELOR OF ARTS

## SOCIOLOGY MAJOR – RACE, ETHNICITY, GENDER

### FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

**Graduation Requirements:**

7. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
8. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
9. Must complete an approved academic minor.
10. 120 Minimum semester credits including general education requirements
11. Residency requirement: 30 minimum FSU semester credits
12. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

#### Courses required for students entering this major Fall Semester 2006

REQUIRED	COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )		FSU S.H.	GRADE
<b>Major: Minimum 24 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SOCY	121	Introductory Sociology	3	
SOCY	230	Gender Roles	3	
SOCY	270	Sociology Theory	3	
SOCY	271	Sociological Methods/Qualitative	3	
SOCY	340	Minority Groups in America	3	
SOCY	350	Black Images in Popular Culture	3	
SOCY	371	Social Statistics	3	
SOCY	472	Senior Capstone Project	3	
<b>Major Electives: Select 6 credits from the following</b>				
SOCY	122	Social Problems	3	
SOCY	225	Marriage and the Family	3	
SOCY	242	Sociology of Deviant Behavior	3	
GEOG	311	Social Applications of GIS	3	
SOCY	341	Community Studies	3	
SOCY	344	World Urban Sociology	3	
SOCY	345	The Field of Aging	3	
SOCY	355	Sociology of the Handicapped	3	
SOCY	361	Leisure and Society	3	
SOCY	373	Health and Illness in Society	3	
SOCY	410	Asia-Pacific Rim	3	
SOCY	411	Applied Community Research	4	
SOCY	443	Social Stratification	3	
SOCY	450	Criminology	3	
SOCY	460	Social Change	3	

**TOTAL CREDIT HOURS: 30**

**Academic Minor:** An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor

**Bachelor of Arts Core: 3 – 15 credits:** 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).

Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND

\*\*Please be aware that students cannot receive credit in both COMM 121 and COMM 201

## GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

<b>I. GENERAL EDUCATION REQUIREMENTS</b>			
<b>A. COMMUNICATION COMPETENCE 12 Sem Credits</b>			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3	
<b>TOTAL</b>			
<b>B. SCIENTIFIC UNDERSTANDING 7 Sem Credits</b>			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
<b>C. QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

<b>D. CULTURAL ENRICHMENT 9 Sem Credits</b>		
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level course		3
<b>TOTAL</b>		
<b>E. SOCIAL AWARENESS 9 Sem Credits</b>		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
<b>F. GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
<b>G. RACE/ETHNICITY/GENDER:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: achieved in the major		

**Sample Course Sequence:** The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

**FIRST YEAR**

**Fall Semester**

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

**Winter Semester**

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



# BACHELOR OF ARTS SOCIOLOGY MAJOR – COMMUNITY STUDIES

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

### Graduation Requirements:

13. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
14. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
15. Must complete an approved academic minor.
16. 120 Minimum semester credits including general education requirements
17. Residency requirement: 30 minimum FSU semester credits
18. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

### Courses required for students entering this major Fall Semester 2006

REQUIRED	COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )		FSU S.H.	GRADE
<b>Major: Minimum 25 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>				
SOCY	121	Introductory Sociology	3	
SOCY	270	Sociology Theory	3	
SOCY	271	Sociological Methods/Qualitative	3	
GEOG	311	Social Applications of GIS	3	
SOCY	341	Community Studies	3	
SOCY	371	Social Statistics	3	
SOCY	411	Applied Community Research	4	
SOCY	472	Senior Capstone Project	3	
<b>Major Electives: Select 6 credits from the following</b>				
SOCY	122	Social Problems	3	
SOCY	225	Marriage and the Family	3	
SOCY	230	Gender Roles in Society	3	
SOCY	242	Sociology of Deviant Behavior	3	
SOCY	340	Minority Groups in America	3	
SOCY	344	World Urban Sociology	3	
SOCY	345	The Field of Aging	3	
SOCY	350	Black Images in Popular Culture	3	
SOCY	355	Sociology of the Handicapped	3	
SOCY	361	Leisure and Society	3	
SOCY	373	Health and Illness in Society	3	
SOCY	410	Asia-Pacific Rim	3	
SOCY	443	Social Stratification	3	
SOCY	450	Criminology	3	
SOCY	460	Social Change	3	
<b>TOTAL CREDIT HOURS: 31</b>				

Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).

\*\*Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND

\*\*Please be aware that students cannot receive credit in both COMM 121 and COMM 201

## GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
A. COMMUNICATION COMPETENCE 12 Sem Credits			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3	
<b>TOTAL</b>			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level course		3
<b>TOTAL</b>		
E. SOCIAL AWARENESS 9 Sem Credits		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
<b>F. GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
<b>G. RACE/ETHNICITY/GENDER:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course: achieved in the major		

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

### FIRST YEAR

#### Fall Semester

ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

#### Winter Semester

COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

# BACHELOR OF ARTS SOCIOLOGY MAJOR – GENERALIST

## FERRIS STATE UNIVERSITY

Major Advisor: Dr. Anthony Baker

Phone: (231) 591-2753

E-mail: bakera@ferris.edu

Campus Address: ASC 2077

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

**Graduation Requirements:**

19. Minimum 2.0 minimum CUMULATIVE grade average in all courses.
20. No grade lower than a "C" in course work included in the minimum 30 credit "major"; 15 credits must be FSU credits; 15 credits must be 300/400 level.
21. Must complete an approved academic minor.
22. 120 Minimum semester credits including general education requirements
23. Residency requirement: 30 minimum FSU semester credits
24. Minimum of 40 credits numbered 300 or higher (excluding community college credits)

### Courses required for students entering this major Fall Semester 2006

REQUIRED	COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
<b>Major: Minimum 15 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites</b>			
SOCY 121	Introductory Sociology	3	
SOCY 270	Sociology Theory	3	
SOCY 271	Sociological Methods/Qualitative	3	
SOCY 371	Social Statistics	3	
SOCY 472	Senior Capstone Project	3	
<b>Major Electives: Select 15 credits from the following</b>			
SOCY 122	Social Problems	3	
SOCY 225	Marriage and the Family	3	
SOCY 230	Gender Roles in Society	3	
SOCY 242	Sociology of Deviant Behavior	3	
GEOG 311	Social Applications of GIS	3	
SOCY 340	Minority Groups in America	3	
SOCY 341	Community Studies	3	
SOCY 344	World Urban Sociology	3	
SOCY 345	The Field of Aging	3	
SOCY 350	Black Images in Popular Culture	3	
SOCY 355	Sociology of the Handicapped	3	
SOCY 361	Leisure and Society	3	
SOCY 373	Health and Illness in Society	3	
SOCY 410	Asia-Pacific Rim	3	
SOCY 411	Applied Community Research	4	
SOCY 443	Social Stratification	3	
SOCY 450	Criminology	3	
SOCY 460	Social Change	3	
<b>TOTAL CREDIT HOURS: 30</b>			

Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.

Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).  
 Please be aware that students cannot receive credit in both COMM 105 and COMM 200 AND  
 Please be aware that students cannot receive credit in both COMM 121 and COMM 201

## GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
<b>A. COMMUNICATION COMPETENCE 12 Sem Credits</b>			
Course	Grade	Credit	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 or 200 COMM 121 or 201 COMM 221		3	
<b>TOTAL</b>			
<b>B. SCIENTIFIC UNDERSTANDING 7 Sem Credits</b>			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credit	
Lab			
<b>TOTAL</b>			
<b>C. QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credit
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			

<b>D. CULTURAL ENRICHMENT 9 Sem Credits</b>		
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credit
200+ level course		3
<b>TOTAL</b>		
<b>E. SOCIAL AWARENESS 9 Sem Credits</b>		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level (Foundations course, 200+ course and 6 credits are achieved in the major)		
Course	Grade	Credit
(second subject area)		
<b>TOTAL</b>		
<b>F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.</b>		
Course:		
<b>G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.</b>		
Course: achieved in the major		

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

**FIRST YEAR**

<u>Fall Semester</u>	
ENG 150 or COMM	3
SOCY 121	3
MATH (by placement)	3
Foreign Language	4
General Education Elective	3
	16

<u>Winter Semester</u>	
COMM or ENGL 150	3
SOCY elective	3
MATH or general education elective	3
Foreign Language	4
General Education Elective	3
	16

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

**PROPOSAL SUMMARY AND ROUTING FORM**

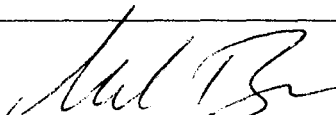

**Proposal Title: Renumber SOCY 370 to SOCY 270**

**Initiating Unit or Individual: Anthony Baker**

**Contact Person's Name: John Thorp e-mail: thorpi@ferris.edu phone: x-2760**

**Date or Semester of Proposal Implementation: 06F**

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Department Faculty		2/12/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of concerns.

<b>To be completed by Academic Affairs</b>		
<hr/>	<hr/>	<hr/>
President (Date Approved)	Board of Trustees (Date Approved)	President's Council (Date Approved)

## 1. Proposal Summary

Sociological theory is currently scheduled for the third year of the major. In order to develop the applied aspects of the envisioned major, this course is being moved to the second year. In this way students will have the foundation they need in general theory to apply it in their particular concentration.

The course will occur in the following three sections: A. "Classical" Sociological Theory. Emphasis will be on early sociological theory development in the 19th and early twentieth centuries. The major theoretical perspectives of functionalist, conflict and symbolic interactionism will be emphasized. Students will also consider the historical contexts of these early sociologists as they created this new scientific theory. B. "Modern" developments of sociological theory. This section will explore the development of sociological theory here in the United States during the twentieth century with emphasis on the curriculum concentrations of race, ethnicity, gender and community. C. Twenty-first century theory development. This section emphasizes new questions about human activity and behavior as our society becomes increasingly global. These new questions are very much debated and may not even be so new but our students will be prepared for this discussion if they pursue further academic study in the field of sociology.

## 2. Summary of All Course Action Required\*

### a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	270	Sociological Theory

### b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
SOCY	370	Sociological Theory

### c. Existing Course(s) to be Modified:

Prefix	Number	Title
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### d. Addition of existing FSU courses to program

Prefix	Number	Title
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### e. Removal of existing FSU courses from program

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

## NEW COURSE INFORMATION

**Course Identification: SOCY 270 – Sociological Theory****Course Description:**

This course grounds students in the general application of sociological theory as an analytical framework for scientific empirical observation. Builds on general theoretical framework introduced in SOCY 121. This course moves students to use sociological theory as a tool for organizing knowledge. Students are challenged to make use of their knowledge of theory to do sociology. The concentrations of race, ethnicity, gender and community are also linked to the theoretical frameworks considered.

**Course Objectives:**

- Students will comprehend what constitutes a scientific theory
- Students will be able to articulate the distinctions that sociological theory offers as a science, versus other attempts to explain social behavior
- Students will have knowledge in the history of the development of classical sociological theory
- Students will have an understanding of the application of sociological theory to the curriculum concentrations in the Ferris State University Sociology program
- Students will be knowledgeable on current debates in sociological theory
- Students will demonstrate their ability to apply these theories to a variety of social issues and human behavior.

**Course Outline:**

Weeks 1	Theory Building/Conceptualization
Weeks 2-6	Classical Sociological Theory
Weeks 7-11	Sociological theory applications in race, gender and community
Weeks 12-15	Sociological theory and application in the 21 <sup>st</sup> Century

**DELETE COURSE**

**FORM F**  
**Delete Course**  
**rev. 9/23/02**

**Course Date Entry Form**

**I. ACTION TO BE TAKEN: DELETE COURSE.**

The course described below will be moved to inactive status.

Term Effective: Semester  F Year  06 See instructions.

**II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:**

Include the information that is in the current course database.

Course Prefix

Number

Enter Contact Hours per week in boxes.

**SOCY**

**370**

LECTure  3 LAB  0 INDEpendent Study – Check (x)

Practicum:

Seminar:

Full Course Title: **Sociological Theory**

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]



# CREATE A NEW COURSE

## Course Date Entry Form

FORM F  
Create Course  
rev. 9/23/02

### I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  See instructions.

### II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix:  Number:  Enter Contact Hours per week in boxes.  
  LECTure  LAB  INDEPENDENT Study - Check (x)   
Practicum:  Seminar:

Full Course Title:  **Sociological Theory**

Abbreviated Course Title:  **Sociological Theory**

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment:  **40**

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No

Equivalent course: Prefix  **SOCY** Number  **370** See instructions on Replacement courses.

#### CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

This course grounds students in the general application of sociological theory as an analytical framework for scientific empirical observation. Builds on general theoretical framework introduced in SOCY 121. This course moves students to use sociological theory as a tool for organizing knowledge. Students are challenged to make use of their knowledge of theory to do sociology. The concentrations of race, ethnicity, gender and community are also linked to the theoretical frameworks considered.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  **SOCY 121**.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

#### Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

## PROPOSAL SUMMARY AND ROUTING FORM


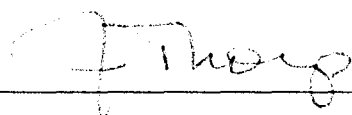
**Proposal Title:** New Course: SOCY 271 Sociological Methods/Qualitative

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** 06F

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Department Faculty		2/21/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of concerns.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)      Board of Trustees (Date Approved)      President's Council (Date Approved)

## 1. Proposal Summary

As a science, sociology, as any other science, follows rules of the scientific method. This course will be the first of two courses to prepare the sociology major to master various methods of social inquiry. As humans, we all discuss, develop opinions, debate and even denigrate social relationships on a daily basis. We humans look for “ways of knowing” how to navigate the social world and often rely on very non-scientific methods. Social scientists, after consideration of a problem, or a question, consider a variety of methods of inquiry to these questions. Deliberate empirical observation in pursuit of answering a significant social question is the cornerstone of each of these methods of inquiry. This course, after a brief introduction to research methods generally, will focus on qualitative methods of inquiry. Students will learn the tools of quantitative methods in a later course.

This course will introduce students to the processes of sociological inquiry in three sections. The first section of the course will consider the empirical scientific method, its practical application, its relationship to theory and all of the current tools at the disposal of the sociologist. After this introduction to sociological method the course will shift to extensive preparation in the qualitative (non-quantitative) methods of sociological inquiry. These include: ethnographies, case studies, focus groups, interviews, participant observations and others. The final section of the course will require students to apply at least one method of inquiry to an actual case study.

In keeping with the applied focus of our sociology program, students will not only be expected to understand the research design process, but to also “do sociological research” on a small scale. Students will have the opportunity to apply research toward our curriculum concentrations in race, ethnicity and gender or community studies.

## 2. Summary of All Course Action Required\*

### a. Newly Created Courses to FSU:

Prefix	Number	Title
SOCY	271	Sociological Methods/Qualitative

### b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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### c. Existing Course(s) to be Modified:

Prefix	Number	Title
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### d. Addition of existing FSU courses to program

Prefix	Number	Title
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### e. Removal of existing FSU courses from program

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**NEW COURSE INFORMATION FORM****Course Identification: SOCY 271 – Sociological Methods/Qualitative****Course Description:**

This course introduces research methods generally and then focus on qualitative methods of inquiry. These include: ethnographies, case studies, focus groups, interviews, participant observations and others. Students will apply at least one method of inquiry to an actual case study in the generalist concentration, or in race, ethnicity and gender, or community studies. Students will be expected to incorporate an understanding of social theory derived in the analysis of the case study.

**Course Objectives:**

1. To understand and apply the scientific method in sociology.
2. To be critical analysts of any type of “social knowledge”
3. To identify all current methods of qualitative sociological inquiry
4. To interpret and critique findings of sociological research
5. To use current methods in the application of qualitative research

**Course Outline:**

<b>Week 1:</b>	<b>The Research Question</b>
<b>Week 2 – 4:</b>	<b>Introduction to the sociological methods</b>
<b>Weeks 5 – 12:</b>	<b>Qualitative methods</b>
<b>Weeks 13-15:</b>	<b>Applied methods as Case studies</b>

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
  272 LECture  3 LAB  0 INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title:  Sociological Methods/Qualitative  
Abbreviated Course Title:  Soc Methods/Qualitative.  
(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)  
Semester(s) Offered:  W (See instructions for listing.) Max. Section Enrollment :  40

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

This course introduces research methods generally and then focus on qualitative methods of inquiry. These include: ethnographies, case studies, focus groups, interviews, participant observations and others. Students will apply at least one method of inquiry to an actual case study in the generalist concentration, or in race, ethnicity and gender, or community studies. Students will be expected to incorporate an understanding of social theory derived in the analysis of the case study.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  SOCY 121,  SOCY 270 or  permission of advisor.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

## PROPOSAL SUMMARY AND ROUTING FORM


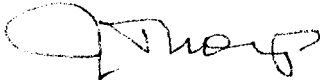
**Proposal Title:** New Course: SOCY 371 Sociological Statistics

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** \_\_\_\_\_

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Department Faculty		2/22/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of concerns.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)      Board of Trustees (Date Approved)      President's Council (Date Approved)

**1. Proposal Summary**

This course follows in sequence after students are well versed in social theory and the scientific method and tools of inquiry first encountered in SOCY 271/ Qualitative Methods. It introduces the use of descriptive and inferential statistics in social scientific analysis. This course will be taught primarily as a skills based course. Statistical analysis is prevalent throughout society and appears in multiple arenas such as marketing, politics, economics and popular culture surveys. This course will teach the student how the logic of statistical analysis works and the computer applications commonly used in the process of analysis. Although, statistical analysis is common in many arenas throughout society, this course will expect students to relate the power of quantitative analysis to sociological theory. Students will also be expected to make applied connections with previous considerations of social inquiry using qualitative methods.

In keeping with the applied focus of our sociology program, students will not only be expected to understand statistical methods, but to also "do sociological research" on a small scale. Students will have the opportunity to apply statistical analysis toward our curriculum concentrations in race, ethnicity and gender and community.

Course will cover: measures of central tendency, variability, probability, correlation and regression. Students will utilize SPSS statistical software and other appropriate computer software, and be expected to properly produce and interpret data outcomes.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>371</b>	<b>Sociological Statistics</b>

**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

# Sociology

APRC 2006-2007

Section 5 of 8



**NEW COURSE INFORMATION FORM****Course Identification: SOCY 371 – Sociological Statistics****Course Description:**

Introduces the use of descriptive and inferential statistics in social scientific analysis: measures of central tendency, variability, probability, correlation and regression. Students utilize SPSS and other statistical software to properly produce and interpret data outcomes. Students apply statistical analysis in their curriculum concentrations as generalists or in race, ethnicity and gender, or community studies. Connections are made with previous considerations of social inquiry using qualitative methods.

**Course Objectives:**

1. To understand the appropriate uses for statistical analysis, its strengths and misuses.
2. To create knowledgeable consumers of statistical research
3. To understand, calculate, display, and interpret descriptive statistics, including sample distributions, measures of central tendency and variability.
4. To understand the rationale behind inferential statistics.
5. To interpret specific inferential tests.
6. To interpret inferential statistics and apply to current social issues
7. To use current computer statistical packages to calculate these

**Course Outline:**

Week 1:	Statisticians and Liars/ Responsible use of Statistics
Week 2:	Using SPSS
Weeks 3 – 4:	Measures of Central Tendency
Weeks 5 - 7	Populations, Samples and Surveys
Weeks 8 - 10	Correlations, regression and predictability
Weeks 11-12	Correlation vs. causation analysis
Weeks 13 - 15	Applied social statistics

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  See instructions.

**II. PROPOSED FOR NEW COURSE:** Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
  LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title:  **Sociological Statistics**  
Abbreviated Course Title:  **Sociological Statistics**  
(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)  
Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment :  **40**

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

**CATALOG DESCRIPTION** - Limit to 75 words - PLEASE BE CONCISE.

Introduces the use of descriptive and inferential statistics in social scientific analysis: measures of central tendency, variability, probability, correlation and regression. Students utilize SPSS and other statistical software to properly produce and interpret data outcomes. Students apply statistical analysis in their curriculum concentrations as generalists or in race, ethnicity and gender, or community studies. Connections are made with previous considerations of social inquiry using qualitative methods.

**Prerequisites:** (if no prerequisites, write "None") Limited to 60 spaces.  **SOCY 121, SOCY 270 and 271**  
 or permission of advisor.

UCC Chair Signature/Date: \_\_\_\_\_ Academic Affairs Approval Signature/Date: \_\_\_\_\_  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code  
 Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

**PROPOSAL SUMMARY AND ROUTING FORM**

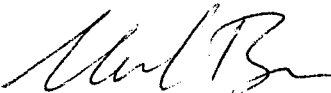
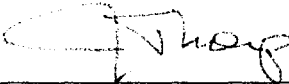
**Proposal Title: New Course: SOCY 411 Applied Community Research**

**Initiating Unit or Individual: Anthony Baker**

**Contact Person's Name: John Thorp e-mail: thorpi@ferris.edu phone: x-2760**

**Date or Semester of Proposal Implementation: 06F**

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Department Faculty			<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of concerns.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)      Board of Trustees (Date Approved)      President's Council (Date Approved)

## **1. Proposal Summary**

The application of social science research methods outside of the classroom is fundamental to development as social scientists, yet this rarely occurs in an undergraduate sociology program. This course provides students with a "lab" type research course: the laboratory of course will be the community. The research endeavor, findings, and final product will be done in shared partnership with community based organizations in West Michigan. The course builds on prior methods courses with the goal of a professional product that utilizes the latest technology in social science research. This course also provides an important link to the community in partnership with the Community Studies Institute and the American Democracy Project.

The course is designed to approximate a professional research institute. Each student is a "research fellow" and is expected to contribute to the output of the course as "colleagues". The instructor will act as a research supervisor.

This course is unique to most sociology programs. It is open to both sociology majors and majors in other programs which have a social science research course as part of their program. It is required of students in the community studies concentration of the sociology major. This course occurs in partnership with a local community based agency and allows students to work as "research fellows" in a professional research setting.

## **2. Summary of All Course Action Required\***

### **a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>411</b>	<b>Applied Community Research</b>

### **b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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### **c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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### **d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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### **e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

## NEW COURSE INFORMATION FORM

**Course Identification: SOCY 411 – Applied Community Research****Course Description:**

This is a service-learning course. Students conduct research and produce a final research report for and in partnership with a community based organization in West Michigan. The course builds on students' prior research methods courses so that produce professional research on an issue of interest to the community partner. Students use the latest technology in social science research.

**Course Objectives:**

1. To model the working environment of social scientists
2. To use sociological methods and theory in partnership with a community agency
3. To apply a general understanding of analysis and methods of the social sciences to a specific community need or issue
4. To produce a professional and scholarly product to the client's satisfaction
5. To develop a critical analysis of the role social sciences can play in the society
6. To critically analyze current methods of inquiry

The course is designed as the objectives above illustrate to approximate a professional research institute. Each student is a "research fellow" and is expected to contribute to the output of the course as "colleagues". The instructor will act as a research supervisor.

**Course Outline:**

Weeks 1-2	Meet with client/community representative
Weeks 3-4	Review relevant research methodology
Weeks 4-6	Design research tools, complete relevant literature review
Weeks 7-12	Conduct research activities
Weeks 13-15	Discuss and Present findings of Research project to Client

**I. ACTION TO BE TAKEN: CREATE A NEW COURSE**

Note: If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: Semester  Year  See instructions.

**II. PROPOSED FOR NEW COURSE:** Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
**SOCY** **411** LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title: **Applied Community Research**  
Abbreviated Course Title: **Applied Community Research**.  
(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)  
Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment :

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

**CATALOG DESCRIPTION** - Limit to 75 words - PLEASE BE CONCISE.

This is a service-learning course. Students conduct research and produce a final research report for and in partnership with a community based organization in West Michigan. The course builds on students' prior research methods courses so that produce professional research on an issue of interest to the community partner. Students use the latest technology in social science research.

**Prerequisites:** (if no prerequisites, write "None") Limited to 60 spaces. **SOCY 121, SOCY 271 or other soc. sci. methods crse, or Inst. perm.**

**UCC Chair Signature/Date:** \_\_\_\_\_ / /

**Academic Affairs Approval Signature/Date:** \_\_\_\_\_ / /

*To be completed by Academic Affairs Office:* - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

## PROPOSAL SUMMARY AND ROUTING FORM

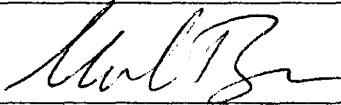
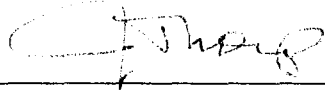
**Proposal Title:** Revise Course: SOCY 472--Senior Capstone Project

**Initiating Unit or Individual:** Anthony Baker

**Contact Person's Name:** John Thorp e-mail: thorpi@ferris.edu phone: x-2760

**Date or Semester of Proposal Implementation:** 06F

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Department Faculty		2/22/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		2/23/06	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

\* Support with Concerns or Not Support must include a list of concerns.

**To be completed by Academic Affairs**

\_\_\_\_\_  
 President (Date Approved)      Board of Trustees (Date Approved)      President's Council (Date Approved)

**1. Proposal Summary**

Frontloading the research components of the major to the 200 and 300 level of the program allows the revision of this final course in the major into a true capstone experience for sociology majors.

This course will require sociology majors to pull together the theoretical and analytical tools learned over the course of their undergraduate training in sociology. Students will come to the course with papers produced in SOCY 270--Sociological Theory; each of the required research methods courses (SOCY 271—Methods/Qualitative and SOCY 371—Sociological Statistics), and one other concentration course of their choosing. These will serve as the building blocks of a final capstone project. Each student will produced this project in consultation with the instructor and with input and critique from the student's peers. All of these papers together will become the student's portfolio. This portfolio will also be used for program assessment of student learning in the major.

This project will illustrate the student's professional growth, as well as his or her readiness for graduate school or other professional employment setting.

**2. Summary of All Course Action Required\***

**a. Newly Created Courses to FSU:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**b. Courses to be Deleted From FSU Catalog:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**c. Existing Course(s) to be Modified:**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
<b>SOCY</b>	<b>472</b>	<b>Senior Capstone Project</b>

**d. Addition of existing FSU courses to program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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**e. Removal of existing FSU courses from program**

<b>Prefix</b>	<b>Number</b>	<b>Title</b>
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.



## REVISED COURSE INFORMATION FORM

### Course Identification: SOCY 472 – Senior Capstone Project

#### Course Description:

Sociology majors pull together the theoretical and analytical tools learned in previous courses. Majors will bring their papers produced in SOCY 270--Sociological Theory; in each of the required research methods courses (SOCY 271 and SOCY 371), and in one other concentration course. Each student will use these papers as the foundation for a capstone project which will be done in consultation with the instructor and with input and critique from student peers.

#### Course Objectives:

Students will demonstrate the following knowledge, skills, and/or abilities:

1. Knowledge of their specific research area literature
2. Ability to consider various methodological tools of inquiry for their research area.
3. Ability to integrate various research findings and theoretical approaches
4. Conduct data analysis
5. Solid writing abilities in the social sciences
6. Ability to communicate research in an organized manner
7. Ability to engage in thoughtful collegial critique

#### Course Outline:

Week 1-2	Discussions and critique of past academic work
Week 3-5	Research Design Development
Week 6-9	Relevant Research preparation – depending on project
Week 10-11	Paper Writing and Submission
Week 12-15	Oral Presentations and Critiques
	<b>Optional Presentation at Professional conference</b>

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

- 1. If this course is a prerequisite for other university courses, Form Fs for those courses must also be submitted.
- 2. If either prefix or number are being changed, use 'Delete Course' and 'New Course' forms rather than this form.

List the changes to be made: Change Title

Term Effective: Semester  Year 06 See instructions.

II. CURRENT: Include information that is in the current course database.

Course Prefix SOCY Number 472 Enter Contact Hours per week in boxes.  
 LECTure  LAB  INDEpendent Study - Check (x)   
 Practicum:  Seminar:

Full Course Title: Sociological Methods and Statistics 2

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes in the course. Leave all other spaces blank.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
 LECTure  LAB  INDEpendent Study - Check (x)   
 Practicum:  Seminar:

Full Course Title: Senior Capstone Project

Abbreviated Course Title: Senior Capstone Project

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment: 20

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Sociology majors pull together the theoretical and analytical tools learned in previous courses. Majors will bring their papers produced in SOCY 270--Sociological Theory; in each of the required research methods courses (SOCY 271 and SOCY 371), and in one other concentration course. Each student will use these papers as the foundation for a capstone project which will be done in consultation with the instructor and with input and critique from student peers.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. SOCY 270, 271 and 370, Senior Standing.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

# TONY D. BAKER

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FERRIS STATE UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCES  
820 CAMPUS DRIVE  
BIG RAPIDS, MI 49307  
Telephone 231-591-2753

## CURRICULUM VITAE

### EDUCATION

**Ph.D. Sociology. University of Illinois at Chicago. 1995.**  
Major Areas: Urban Sociology, Race and Ethnicity, Social Movements.

**DISSERTATION: The Social Production of Space in Two Chicago Neighborhoods: Lincoln Park and Pilsen.**

**MA Sociology, University of Illinois at Chicago. 1989.**  
Major Areas: Criminal Justice, Religion.

**THESIS: "Explaining Arrest Rates in Chicago by Neighborhood in 1980."**

**BA Sociology, Religion. Anderson University, Anderson, IN. 1985.**

### Professional Experience

**Ferris State University  
Big Rapids, Michigan**

#### **Assistant Professor:**

August 2002 to Current

**Courses:** Introduction to Sociology  
World Urban Sociology  
Social Stratification  
Minority Groups in America  
Community Studies  
Applied Community Research

**Facilitator:** Annual Social Sciences - Chicago Learning Experience

#### **Founder and Director: - Community Studies Institute**

In fall of 2003 under direction of John Thorp,  
Department Head of the Social Sciences Department,

started a community studies institute to foster service and academic relationships between the local community and the faculty and students of the University. In early stages of the Institute, have been responsible for writing a grant to fund a VISTA volunteer, supervising this VISTA position and building connections with local community based organizations. Hosted a campus and community wide Forum in November, 2004.

**Visiting Assistant Professor:**

August 1998 - May 2002

Creation of Annual Social Science - Chicago Learning Experience.

Justice Learning Community: A team taught curriculum for entering Criminal Justice majors that uses the theme of Justice as a tool for introducing the fields of Sociology, English and Criminal Justice.

**Urban Life Center**

**Chicago, Illinois** The Urban Life Center is an Urban Studies and Internship program serving students from over twenty colleges and universities across the country. The Center in conjunction with participating schools offer academic credit through two semester programs, two three week terms and a summer session.

**Director of Academic Programs:**

May 1995 to December 1997

Organized and supervised academic coursework and experiential learning with other instructional staff. This position included curriculum development, recruitment of instructors, as well as students, coordinating internships and maintaining an active research agenda. Worked with students from diverse cultural and ethnic backgrounds and with faculty from numerous universities.

**Instructor:**

**Classroom:** September 1993 to December 1997

**Directed Study: Research Methods.** Designed, implemented and taught an innovative qualitative research methods course that required community study and original research.

**Experienced Based Classes:** May 1990 to August 1997  
Designed and taught numerous courses incorporating academic readings and engaging students with the social diversity, institutions and communities of Chicago. Title of such courses included:

**Chicago Seminar:** Chicago Institutions  
**Urban Social Movements**  
**The Drug War and Urban America**  
**Peace and Justice Concerns**  
**Urban Diversity:** Various Topics

**Internship Coordinator:** September 1990 to December 1997  
Identified placement sites based on student interest, in nearly every major. Advised interns in developing and achieving personal and professional goals. Contacts ranged from grassroots community based organizations to large professional organizations and public institutions.

**Great Cities Institute**  
**University of Illinois at Chicago**  
**Chicago, Illinois**

**Research Assistant:** January 1995 to May 1995.  
Helped implement research project on the Empowerment Zone process, using focus groups. Also assisted in preparation of two funded grant proposals.

**Sociology Department**  
**University of Illinois at Chicago**  
**Chicago, Illinois**

**Teaching Assistant:** January 1986 to December 1992  
**Courses Taught:** Urban Sociology  
Introduction to Social Psychology  
Introduction to Sociology  
Social Problems  
Sociology of Deviance  
Sociology of Gender Relations  
Human Sexuality

### Research History

**For Grand Rapids Fair Housing Commission:** As a volunteer research consultant, designed and implemented a survey of

) impediments to fair housing in Kent Count, Michigan. Summer 2003 - Summer 2004.

**Dissertation:** The Social Production of Space in Two Chicago Neighborhoods: Lincoln Park and Pilsen. Ethnographic study of the political, social, cultural and economic changes in Chicago since 1945, using two Chicago Neighborhoods - Pilsen and Lincoln Park as case studies. Included an analysis of the development policy initiatives of the city over past fifty years, their affect on the two neighborhoods of study, with specific regard to the impact of racial change and the city and neighborhood social movements that responded to the developmental changes.

**Masters Thesis:** "Explaining Arrest Rates in Chicago by Neighborhood in 1980." Quantitative analysis of the impact of race, ethnic and poverty characteristics on arrest and crime rates in Chicago's 77 Community Areas.

) **Transformations in Race Stratification in the Aftermath of Wisconsin Steel Works Closing.** With Scott Chesebro of Urban Life Center and Steven Hey of Willamette University gathered data through interviews with former steel mill workers, archival data and statistical analysis of the impact of a steel mill closing in a racially stratified community.

**Current Research:**

"Campus Audit of Civic Engagement at Ferris State University." With Mike Bergoef and students of Applied Community Research Class.

"Sprawl and Race in Grand Rapids" \_A study of the impact of race, schools and culture on the expanding development of suburbs in the Grand Rapids metropolitan area.

**Selected Paper Presentations and Lectures**

"Poverty and the 2004 Presidential Election". Election Forum. Ferris State University. September, 2004.

"Children and the Jim Crow Museum". Presentation at Heritage Camp, Grand Rapids Michigan. Summer 2004.

) "Decline of community institutions in small town America", Roundtable discussion at Actor's Theatre production of Spitfire Grill, Winter 2004.

"Geography as the new Jim Crow" Lecture and Workshop at the Association for African American Historical Research and Preservation conference. Seattle, Washington. February, 2004.

"War Forum Teach In" Panel Facilitator. Ferris State University. Spring 2003.

"Reflections on Mexico-Texas Border International Studies Trip" with Richard Griffin. Faculty Colloquium, Ferris State University, Spring 2003.

"The City as Classroom for Social Work Students", Field Instructor's Training Institute. Ferris State University. November, 2002.

"Urban Sprawl in Grand Rapids: A Sociological Perspective" with Don Roy and Renato Cedena. Faculty Colloquium. Ferris State University. October 2001.

"And Justice for All: Curricular Integration of Social Justice Materials and Criminal Justice Education" with John Thorpe, Chryl Irvine, RoseAnne Shansky and Stephen Poland. Presented at Fifth Annual Conference on Learning Communities and Collaboration, November 2000. Frankenmuth, MI.

"Colonialism, Neo-colonialism and Race in Havana, Cuba: Reflections and Observations." Ferris State University. April 2000.

"The Impact of the Racialization of Space of Urban America on the Environment." Presented to a Social Issues class at Ramapo University of New Jersey. April 1998.

"The Role of Tax Increment Financing Districts in Chicago Communities." Presented to an Urban Politics class at Columbia College, Chicago. April 1998.

"The Role of Race in the Social Production of Three Chicago Neighborhoods." Paper presented at the April, 1997 Annual Meetings of the Midwest Sociological Society. Des Moines, Iowa.

"Transformations in Race Stratification in the Aftermath of Wisconsin Steel Works Closing: The Save Our Jobs Story." With Scott E. Chesebro. Paper presented at the April, 1997

Annual Meetings of the Midwest Sociological Society. Des Moines, Iowa.

"The Changing Nature of Domestic Off-Campus Studies in American Higher Education." Panel Discussion at the April, 1997 Western Social Science Association Annual Conference. Albuquerque, New Mexico.

"Understanding Race and Urban Economics Through the Lense of Chicago Neighborhoods". Presented to an Economics Class at Columbia College. November, 1996.

"The Role of Race and Class in the Changes of Chicago's Landscape since WWII." Presented to the London-Chicago Study Abroad, co-sponsored by the University of Illinois, City of Chicago and International European Studies. 1995.  
"A Brief History of Chicago's Response to Industrial Decline and Population Shifts" Presented to the London-Chicago Study Abroad, co-sponsored by the University of Illinois, City of Chicago and International European Studies. May, 1994.

"Race and Ethnic Relations of Rural America". Presented to a Race and Ethnicity Class at Columbia College, Chicago, Illinois. January, 1994.

**Selected Conferences and Trainings Attended:**

2001 - Present.

"Arab-American Communities of Chicago - A Post 9/11 Perspective" Urban Life Center Annual Colloquium, Chicago, IL. Fall 2001.

"Hip-Hop and Youth Culture" Urban Life Center Annual Colloquium, Chicago, IL. Fall 2002.

West Michigan Strategic Alliance - Workshop on regional planning in the Grand Rapids Metropolitan Area. August, 2002.

Michigan Sociological Association, annual meeting, Kalamazoo, Michigan. Fall 2003.

Michigan Campus Compact - Service Learning Institute, Grand Valley State University, January, 2004.

**Detroit Orientation Institute**, Wayne State University.



Three day training institute on History and community development in Detroit, Michigan. October 2002.

"Latino Communities of Chicago" Urban Life Center Annual Colloquium, Chicago, IL. Summer, 2003.

**Committee Work, Ferris State University:**

**College of Arts and Sciences Planning Committee**, Fall 2004 to Present. Roxanne Cullen, Chair.

**American Democracy Project Steering Committee**, Fall 2004 to Present. Tom Oldfield, Chair.

**Ad Hoc Committee for developing Masters in Social Work**, Fall 2004 to present. Gerald Mathews, Chair. With Gerald Mathews, Don Roy, Renato Cerdena and Kathy Plazollo-Miller are creating an innovative Masters in Social Work that emphasizes community structures at the core of the curriculum. This curriculum will cover the basics of a traditional MSW with required field experiences in both an urban and rural environment.

**Campus Representative - Michigan Campus Compact**, January, 2004 to present.

**Social Awareness Committee**, Fall 2002 to Present. Don Roy, Chair. Committee is responsible for approving courses for this General Education criteria and assessment of learning outcomes.

**Academic Senate Diversity Committee**, Fall 2002 to Spring 2004. Sandra Alspach, Chair. Major accomplishments: Review of housing policy for International Students; Research and proposed responses to Gay and Lesbian campus/community services in response to student organization - DSAGA.

**Faculty Development Committee**, 2002-2003 Academic year. Tom Behler, Chair. Review faculty requests of professional development.

**Awards:**

**Certificate of Appreciation**, awarded by Division of Student

)  
Affairs, for collaboration with the Ferris State University  
Student Activities and Leadership Office. October, 2004.

**Certificate of Appreciation**, Ferris State University,  
Social Work Program, for service in developing Chicago  
internship and learning experiences. November, 2002.

## **RICHARD E. BALL**

6/2006

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### ***EDUCATION***

**Ph.D.**, Sociology, University of Florida, 1980

Dissertation: "Expressive Functioning and the Black Family: Life and Domain Satisfaction."

Supervisor: Professor J. S. Vandiver.

Areas of Concentration: Race and Ethnic Relations, Sociology of the Family, Comparative Sociology, Social Organization.

Minor Field: Social Foundations of Education.

**M.A.**, Sociology, University of Florida, 1975

Thesis: "External Support Networks: A Comparison of Black and White Low-Income Mother/Child Families."

**B.A.**, Sociology, California State University, Long Beach, 1961

### ***ACADEMIC APPOINTMENTS AND COURSES TAUGHT***

#### **Ferris State University**

Professor of Sociology, 1990-current, Associate Professor of Sociology, 1984-1990, Assistant Professor of Sociology, 1980-1984. Tenured 1985. Merit promotions, 1995, 2000. *Courses taught:* Honors Introductory Sociology, Honors The Asia-Pacific Rim, Human Sexuality: social module, Introductory Sociology, Marriage and Family, Minorities, Planning for Marriage, Poverty, World Urban Sociology, The Asia-Pacific Rim. Individual Study courses: The Nuclear Arms Race, Black Socialization and Educational Attainment, Spouse Abuse. Twelve to 16 class hours per week.

#### **Semester at Sea**

Visiting Lecturer, eastward around the world, Nassau to San Diego, January-April 2006. University of Pittsburgh credit. *Courses taught:* Sociology of the Family, Minority Groups, Societies of the Asia-Pacific Rim. Led field studies in India, Japan, Viet Nam. Nine class hours per week.

## **ACADEMIC APPOINTMENTS AND COURSES TAUGHT (Continued)**

### **Senior Fulbright Lecturer**

Graduate School of International Area Studies, Hankuk University of Foreign Studies, and Yonsei University, Seoul, Korea, 1998-99. *Courses taught:* Graduate seminars on American Minority Relations, the American Family and Social Welfare, Conflict in America, American Culture and Society. Undergraduate classes on American Culture and Society. Nine class hours per week.

University of Tokyo, Tsuda College, and Keio University, Japan, 1993-94. *Courses taught:* Graduate seminars on Problems of American Society. Undergraduate seminar on The American Family. Undergraduate classes on American Social Problems, The American Family. Six class hours per week.

### **University of West Alabama**

Assistant Professor of Sociology, 1978-79 (one-year replacement appointment). *Courses taught:* Introductory Sociology, Research Methods, Sex Roles and Norms, Social Problems, Social Stratification, Social Theory. Fifteen class hours per week.

### **Erskine College**

Visiting Assistant Professor of Sociology, 1977-78 (one-year replacement appointment). *Courses taught:* Introductory Sociology, Marriage and Family, Minorities, Research Methods, Senior Seminar, Sex Roles and Norms, Social Problems, Social Psychology, Social Theory. Twelve class hours per week.

### **University of Florida**

Graduate Teaching Assistant, 1973-77. *Courses taught:* Introductory Sociology, Social Problems. Four class hours per week.

Graduate Research Assistant, 1974.

## **PUBLICATIONS**

Author of "American Families: An Introduction." *Honam Symposium*, 3, 1999: 169-179.

Author of "The Changing American Family." *Honam Symposium*, 3, 1999: 180-189.

Author of book review of S. Toliver, "Black Families in Corporate America." *Journal of Marriage and the Family*, 61, 4, November 1999: 1086-1087.

Author of "A Fascinating Place, China." Humanities Council of West Central Michigan, in *The Pioneer*, Big Rapids, MI, January 8, 1999: 3A.

**PUBLICATIONS (Continued)**

Author of "The American Family at the Millennium." *Journal of American Studies*, 30, 2, Winter 1998: 447-455.

Author of "Children and Marital Happiness of Black Americans." *Journal of Comparative Family Studies*, 24, 2, Summer 1993, 203-218.

Author of "Marriage: Conducive to Greater Life Satisfaction for American Black Women?" Pages 146-153 in Robert Staples, Editor, *The Black Family: Essays and Studies*, 4th edition. Belmont, Calif.: Wadsworth, 1991.

Principal author (with L. Robbins) of "Satisfaction with Family Life of Married Black Americans." *Michigan Sociological Review*, 3, Fall 1989, 45-53.

Author of book review of B. Tatum, "Assimilation Blues: Black Families in a White Community." *Journal of Marriage and the Family*, 50, 3, August 1988, 852-853.

Author of "Marriage: Conducive to Greater Life Satisfaction for American Black Women?" Pages 136-144 in Robert Staples, Editor, *The Black Family: Essays and Studies*, 3rd edition. Belmont, Calif.: Wadsworth, 1986.

Principal Author (with L. Robbins) of "Black Husbands' Satisfaction with Their Family Life." *Journal of Marriage and the Family*, 48, 4, November 1986, 849-855.

Principal Author (with L. Robbins) of "Marital Status and Life Satisfaction Among Black Americans." *Journal of Marriage and the Family*, 48, 2, May 1986, 389-394.

Author of book review of M. Ember and C. Ember, "Marriage, Family, and Kinship." *Family Relations*, 34, 3, July 1985, 442

Author of book review of J. Lewis and J. Looney, "The Long Struggle: Well-Functioning Working Class Black Families." *Journal of Marriage and the Family*, 47, 1, February 1985, 241-242.

Principal author (with L. Robbins) of "Marital Status and Life Satisfaction of Black Men." *Journal of Social and Personal Relationships*, 1, 4, December 1984, 459-470.

Author of "Parental Role Satisfaction of Black Mothers in the United States." *International Journal of Sociology of the Family*, 14, 1, Spring 1984, 33-46.

Author of "Family and Friends: A Supportive Network for Low-Income American Black Families." *Journal of Comparative Family Studies*, 14, 1, Spring 1983, 51-65.

## **PUBLICATIONS (Continued)**

Author of "Marital Status, Household Structure and Life Satisfaction of Black Women." *Social Problems*, 30, 4, April 1983, 400-409.

Principal author (with G. Warheit, J. Vandiver, and C. Holzer) of "Friendship Networks: More Supportive of Low-Income Black Women?" *Ethnicity*, 7, 1, March 1980, 70-77.

Principal author (with G. Warheit, J. Vandiver, and C. Holzer) of "Kin Ties of Low-Income Blacks and Whites." *Ethnicity*, 6, 2, June 1979, 184-196.

Author of "The Departmental Teaching Resource Coordinator." *The American Sociological Association's Teaching Newsletter*, 4, 4, April 1979, 12-13.

## **PAPERS PRESENTED**

### *The American Studies Association of Korea*

Author of "The American Family at the Millennium." Kangwon-do, October 16-18, 1998.

### *The Southern Sociological Society*

Principal author (with L. Airsman) of "Children and Global Happiness of African American Husbands and Wives." New Orleans, April 9-12, 1992.

Author of "Work and Marital Happiness Among African Americans." Atlanta, April 11-14, 1991. Published by Education Resources Information Center (ERIC).

Principal author (with L. Robbins) of "Family Life Satisfaction of Black Wives." Atlanta, April 9-12, 1987.

Principal author (with L. Robbins) of "Black Husbands' Satisfaction with Their Family Lives." New Orleans, April 9-12, 1986.

Author of "Parental Role Satisfaction of Black Mothers." Knoxville, April 11-14, 1984. Published by Education Resources Information Center (ERIC).

Principal author (with L. Robbins) of "The Black Family: Impact of Attenuation and Extension on Life Satisfaction." Memphis, April 14-17, 1982.

Principal author (with G. Warheit, J. Vandiver, and C. Holzer) of "Compensatory Friendship Networks Among Low-Income Black and White Females." Atlanta, March 30-April 2, 1977.

***PAPERS PRESENTED (Continued)***

*The Southern Sociological Society (Continued)*

Principal author (with G. Warheit, J. Vandiver, and C. Holzer) of "Extended Kin Networks of Low-Income Black and White Females." Miami Beach, April 7-10, 1976.

*National Council on Family Relations*

Principal author (with L. Robbins) of "Satisfaction with Family Life of Married Black Americans." Atlanta, November 15-20, 1987.

Principal author (with L. Robbins) of "Parental Satisfaction of Black Fathers." Dallas, November 4-8, 1985.

Principal author (with L. Robbins) of "Marital Status and Life Satisfaction of Black Americans." San Francisco, October 16-20, 1984.

Principal author (with L. Robbins) of "Marital Status and Life Satisfaction of Black Men." St. Paul, October 12-15, 1983. Published by Education Resources Information Center (ERIC).

Author of "Marriage: Conducive to Greater Life Satisfaction for American Black Women?" Washington, D. C., October 13-16, 1982.

Author of "Black Family Structure and Income Disparity." Milwaukee, October 14-17, 1981.

*North Central Sociological Association*

Author of "Children and Marital Happiness of Black Americans." Louisville, March 22-25, 1990.

*Southeastern Council on Family Relations*

Author of "Kin and Friends: Potential Allies of the Low-Income Southern Black Family." Athens, Georgia, February 5-7, 1978.

*American Sociological Association*

Principal author (with G. Warheit, J. Vandiver, and C. Holzer) of "Extended Kin Ties: A Comparison of Low-Income Blacks and Whites." New York City, August 30-September 3, 1976.

## ***PROFESSIONAL CONFERENCE PARTICIPATION***

### ***Japan Studies Association***

Presider, round table "Incorporating Interdisciplinary Perspectives in Introductory College Courses." Hiroshima and Nagasaki: Retrospective and Lasting Significance, Hiroshima, June 24-27, 2003.

### ***National Council on Family Relations***

Poster presentation of research in progress on marriage, children, and occupational attainment among African Americans (with L. Airsman). Denver, November 15-20, 1991.

Poster presentation of research in progress on work and marital happiness among black Americans (with L. Airsman). Denver, November 15-20, 1991.

Workshop presentation: "Employment, Children, and Marital Happiness Among African Americans." Seattle, November 9-14, 1990.

Poster presentation of research in progress on children and marital happiness among black Americans. New Orleans, November 3-8, 1989.

Presider, research paper session on "Family Development." Atlanta, November 15-20, 1987.

Presider, round table on "Future Research on the Black Family: Prospects and Directions." Milwaukee, October 14-17, 1981.

### ***Michigan Sociological Association***

Organizer and Presider, "Student Papers" sessions, Grand Rapids, October 12, 1991; University Center, October 27, 1990; Grand Rapids, October 28, 1989; Ypsilanti, October 29, 1988; Adrian, October 25, 1986.

Presider, Annual Fall Conference, Saginaw, October 17, 1987.

Presenter of program on "The Nuclear Arms Race." East Lansing, October 27, 1984.

Organizer and Presider, presentation on "The Family." Kalamazoo, October 29, 1983.



**PROFESSIONAL CONFERENCE PARTICIPATION (Continued)**

*The Southern Sociological Society*

Organizer and Presider, research paper session on "The Minority Family." Norfolk, March 17-20, 1989.

Organizer and Presider, research paper session on "Race and Ethnic Variations in the Family." Knoxville, April 11-14, 1984.

Organizer and Presider, research paper session on "Racial and Ethnic Variations on the Family." Atlanta, April 6-9, 1983.

Organizer and Presider, research paper session on "The Black Family." Memphis, April 14-17, 1982.

Organizer, Presider, and Discussant, research paper session on "The Black Family." Louisville, April 8-11, 1981.

*Michigan Academy of Science, Arts, and Letters*

Organizer and Presider, research paper session on "Sociology." Mt. Pleasant, March 14-15, 1986.

Presider, research paper session on "Technology and Social Change." Big Rapids, March 23-24, 1984.

*Florida Conference of Sociologists*

Secretary-Treasurer of the annual meeting, Gainesville, 1974.

**PROFESSIONAL OFFICES AND COMMITTEES**

*Japan Studies Association*

Member, Editorial Board, 2000-05.

**PROFESSIONAL OFFICES AND COMMITTEES (Continued)**

Michigan Sociological Association

Board of Directors Member, 1982-current

Annual Conference Site Co-coordinator, 2002.

Chair, Nominations Committee, 1989, 2001, 2003. Member, 1990, 1991.

Chair, Olsen Award Committee, 2001.

Awards Committee Member, 1991, 1997, 1998, 2000.

Treasurer, 1991-98.

President, 1986-87.

Vice President, 1985-86.

Distinguished Teacher Award Committee Member, 1985, 1987.

Michigan Council on Family Relations

Board of Directors Member, 1988-91.

Michigan Academy of Science, Arts, and Letters

Sociology Section Chair, 1985-86.

**ADDITIONAL PROFESSIONAL PARTICIPATION**

Publishers Reviewer for Allyn and Bacon for *Sociology*, 6<sup>th</sup> ed., Thomas Sullivan, and a new text, *Family Life Today*, 2005.

Participant, grant writing workshop, U. S. Department of Education, Washington, D. C., October 5, 2001.

Participant, Pearl River Delta (China) Field Study, sponsored by the East-West Center and the University of Hawaii, May-June 2001.

**ADDITIONAL PROFESSIONAL PARTICIPATION (Continued)**

Videotaped consortium lectures "American Families," and "The Changing American Family." Honam University, Kwangju, Korea, April 22, 1999.

Evaluator, Korean faculty and student Fulbright applicants, Korean-American Education Commission, Seoul, September 12, 1998; November 4, 1998.

Presentation "American Family and Society: Change and Challenges." Thirteenth Fulbright Lecture, Hankuk University of Foreign Studies, Seoul, Korea, September 29, 1998.

Participant, China Field Study, sponsored by the East-West Center and Beijing University. June 10-30, 1998.

Participant, Summer Institute on Korean Culture and Society, sponsored by the University of Hawaii and the East-West Center, Honolulu, and Korea, June 30-July 25, 1997.

Participant, 1996 Institute on Infusing Asian Studies into the Undergraduate Curriculum, "Modernization in East Asia." East-West Center, Honolulu, July 22-August 10, 1996.

Presentation "The Changing American Family" to faculty and students, Tsuda College, Japan, May 25, 1995.

Presentation "The Contemporary American Family" to faculty and students, University of Tokyo, July 15, 1994.

Presentation "The American Family: Decline or Change?" Tohoku American Studies Association, Sendai, Japan, March 26, 1994.

Manuscript Referee: *Journal of Marriage and the Family*, 1982-2002. *Journal of Social and Personal Relationships*, 1983-84. *Michigan Academician*, 1986-88. *Social Problems*, 1982-93.

Manuscript Referee, Student Paper Awards, North Central Sociological Association, Akron, April 13-16, 1989.

Abstract Referee, Family, Kinship, and Peer Relations Panel of the Annual Meeting of The Society for Research in Child Development, Baltimore, April 23-26, 1987.

**ADDITIONAL PROFESSIONAL PARTICIPATION (Continued)**

Participant, Chautauqua Short Course "Science, Technology, and Arms Control."  
Sponsored by the American Academy for the Advancement of Science, Columbia University, New York City, May 22-24, 1984.

Publisher's Reviewer of *Racial and Ethnic Groups*, second edition, by Richard T. Schaefer.  
New York: Little, Brown, 1984.

**AWARDS**

Marquis *Who's Who in America*, 2007

Marquis *Who's Who in American Education*, 2004-05, 2006-07.

*Leading Educators of the World*, 2005.

*Leading Educators of the Year*, 2004.

Faculty Development Grant from Ferris State University for participation in the Japan Studies conference in Hiroshima, June 2003.

Sabbatical Leave, Ferris State University, 2001-02. Grant proposal writer of "Internationalizing the Liberal Arts Curriculum," submitted to the U. S. Department of Education. Field study in Asia. Conference participation. Course and curriculum development.

Faculty Development Grant from Ferris State University for Asian Field Study, 2001-02.

*Dictionary of International Biography*, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005.

*Who's Who in the 21st Century-First Edition*, 2001.

*International Man of the Year*, 2000-01.

*2000 Outstanding Scholars of the 20th Century*, 2000.

*Dictionary of American Scholars*, 2000, 2003.

Merit promotions, Ferris State University, 1995, 2000.

Marquis *Who's Who in the World*, 1999.

## **AWARDS (continued)**

*Outstanding People of the 20th Century*, 1999.

Fulbright Senior Lecturer, Korea, 1998-99.

Marquis *Who's Who in the Midwest*, 1996-97, 1998-99

Recipient, Marvin Olsen Award for Distinguished Service to the Sociologists of Michigan. Michigan Sociological Association, 1996.

Sabbatical Leave, Ferris State University, academic year 1993-94. Fulbright Senior Lecturer, Japan.

Ferris State University Finalist, Michigan Association of Governing Boards Outstanding Faculty Award, 1989.

Faculty Research Grant from Ferris State University to study perceived well-being among African Americans. Summer 1987.

Sabbatical Leave, Ferris State University, Winter Quarter 1986-87. Conduct research on correlates of subjective well-being among the adult population of the United States.

Faculty Research Grant from Ferris State University to study satisfaction levels among African Americans. Summer 1982.

Teaching Assistantships, University of Florida, Department of Sociology, 1973 through 1977.

Research Assistantship, University of Florida, Department of Sociology, 1974.

## ***RESPONSIBILITIES AND ACTIVITIES AT FERRIS STATE UNIVERSITY***

### *Campus-wide*

Member, Global Consciousness Assessment Committee, 1995-98, 2002-06.

Presentation, "Viet Nam: Struggle and Rebirth." Honors Cultural Event, April 1, 2004.

Presentation, "Viet Nam in Transition," International Business Association, May 1, 2003.

Member, Social Awareness Assessment Committee, 1999-2001.

***RESPONSIBILITIES AND ACTIVITIES AT FERRIS STATE UNIVERSITY (Continued)***

*Campus-wide (Continued)*

Member, Ferris Faculty Association Survey Committee, 1999-2000, 2004-05.

Member, Ferris Faculty Association Contract Review Committee, 1999-2000.

Presentation "Asian-Americans," Humanities Department Colloquium, February 9, 2000.

Presentation "Korean Universities," Omicron Delta Kappa, The National Leadership Honor Society, October 7, 1999.

Faculty Panelist, *Viewpoints*, cable channel television program on contemporary marriage, April 30, 1997.

Presentation "Cupid Has Many Arrows." Bond Residence Hall Seminar, February 13, 1996.

College of Arts and Sciences representative, Institutional Review Board, 1992-93, 1994-96.

Presentation "Teaching Experiences in the U. S. and Japan." International Studies and Services, November 11, 1994.

Presentation "Educational Comparisons: The U. S. and Japan." Phi Delta Kappa, October 11, 1994.

Presentation "Choices/Relationships: Graduation and Beyond," Women's Professional Development Conference, May 1, 1992.

Member-at-Large, University Faculty Research Committee, 1989-92.

Co-advisor, Ferris State College Sailing Club, 1987.

School of Arts and Sciences Representative, Distinguished Teacher Award Committee, 1984-85.

Member, General Education Convocation Council (GECC), 1982-85. Chair, Lecture Grant Award Subcommittee, 1983-85.

Co-Sponsor (with D. Stephen) and participant in college-wide "Convocation on Nuclear War." November 11, 1983.

***RESPONSIBILITIES AND ACTIVITIES AT FERRIS STATE UNIVERSITY (Continued)***

*College of Arts and Sciences*

Presentation "Dual Career Marriages" to Phi Gamma Nu Professional Business Sorority, October 3, 1983.

Department of Social Sciences Representative, Promotions Committee, 2000-01.

Department of Social Sciences Representative, Sabbatical Review Committee, 1987-88, 1994-95.

Department of Social Sciences Representative, Academic Honors Courses and Program Committee, 1987-95. Chair, Subcommittee on Guidelines and Evaluation, 1991-92.

Presentation "Parental Satisfaction" to Counselors, School of General Education, April 29, 1983.

Presentation "Satisfaction and the Family" to Counselors, School of General Education, February 4, 1983.

*Department of Social Sciences*

Advisor to Sociology majors, 2001-05.

Member, Tenure Committee of Dr. Tony Baker, 2004-05.

Chair, Department Tenure Committee, 1992-93, 2002-03. Member 1990-92, 2000-01.

Presentations to T. Baker's World Urban Sociology class. "The Pearl River Delta." March 31, 2003, April 7, 2004, February 24, 2005, June 2, 2005.

Panelist, colloquium "Getting that Promotion." October 10, 2002.

Developed new course SOCY 410, "The Asia-Pacific Rim," offered annually beginning in 2002.

Chaired development of Sociology major, 2001

Colloquium presentation "Hong Kong: Gateway to China," November 8, 2001.

Chaired development of Sociology minor, 2000.

***RESPONSIBILITIES AND ACTIVITIES AT FERRIS STATE UNIVERSITY (Continued)***

*Department of Social Sciences (Continued)*

Sociology Curriculum Coordinator, 1982-83, 1984-85, 1999-2001, 2002-03, 2004.

Chair, Tenure Review Committee of Dr. Renato Cerdeña, 1997-98. Member, 2000-01.

Chaired development of International Studies Certificate, 2000.

Member, Faculty Development Committee, 1996-97, 1999-2000.

Colloquium presentation "The Asian Studies Development Program," March 30, 2000.

Sociology representative, Committee on Hiring Procedures, 1998.

Member, Tenure Review Committee of Professor Katherine Palazzolo-Miller, 1996-97.

Colloquium presentation "The Japan Center for Michigan Universities." October 19, 1995.

Member, Tenure Review Committee of Dr. G. Thomas Behler, 1990-92, 1994-95.

Member, Tenure Review Committee of Dr. Geeta Menon, 1991-93, 1994-95.

Chair, Department Tenure Review Committee, 1992-93. Member, 1990-92.

Chair, Sociology Faculty Search Committees, 1988-93.

Chair, Tenure Review Committee of Dr. Linda Airsman, 1989-92.

Member, Committee on Multicultural Relations Minor, 1991.

Chair, Committee on Mission and Role Statement, 1990.

Sociology Representative, Introductory Course Review Committee, 1986.

Member, Tenure Review Committee of Dr. William Mahler, 1982-84.

Colloquium presentation "The Current State of the Sociology Profession." April 19, 1983.

Colloquium presentation "The Black Family." February 14, 1981.



## ***NON-ACADEMIC PROFESSIONAL EMPLOYMENT EXPERIENCE***

Manpower Analyst, Dade County, Florida, Manpower Area Planning Council. Coordinated community leaders' development of federally funded employment and training programs, 1971-72.

Assistant Administrator, Dade County, Florida, Public Employment Program. Second in charge of \$2,000,000 per year public employment program, 1970-71.

Social Caseworker: Dade County, Florida, Welfare Department; Orange County, California, Welfare Department. Provided financial aid and casework services to families and individuals, 1965-70.

Commissioned Officer, U.S. Naval Reserve, on active duty, Pacific Fleet. Task Force Signal Officer, Information and Education Officer, Combat Information Center Officer. Homeported Sasebo, Japan, and San Diego, 1961-64.

## ***REFERENCES***

Dr. G. Thomas Behler, Professor, Department of Social Sciences  
Ferris State University, Big Rapids, Michigan 49307-2225  
(231) 591-3611 fax (231) 591-2541  
E-mail: tbehler@netonecom.net

Masako Iino, President, Tsuda College  
5-6-31 Zaimokuza, Kamakura, Kanagawa 248, Japan  
0467-22-6382 fax 0467-22-9921  
E-mail: iino@tsuda.ac.jp, iinoman@io.ocn.ne.jp

Dr. Roger Nemeth, Professor, Department of Sociology  
Hope College, Holland, Michigan 49423  
(616) 395-7555 fax (616) 395-7506  
E-mail: nemeth@hope.edu

VITA

G. THOMAS BEHLER, JR.

Personal Data

Address: Department of Social Sciences  
Ferris State University  
Big Rapids, Michigan 49307

Office Telephone: (231) 591-3611

Home Telephone: (231) 592-9854

E-Mail: [behlert@ferris.edu](mailto:behlert@ferris.edu)

Academic Training

University of Delaware, Newark, Delaware  
Doctor of Philosophy in Sociology, May, 1987

Rutgers University, New Brunswick, New Jersey  
Master of Arts in Sociology, May, 1980

Moravian College, Bethlehem, Pennsylvania  
Bachelor of Arts in Sociology, June, 1975

Areas of Specialized Graduate Examinations

Urban Sociology  
Community Power  
Human Ecology  
Deviance  
Criminology

Additional Areas of Teaching/Research Interest

The Sociology of Disability  
Social Gerontology  
Marriage and Family  
Sociology of Education  
Race and Ethnic Relations  
Socialization

## Courses Prepared

Introduction to Sociology  
Social Deviance  
Criminology  
Communities: Rural and Urban  
Social Psychology  
Marriage and the Family  
History and Theory of Social Thought  
Juvenile Delinquency  
Introduction to Social Work  
Community Power  
Sociological Research Methods  
Social Problems  
The Field of Aging  
The Sociology of the Handicapped  
Senior Seminar in Sociology and Psychology  
Futuristics  
The History of World Civilizations I and II

## Academic and Research Experience

8/1999 - present (Associate Prof. 8/93 - 8/99 Assistant Prof. 9/90 - 8/93)	<u>Professor of Sociology</u> , Department of Social Sciences. Ferris State University. Tenured as of Fall, 1995. Full teaching and administrative responsibilities for four, three- credit hour, courses each semester. (Fall, Winter) Actual courses taught include: Introduction to Sociology; The Field of Aging; Criminology; Social Problems; Marriage and the Family; and The Sociology of the Handicapped. The position also involves other standard responsibilities such as student advisement; participation on University committees; and the teaching of Summer courses when possible.
8/1985 - 7/1990	<u>Assistant Professor of Sociology</u> , Psychology/Sociology Department, Olivet College.
1982 - 1985	<u>Visiting Instructor</u> , Department of Sociology, Moravian College.
1981 - 1982	<u>University Fellow</u> , Department of Sociology, University of Delaware.

- 1980 - 1981                    Instructor, University of Delaware.
- 1979 - 1980                    Teaching Assistant, Social Problems,  
University of Delaware.
- 1976 - 1978                    Teaching Assistant, Introduction to Sociology,  
Rutgers University.

Academic Appointments/ Committee Work

Appointed Faculty Participant - Ferris State University, Structured Learning Assistance Project For At-Risk Students. August, 1994 - present.

Appointed alternate representative for people with disabilities, Ferris State University Mainframe Computer Upgrade Committee--May, 2002 - present

Elected Member - Ferris State University, Department of Social Sciences Faculty Development Committee. September, 1990 - present. Chair, February, 1992 - present.

Departmentally Elected Member - College of Arts and Sciences Faculty Support and Development Committee. September, 1991 - August, 1997, and August, 2001 - May, 2003. Chair, October, 1993 - September, 1994, and September, 2002 - May, 2003.

Appointed Member - Ferris State University Liaison Committee for Students With Disabilities. March, 1992 - present. Appointed member of subcommittee on Adaptive Technology. April, 1998 - present. Appointed member of Professional Development sub-committee. April, 1998 - present.

Elected member of the following Personal Tenure Committees in the Department Of Social Sciences:

- Michael Berghoef--Department rep--October, 1999 - August, 2000
- Krishnakali Majumdar--Department rep--August, 2000 - May, 2002
- Kathy Palazzolo/Miller--Social Work unit rep--September, 2000 - October, 2000
- Joseph Karafa--Department rep--August, 2001 - May, 2003
- Renato Cerdana--Geography unit rep--August, 2001 - October, 2001
- Connie Meinholdt--Department rep--November, 2001 - May, 2002
- Anthony Baker--Sociology Unit rep--September, 2002 - present
- Janice Weaver-- Psychology unit rep--August, 2003 - present.

Invited Outside Faculty Reviewer, Department of Social Sciences, Social Work Student Portfolios. September, 1995 - present.

Elected Member - Department of Social Sciences Tenure Executive Committee. August, 1995 - August, 1998. Chair, August, 1997 - August, 1998.

Invited Member - Search Committee for Ferris State University, Special Needs Student Counselor. June, 1997 - August, 1997.

Member - Department of Social Sciences Ad Hoc Committee concerning the formulation of the Human Development Minor. February, 1992 - May, 1994.

Appointed Member - Ferris State University, Ad Hoc ADA Transition Plan Facilities Committee on Starr and ASC Construction. April, 1993 - December, 1996.

Elected Coordinator - Sociology Curriculum Unit. August, 1994 - August, 1996.

Appointed Member - Department of Social Sciences, Social Awareness General Education Outcome Assessment Team. February, 1995 - May, 1996.

Appointed Sociology Unit Representative - Ferris State University, Department of Social Sciences Library Committee. September, 1994 - August, 1995.

Appointed College of Arts and Sciences Representative - Ferris State University Affirmative Action Council. September, 1992 - May, 1993.

#### Professional Development Activities

Michigan Commission For The Blind Computer Training on Windows 98 (Second Edition), new JAWS speech screen-reading software, new Duxbury Braille Translation program, Outlook Express and Lotus Notes e-mail, and world-wide web access with Microsoft Internet Explorer--June, 2000 - present.

Sabbatical Leave. Fall, 1996 semester. Home and office computer system upgrade and basic introductory training for Windows and Internet capability. Computer Accessibility "Test Case" Project supported by Ferris State University Computer Consortium. January, 1991 - present. Design of home and office computer systems to maximize accessibility to various computer programs and services. Will continue to serve as the basis for broader University-wide computer accessibility efforts for the handicapped.

#### Professional Consultation Activities

Braille Manuscript reviewer National Weather Service Informational and Safety Pamphlets--May, 1999 - August, 1999.

Invited consultant on disability-related issues and accommodations for Ferris State University Recreation and Leisure Program Accreditation visit-- April, 1999.

Invited Consultant/Reviewer - Rowe, Inc. and City of Big Rapids Zoning and Subdivision Control Ordinance. December, 1997.

Manuscript Reviewer - Journal of Health and Human Resources Administration, Special Issue on Disability Studies. October, 1992.

Manuscript Reviewer - Dr. N. Keith Thomas, Dover, Delaware. Manuscript involves an assessment of the effects of war on health care delivery systems. August, 1990 - August, 1995.

### College and/or Community Service Activities

Faculty Advisor, Ferris State University, Women's Rugby Club, September, 2003 - present.

Invited presenter for New SLA Facilitators Training Workshop on the role and perspective of Faculty in the Ferris State University Structured Learning Assistance Program--August, 2001 - August, 2002

Appointed Faculty Advisor for College Of Arts And Sciences Pre-law Students--August, 1999 - present

Appointed Faculty Mentor, as needed, Ferris State University Mentoring Program for new permanent and temporary faculty. August, 1993 - present.

Member of newly established Ferris State University Community Studies Institute, September, 2003 - present.

Federally licensed amateur radio operator, July, 1994 - present.

Member of Big Rapids Area Amateur Radio Club, September, 1994 - present.

Elected President of Big Rapids Area Amateur Radio Club, September, 1996 - September, 2000; elected Vice President September, 2002 - present.

Member of American Radio Relay League, August, 1994 - present.

Certified Volunteer Examiner for Amateur Radio Licensing Exams, February, 1998 - present.

Certified IS2-level Emergency Operator for the Radio Amateur Civil Emergency Service (RACES)--Federal Emergency Management Administration--July, 1999 - present.

Assistant Emergency coordinator, Mecosta County, May, 1998 - March, 2003.

Instructor for beginning amateur radio license classes. January, 1995 -

present.

Elementary School classroom demonstration of local and long-distance amateur radio communications, Hillcrest Elementary School, Big Rapids, MI-May, 2002

Appointed Mecosta County Emergency Coordinator for the Amateur Radio Emergency Service, March 2003 - present.

Appointed Mecosta County Officer, Radio Amateur Civil Emergency Service, March 2003 - present.

Appointed member Mecosta County Local Emergency Planning Committee, December 2002 - present.

"Emergency Exercise Control/Simulation Course", Michigan State Police Emergency Management Division, Reed City, MI, June 11, 2003.

"Portable Emergency Field Operations Workshop", Lupton, MI, July 12, 2003.

Guest lecturer for a variety of civic, church, public-school, and college groups on the education and social life of people with disabilities. Lecture topics have included: the special educational and social needs of people with disabilities; the need for a positive attitude on the part of everyone involved in the educational process; and the various aids and appliances that are available for the blind.

Presentation on the Social and Demographic Aspects of Aging for Professor Jim Miller's "Low Vision and Geriatrics" class, Ferris State University College of Optometry, February, 2003.

Invited lecturer on the social and recreational life of the visually-impaired for Ferris State University Recreation Management Class, Dr. Susan Hastings/Bishop--November, 2001

Invited panelist, Ferris State University Fall Professional Orientation Program, Disability Services Office. Panel on "Strategies for working with students with disabilities." August, 1998; August, 1999; August, 2000; and August, 2001.

Appointed Member, Library of Michigan, Library Services and Technology Act Advisory Council. April, 1996 - July, 2001.

Invited Judge, West Central Michigan Area Science Fair, Judged Student Science Projects, Big Rapids, Michigan. March, 1996; March, 1997; March, 1998; March, 1999; and April, 2000.

Appointed member of City Of Big Rapids Dial-A-Ride Local Citizens Advisory Council. July, 1995 - May, 2000.

Invited Guest Lecturer on the Sociological Aspects of Aging, Ferris State University College of Optometry, Class on Vision Problems, Dr. Walter Betts. January, 1997.

Member of The Ferris Seminar, Ferris State University. September, 1992 - May, 1997.

Invited Participant, Ferris State University, Freshman Year Experience Faculty Orientation Panel on Structured Learning Assistance. August 21, 1995.

Invited discussion facilitator for Dr. Martin Luther King, Jr. Day observance, Big Rapids High School. January 18, 1994.

Host Parent for Youth For Understanding Foreign Exchange Program. August, 1994 - June, 1996.

Volunteer at RECYCLE MECOSTA, Big Rapids recycling center. November, 1991 - August, 1995.

Appointed representative Big Rapids Dial-A-Ride ADA Demonstration Project Committee dealing with expanded service to elderly and disabled individuals. September, 1992 - September, 1993.

Technical consultant for Big Rapids Stage M production of Wait Until Dark, October/November, 1993.

Cub Scout Den Leader. September, 1991 - May, 1992.

Guest speaker for Ferris Cable 7 TV Productions "Impressions" Documentaries. September, 1990 and April, 1991.

Guest lecturer for Wesley House Luncheon Series, "The Last Lecture". September 26, 1991.

### Professional/ Academic Achievements

Nominee for Ferris State University Academic Senate Distinguished Teacher Award--October, 1999

Olivet College Faculty Service Award - April 24, 1990

Psi Chi (Psychology Honor Society) - Honorary Member 1988 - present

Outstanding Young Man of America, August, 1987

The Doctors Peggy and Gordon Riethmiller Faculty Scholarship Award, April, 1987

Timothy M. Breidegam Moravian College Service Award Nominee, Spring, 1983



Alpha Kappa Delta Society 1980 - present

### Professional Affiliations

Society for Disability Studies, 1991 - present.

American Sociological Association, 1985 - 2000.

Michigan Sociological Association, 1990 - present.

### Publications

Schlesinger, Lynn and Diane Taub (Editors). Instructional Materials For Sociology and Disability Studies. Washington, DC: American Sociological Association, Teaching Resources Services, 2003, and 1998. (Contributed course materials entitled Three Exercises - Ethics, Media and Simulation from Sociology 355: Sociology of the Handicapped.)

"Field Day From Afar". Handiham World. Summer, 2001.

"The Icom IC718 HF Transceiver: A Review". Handiham World. Summer, 2002.

Regular contributor of articles on public service and emergency communications, Big Rapids Area Amateur Radio Club Monthly Newsletter, August, 1999 - present.

"Disability Simulations as a Teaching Tool: Some Ethical Issues and Implications." Journal of Postsecondary Education and Disability. Vol. 10, No. 2. Spring, 1993.

"The Nuclear Accident at Three Mile Island: Its Effect on a Local Community." Historical Comparative Disaster Series. Delaware: Disaster Research Center of the University of Delaware, 1988.

### Additional Major Papers

"The Disability Subculture as a Mediating Structure: Theoretical Rationale and Public Policy Implications". Ferris State University, Department of Social Sciences, Big Rapids, Michigan. (Currently under review).

"An Inside Look At A Small Mid-Western Community's Attempts To Comply With The Americans With Disabilities Act: Some Preliminary Personal Observations and Qualitative Research Findings". Ferris State

University, Department of Social Sciences, Big Rapids, MI 1994  
(Unpublished).

"Columbia and the Garden City Idea" Masters Thesis, Rutgers University,  
New Brunswick, New Jersey (May, 1980)

"The Development and Assessment of Bilingual-Bicultural Education for  
Puerto Rican Americans in Elementary Schools" Honors Thesis, Moravian  
College, Bethlehem, Pennsylvania (May, 1975)

#### Conferences / Paper Presentations

"The Nuclear Accident at Three Mile Island: Its Effect on a Local  
Community", Dr. Anthony Baker's Sociology 344: World Urban Sociology,  
Ferris State University, February, 2003.

Attended the 2002 Annual meeting of the Michigan Sociological  
Association, Ferris State University--November 2, 2002.

Attended the Annual World-Wide Amateur Radio Operators' Convention,  
Dayton, Ohio--May 16 - 19, 2002. Purpose was to pursue the possibility of  
integrating amateur radio into the public-school and college curricula.

Attended the 10th Annual Conference of the Society for Disability Studies,  
Minneapolis, Minnesota, May, 1997. Participated in a roundtable concerning  
disability in academia.

Attended the 9th Annual Conference of the Society for Disability Studies,  
Washington, DC. June, 1996.

Attended the 49th Annual Conference of the President's Committee on  
Employment of People with Disabilities, Detroit, MI. May, 1996.

Attended the Equity In The Classroom Conference, Novi, MI. March,  
1996.

Attended the Equity In The Classroom Conference, Lansing, MI. March,  
1995.

"An Inside Look At A Small Mid-Western Community's Attempts To  
Comply With The Americans With Disabilities Act: Some Preliminary  
Personal Observations and Qualitative Research Findings". Seventh Annual  
Conference of the Society for Disability Studies, Rockville, Maryland, June  
24, 1994.

"The Disability Subculture as a Mediating Structure: Theoretical Rationale

and Public Policy Implications". Seventh Annual Conference of the Society for Disability Studies, Rockville, Maryland, June 25, 1994. Also presented at the Fifth Annual Conference of the Society for Disability Studies, Rockville, Maryland, June 19, 1992.

"The Disability Subculture as a Mediating Structure: Theoretical Rationale and Public Policy Implications". Ferris State University Seminar, January 12, 1994.

"Disability Simulations As A Teaching Tool: Some Ethical Issues and Implications". Fourth Annual Conference of the Society for Disability Studies, Oakland, California, June 29, 1991.

"The Nuclear Accident at Three Mile Island: Its Effect on a Local Community", Big Rapids Rotary Club, May 20, 1991.

"The Nuclear Accident at Three Mile Island: Its Effect on a Local Community", Ferris State University Seminar, February 6, 1991.

# DAVID PILGRIM

## HOME ADDRESS

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## OFFICE ADDRESS

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## EDUCATION

- Ph.D. Department of Sociology, The Ohio State University, Columbus, Ohio, 1984.  
Dissertation title, "College Administrators' Attitudes Toward The Adams Decree:  
A Conflict Perspective." Committee chairpersons, Robert Jiobu and Enrico  
Quarantelli.
- M.A. Department of Sociology, The Ohio State University, Columbus, Ohio, 1982.  
Thesis title, "Human Oddities: An Exploratory Study." Committee chairperson,  
Enrico Quarantelli.
- B.A. Department of Sociology, Jarvis Christian College, Hawkins, Texas, 1979.  
Summa cum laude.

## **WORK EXPERIENCE**

- 2001—Present      Consultant, Public Museum of Grand Rapids, Ethnic History  
Exhibit.
- 1998—Present      Curator, Jim Crow Museum, Ferris State University.
- 1997                 Director, Legislative Leadership Conference, Ferris State  
University. Responsible for organizing and implementing  
orientation training for newly-elected state legislators.
- 1996—Present      Professor, Social Sciences Department, Ferris State University
- 1990-1996          Associate Professor, Social Sciences Department, Ferris State  
University.
- 1989-1990          Director, American Black Studies Library, Wyndham Hall Press.  
Member of senior editorial board and responsible for all  
manuscripts written by and about African Americans.
- 1984-1989          Assistant Professor, Department of Sociology, Saint Mary's  
College.
- 1983                 Research Consultant, Black Studies Department, The Ohio State  
University. Devised and used survey instruments to measure  
retention rates of black doctoral students in Oklahoma and Florida.
- 1980-82             Graduate Teaching Assistant, The Ohio State University.

- 1980                    Researcher, Ethnic Science Society, Mobile, Alabama. Searched graveyard tombstones for descendants of slaves brought on the Clotilda, last slaveship to the United States.
- 1978                    Interviewer, The National Urban League. Interviewed rural black residents in East Texas.

### **Jim Crow Museum**

I am the primary donor and curator of the Ferris State University Jim Crow Museum of Racist Memorabilia. This collection of racist memorabilia has been the subject of a cover story by the *Detroit Free Press* (February 8, 2001). I am responsible for collecting, researching, and displaying the artifacts. I lead tours, give public lectures, promote the museum's activities, help write grants, and train FSU faculty to serve as museum facilitators. I also help maintain the museum's internationally recognized website ([www.ferris.edu/jimcrow](http://www.ferris.edu/jimcrow)). I wrote thirteen essays for the site. This website was selected "Site of the Month" by Crosspoint, a Dutch anti-racism site at [www.magenta.nl/crosspoint/](http://www.magenta.nl/crosspoint/). The site was also rated an "A" (top grade) by the African American Global Network, an online evaluator of education-related Web sites. The museum has been linked to over 200 websites, and was profiled by the Southern Poverty Law Center's web project Tolerance.com. It has been the subject of several Associated Press articles.

## **PUBLICATIONS**

### **Books, Anthologies, and Monographs**

- 1989    Race Relations Above The Veil: Speeches, Essays, and Other Writings. Bristol, Indiana: Wyndham Hall Press.
- 1986    On Being Black: An In-Group Analysis. Editor. Bristol, Indiana: Wyndham Hall Press. Second edition, 1989.
- 1985    Deception By Stratagem: Segregation In Public Higher Education. Bristol, Indiana: Wyndham Hall Press.
- 1984    Human Oddities: An Exploratory Study. Notre Dame, Indiana: Foundations Press.

### **Scholarly Articles and Essays**

- 2003                    "Jim Crow Laws," The New Book of Knowledge. P. 109. Elaine Henderson, editor. Grolier.
- 2000                    "Criminal Justice System," African American Encyclopedia. Kent Rasmussen, editor.
- 1999                    "Purposeful Venom Revisited." In, Journey Towards Nationalism: The Implications of Race and Racism. Pp.91-96. New York: Forbes. With Philip Middleton.
- 1996                    "Black-on-Black Crime," "Black Memorabilia," and "Lovings v. Virginia." African American Encyclopedia. Kent Rasmussen, editor. Salem Press.

- 1993 "Mass Marketing the Lord: A Profile of Televangelist Lester Sumrall." Journal of Religious Studies. Vol. 18, No. 2 (July), pp. 145-153.
- 1993 "Egoism or Altruism: A Social Psychological Critique of the Prosperity Gospel of Televangelist Robert Tilton." Journal of Religious Studies. Vol. 18, No. 1 (July), 1-12.
- 1990 "Tuning In The Spirit: Exposure To Types of Religious Television Programming Among American Catholic Parishioners." The Journal for the Scientific Study of Religion, (April/May). Co-authors were Michael Walsh and Lincoln Johnson.
- 1988 "Pat Robertson and the Oval Office." Journal of American Studies. Vol. 22, No. 2. (August), pp. 258-262.
- 1987 "Discreditable and Discredited: A Stigma Theory Of The Fall Of Jim Bakker." Journal of Comparative Sociology and Religion. Vol. 14, pp. 26-34.
- 1985 "Determinants of Black Students' Participation in the Completion of Degree Programs." In, The State of Black Oklahoma. Pp.55-67. With James Upton & Anne Pruitt.
- 1979 "Cultus Mystique: Black Vulnerability in Profile." International Behavioural Scientist. Vol. XI, (September), pp. 45-46. (With John Morgan).

#### Other Publications

- 2004 "Brothers," (Short Story), AIM. Vol.31, No.1, pp.18-20.
- 2001 "GrandmaHer," (Short story), Sauti Mpya, Vol. 9, 19-21.
- 2001 "Buzzard," (Short story). African American Review, Vol. 35, No. 4 (Winter).
- 1999 "Praise The Lord."(Short story). Callaloo. Vol. 22, No. 4, pp.825-830.
- 1997 "Simply Divine," (Short story). Reader's Break: A Literary Anthology. Vol. IV, 6-12.
- 1996 "The Bully," (Short story). Reader's Break: A Literary Anthology. Vol. III, 150-156.
- 1996 "Another Man's Dream." (Short story). AIM. Vol. 23, No.3, pp. 17-18.
- 1995 "Walk Together," (Short story). The Flummery Press. Summer, pp. 23-27.
- 1995 "To Thine Ownself," Obsidian II, Vol.10., No. 1&2, 91-95.
- 1994 "A Dubious Theory of Black Supremacy," (Guest viewpoint columnist). The Miami Herald, p. 4M, May 1.
- 1994 "The Least of These." (Short story.) Mobius: The Journal of Social Change. (Winter, 1994.)
- 1993 "Where The Light Is As Darkness." (Short story.) Shooting Star Review. Issue 22, Vol. 6, No. 2, pp. 8-16.
- 1989 "The Anatomy Of A Racist Incident." The Journal Of Ethnic Studies, Commentary section, Vol. 17, No. 2 (Summer), pp. 121-126.
- 1988 "Rap Musicians: Knights or Knaves?" B-Side, Vol. 3, No. 2 (April), First Serial Rights; and AIM, Vol. 16, No. 1 (Spring), One-Time Rights.
- 1987 "The Theatre." Chimes. (Short story). Pp.60-64.

# Sociology

APRC 2006-2007

Section 6 of 8

1985 "Is Racism Alive and Well in America?" (essay) Courier. Vol. 59, No. 1 (Spring), pp. 11-12.

## **GRANT ACTIVITY**

### Recipient

Ferris State University Exceptional Merit Grant (2004). With Carrie Weis-Taylor, awarded \$4000 for the development of a Jim Crow Museum traveling exhibit.

### Co-Principal Investigator

National Park Service (FY 2003). Applied for Historical Preservation Fund Grant to preserve nationally significant intellectual and cultural artifacts and historical structures and sites, namely, to move the Jim Crow Museum into a bigger location. Sought \$162,830. John Thorp is co-principal investigator. The grant was not funded.

### Recipient

Ferris State University Exceptional Merit Grant (2002). With John Thorp, awarded \$4,600 to fund a mobile computer workstation that allows the photographing of each object in the Jim Crow Museum.

### Project Director

National Endowment For The Humanities Preservation Grant (July 2001). Awarded \$4,552 for the development of a long-term plan for preserving material culture collections related to social history and the civil rights movement.

## **PRESENTATIONS**

### **Scholarly**

- 2005 "Hateful Things: Objects and Object Lessons from the Jim Crow Museum," (Public Lecture) Muskegon Museum of Art, February 16.
- 2005 "Racist and Sexist Imagery in Popular Culture," Aquinas College, January 31.
- 2005 "Confronting Global Intolerance in Material Culture," Delta College, lecture sponsored by Honor's Program, January 27.
- 2005 "Jim Crow and Jane Crow in the 21<sup>st</sup> Century," Stanford University, lecture sponsored by the African and African American Studies Program. January 21.
- 2004 Commencement Address, Ferris State University, December.
- 2004 "Sarah Baartman Room," a presentation given to the Ferris State University Professional Women's Association, November 9.
- 2004 "Displaying Racially Sensitive Objects in Public Museums," a presentation given at the Association of Midwest Museums Annual Conference, Grand Rapids, Michigan, October 21.
- 2004 "Jim Crow's Museum," a presentation about the documentary given at the Sloan Museum, Flint, Michigan, October 14.



- 2004 "Confronting Intolerance," a presentation given at the Michigan Honors Association Fall Conference, Ralph A. MacMullan Conference Center, Roscommon Center, October 2.
- 2004 "Teaching Poetry With Racist Memorabilia," a presentation given at the Imagining Michigan conference at Grand Valley State University, Grand Rapids, Michigan, May 24, with John Thorp and David Szot.
- 2004 "New Racist Forms on College Campuses and Universities," a workshop given at the WPC5 Conference at Central University, Pella, Iowa, April 30. John Thorp was the co-facilitator.
- 2003 "Coon, Sambo, and Mammy Go To College: Engaging Racism Using Jim Crow Collectibles." American Council on Education in Atlanta, Georgia, October 24.
- 2003 "Myths and Memories of The Old South: Getting to know Jim Crow." The Lincoln Museum, Fort Wayne, Indiana (January 9).
- 2002 "Coon, Sambo, and Mammy Go to College: Engaging Racism Using Jim Crow Collectibles." National Conference on Race & Ethnicity in American Higher Education in New Orleans (June 1).
- 2002 Academic Honors Convocation Speaker, "The Scholar as Activist," Ferris State University (April 7).
- 2002 "The Sara Baartman Room." Ferris Professional Women (January 22).
- 2002 J.N. Ervin Guest Lecturer, Jarvis Christian College, Hawkins, Texas.
- 2002 "Tomming & Passing," a lecture delivered at The University of North Carolina at Chapel Hill, (April 22).
- 2002 "Ethnic Notions," a lecture delivered at the Muskegon Museum of Art (February 9).
- 2001 "Using Jim Crow Era Images in the College Classroom. Lawrence Technological University, Southfield, Michigan.
- 2001 "Lessons From The Jim Crow Museum." A keynote address delivered at the Michigan Equity in the Classroom XI Conference. This statewide conference was held at Ferris State University.
- 2000 "A Roundtable Discussion On The Talented Tenth." Panelist. African American Awareness Forum. Ferris State University.
- 1999 "Bosnia: Genocide or Civil War: A Roundtable." Panelist. Honors College. Ferris State University.
- 1997 "Multicultural Pedagogy in Technology Courses." Keynote address given to the College of Technology Faculty at Ferris State University.
- 1996 "American Commitments Curriculum and Faculty Development Network at Ferris State University." A report to American Association of Colleges and Universities. Co-presenters: Gary Huey, John Thorp, and Betty Stolarek. University of Washington: Seattle, Washington.
- 1995 "Conflict Resolution in University Classrooms," a workshop presentation (2 sessions). Sponsored by and part of the Ford Foundation's Campus Diversity Initiative. Seattle, Washington.
- 1995 "Multicultural Sensitivity," Educational Leadership Academy IV. Saginaw Valley State University.

- 1994 "Cultural Diversity and the General Education Curriculum." Paper written and delivered at the Lilly Endowment Workshop On The Liberal Arts. Colorado College. Colorado Springs. Co-presenters: Mary Murnik and John Thorp.
- 1993 "Healing Racism: Education's Role." Panelist. Ferris State University.
- 1990 "Segregation in Public Higher Education." Campus-wide lecture. University of Buffalo, Buffalo, New York.
- 1990 "Multiculturalism in the Classroom: Pedagogical Considerations." Campus-wide lecture. Middlebury College, Middlebury, Vermont.
- 1989 "The Role of the African-American Family in Education." Keynote Address, Madison Race Equity Program, Madison, Wisconsin.
- 1989 "On Being Racially Sensitive in a Racially Insensitive Society." Presenter, Psychologists and Social Worker Luncheon, Madison, Wisconsin.
- 1984 "The Impact of the Adams Decree on the future of higher education." Keynote Address. North Central Collegiate Sociology Conference, Notre Dame University.
- 1983 "Black Women and the Feminist Movement." Panelist, National Women Studies Conference, The Ohio State University.

#### **Civic Speeches (all Keynote Addresses)**

- 2005 Bethany Christian Services, February 14.
- 2002 Girl Scouts Breakfast, Grand Rapids, Michigan.
- 2001 Healing Racism Conference, Aquinas College, Grand Rapids, Michigan.
- 2001 VFW Annual Black Studies Banquet, Jackson, Michigan.
- 2001 Black Studies Celebration, Month Pleasant High School.
- 1995 Black History Celebration, sponsored by Big Rapids Public School District, Big Rapids, Michigan.
- 1993 Black History Celebration, sponsored by Big Rapids Public School District, Big Rapids, Michigan.
- 1989 Minority Students Award Banquet, sponsored by Prince Hall Masonic Foundation, Milwaukee, Wisconsin (April 15).
- 1989 Prejudice Awareness seminar, sponsored by the Michigan City Public Library, Michigan City, Indiana, (April 14).
- 1989 Minority Student Awards Presentation, sponsored by Memorial High School, Madison, Wisconsin (January 24).
- 1988 Freedom Fund Banquet, sponsored by the Madison Branch of the NAACP, Madison, Wisconsin (October 29).
- 1988 Jesse L. Dickinson Scholarship Fund, sponsored by local civic leaders. South Bend, Indiana (August 12).
- 1988 Upward Bound Program, the University of Notre Dame, Notre Dame, Indiana (June 18).

- 1988 Black Graduate Program, sponsored by local women civic leaders. Marion, Indiana (May 7).
- 1988 Region III Conference of the NAACP, several hundred representatives from seven states present. Indianapolis, Indiana (March 22).
- 1987 Black History Luncheon, sponsored by the St. Joseph County Welfare Department. South Bend, Indiana (February 20).

## AWARDS AND HONORS

- Commandant's Medal, National Reconnaissance Office, for designing and implementing diversity training series
- Ferris State University Distinguished Teaching Award, 2004
- Outstanding Professor Award, Honors College, 2003
- Finalist, Ferris Distinguished Teaching Award, 2003
- Medal, The Department of Defense, 2002, for work with their diversity team
- Received merit raise, effective 2002-2003
- Finalist (with Ted Halm) for the FSU Distinguished Team Award, 2002
- Awarded Ferris Award for Academic Excellence by Academic Vice President, 2000
- Finalist, Ferris Distinguished Teaching Award, 2000
- Received merit raise, effective 2000-2001
- Awarded the Michigan Board of Governor's Distinguished Teaching Award (MAGB), 1998
- Nominated for MAGB Award, 1994 and 1995
- Outstanding Young Men of America, 1985
- National Science Foundation Minority Fellowship, 1982
- The Ohio State University Minority Fellow, 1980
- Inducted into Alpha Kappa Mu Honor Society, 1979
- Alabama High School Chess Champion, 1976

## **Jim's Crow's Museum**

I created, with Clayton Rye, a documentary about racist memorabilia, entitled, "Jim Crow's Museum." This documentary is approximately thirty minutes long and explores my work with the Jim Crow Museum. The documentary aired on WGVU, a local PBS affiliate, and is now available for broadcasting on PBS stations nationwide. The documentary has won the following awards:

- Audience award, Stony Brook Digital Video Film Competition, 2004.
- Best Professional Documentary and Best of Show, Grand Rapids Film Festival.
- Best Documentary, Flint Film Festival, 2004.
- Screening, Detroit Docs

## INTERVIEWS

- 2005 Noise Magazine, feature story about the Jim Crow Museum, interviewed by Matt Miller, February 15.
- 2005 Warren Pierce Show, WJR, Detroit, Michigan, February 6.
- 2005 Ann Arbor News, interviewed by Dave Gershman about KKK auction in Howell, Michigan.
- 2005 Fox, Grand Rapids affiliate, interviewed about KKK auction in Howell, Michigan.
- 2005 Associated Press, interviewed about KKK auction in Howell, Michigan.
- 2004 British Broadcasting Corporation (BBC) interview for documentary, "What Ron Said."
- 2004 Michigan Radio, interviewed by Charity Nebbe, about Jim Crow Museum, May 20.
- 2004 CBS News, interviewed about the Jim Crow Museum, April 23.
- 2004 Warren Pierce Show, WJR, Detroit, Michigan, April 18.
- 2004 Associated Press interview about museum, appeared nationally, April 10.
- 2003 The Post-Standard Syracuse, interviewed by Sean Kirst about auctions with racist collectibles, December 31.
- 2003 National Public Radio (NPR), interviewed by Melissa Block about Christopher Bing's "Little Black Sambo," December 23.
- 2003 Boston Globe, December 14, interviewed about the renewed interest in the children's story, "Little Black Sambo."
- 2003 New York Times, November 11, interviewed by John Leland about the movie, "The Human Stain."
- 2003 Gambit Weekly, "Ties That Bind," January 14, interviewed by Katy Reckdahl about Louisiana prosecutors wearing neckties with small lynching nooses (handpainted on them) during criminal trials.
- 2003 The St. Petersburg Times (Associated Press), March 18, p.1D, interviewed by Colette Bancroft regarding racist collectibles on the Internet.
- 2003 Associated Press Internet, February 22, article about Black activists' attempt to rid eBay of racist collectibles. The article was reproduced nationwide on the websites of hundreds of newspapers, including USA Today, The Chicago Tribune, and The Los Angeles Times. It also appeared in French and Spanish newspapers.
- 2003 Houston Press.com, July 10, interviewed by Tim Fleck about racist paintings in courtroom.
- 2002 Monday Magazine, interviewed about golliwogs for a story entitled, "Racist dolls scare up controversy." Issue 44, Vol.28, October 31.
- 2002 Los Angeles Times, July 1, page E-1, interviewed about Catholic Church scandal and its impact on future immigration.
- 2002 Black Issues In Higher Education, June 6, ran a three page article about the Jim Crow Museum with pictures.

- 2002 The News & Record (Piedmont Triad, NC), February 24, page D1, article about racist collectibles.
- 2002 Houston Chronicle newspaper, February 17, page 8E, article about my work with museum.
- 2002 The Grand Rapids Press, January 3, p.2, article about local high school students' productive use of objects from the Jim Crow Museum.
- 2001 The Grand Rapids Press, October 21, page J1, article about racist T-shirts.
- 2001 Interviewed by Michigan Public Radio and several other radio stations including Detroit's WJR regarding the museum.
- 2001 Cover Story, Detroit Free Press, February 8, 2001, regarding museum.
- 1999 Crimson & Gold (Winter), cover story regarding museum.
- 1994 Time Magazine (April 4), interviewed regarding melanism. Also, interviewed on several major radio stations, including the Pat Buchanon Show.
- 1989 WNDU television, South Bend, Indiana. Discussed interracial marriages on week-long special series, and on weekly talk show.
- 1988 WNDU television, South Bend, Indiana. Discussed mass murderers and serial murderers.
- 1988 WNDU television, South Bend, Indiana. Discussed racism on local college campuses.
- 1987 Cable Channel 31 television, South Bend, Indiana. Discussed class distinctions among local black and Hispanic populations.
- 1987 Cable Channel 31 television, South Bend, Indiana. Discussed American policies toward South Africa.
- 1984 Interviewed by the Columbus Dispatch newspaper, Columbus, Ohio. Discussed research on human oddities.
- 1984 Interviewed by Associated Press regarding research on human oddities.
- 1984 Appeared twice on Columbus Alive, local public service television program, to discuss research on human oddities.
- 1984 Profiled in Drum magazine as future black leader.
- 1984 Discussed research on human oddities in Quest, an alumni publication of the Ohio State University.

## **FSU COMMITTEE WORK**

- 2004 Dean's Search, College of Arts and Sciences.
- 2003-4 Tenure Executive Committee, Department of Social Sciences.
- 2003 Vice Presidential Search Advisory Committee.
- 2003 Presidential Search Advisory Committee.
- 2003 Presidential Inaugural Committee
- 2003 Faculty Advisor, First Impressions.
- 2002 Dean's Search, College of Arts and Sciences, search suspended.
- 2002-5 Chairperson, Tony Baker's Tenure Committee.
- 2000 Member, Arts & Sciences BA Program Development.

- 1999-Present Advisor, Public Administration Program.
- 1999 Member, Presidential Taskforce Off-Campus Programming, helped write final report.
- 1999 Member, Presidential Taskforce to select Chancellor of FSU-Grand Rapids.
- 1998 Member, Renaldo Cerdena's Tenure Committee.
- 1997-2001 Chairperson, Gerald Matthews' Tenure Committee.
- 1997 Pizza With A Prof, discussed creative writing with Honors College Students, gave similar talk in 1998 and 2003.
- 1997-2002 Faculty Senate, Ferris State University.
- 1997-2002 Member, Executive Board of Ferris Faculty Association.
- 1995-Present Organizer and Moderator, Annual Martin Luther King Faculty & Staff In-Service.
- 1994 Member and Co-founder, Diversity Counts! Committee, Ferris State University (to revise FSU general education curriculum).
- 1994 Faculty Advisor, Emeralds - African American Women's Organization and 100 Black Men - both FSU student organizations.
- 1993-98 Member, Minority Faculty & Staff Association (helped rewrite constitution).
- 1992-94 Member, Executive Board, Ferris Faculty Association (FFA).
- 1992-1994 Curriculum Coordinator for Sociology Unit.

## COMMUNITY SERVICE (Not related to FSU)

- 2003 Michigan Museums Association, Board of Directors
- 2001-2003 Captained book drive to raise 1,000 books for Jarvis Christian College.
- 2001 Rockford Dialogues on Diversity
- 1997 Habitat for Humanity (Christmas Break), Fort Myer, Florida.
- 1989 Founded Future Orator's of America, (to teach public speaking skills to inner-city youths), Martin Luther King Center, Michigan City, Indiana.  
Also, selected to governance board of the King Center.
- 1986-1987 Faculty Advisor, NAACP (Student Chapter), Notre Dame University.
- 1986-1987 Volunteer Instructor, National Urban League Saturday School.
- 1985-1986 Advisory Board, Du Comb Center (Prison Alternative), St. Joseph County, Indiana.
- 1985-1986 Advisory Board, REAL Services, South Bend, Indiana.
- 1984 Volunteer Consultant, Community-based public television program.

## RECENT PROJECT.

I worked with Carrie Weis-Taylor, the Art Director at FSU, to build a traveling exhibition for the Jim Crow Museum.

## REFERENCES

Dr. Robert Jiobu  
Associate Professor  
Department of Sociology  
The Ohio State University  
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Columbus, Ohio 43210  
(614) 292-8766, (616) 292-6681

Dr. James N. Upton  
Associate Professor  
Department of Black Studies  
The Ohio State University  
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Dr. John H. Morgan  
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Dr. John Thorp  
Division Head  
Department of Social Sciences  
Ferris State University  
Big Rapids, Michigan 49307  
(231) 591-2760

Syllabus for Sociology 121 (section 001)  
Introductory Sociology; Fall, 2005; Three Credit Hours;  
Course Instructor: Dr. Thomas Behler,  
Department of Social Sciences

Office--Arts And Sciences Commons room 2088;  
Office phone--591-3611;  
E-mail: [behlert@ferris.edu](mailto:behlert@ferris.edu);  
Office hours--Monday, Wednesday, and Friday: 9 - 9:50 a.m., and  
11 - 11:50 a.m.; Tuesday and Thursday 8 - 9:15 a.m.; and by  
appointment.

GENERAL EDUCATION GUIDELINES INFORMATION: This course fulfills the GE Social Awareness foundations requirement, and the GE Race, Ethnicity and/or Gender Issues requirement.

Sociology 121 fulfills the GE Social Awareness Foundations requirement by developing your knowledge about modern human societies and the major social forces that shape them. The course also will help develop your skills in rational problem-solving and decision-making, and your skills in creatively expressing your views on important social issues within the classroom setting. Finally, the course will promote the values of self examination, self awareness, and an objective open-minded approach to understanding the basic human condition.

The knowledge, skills, and values just described will contribute to your role as a citizen by helping you become informed about the various realities that shape both your own life, and the lives of others around you. The course will aid you in your chosen profession by giving you an increased ability to work with others effectively and empathetically in the work world. In general, the course will make you a better person by providing you with the tools that will help you more completely understand your life and the various situations you face by taking you beyond the realm of purely private experience.

Sociology 121 also fulfills the GE Race, Ethnicity, and Gender Issues requirement. A major segment of the course will be devoted to providing you with a working knowledge of the importance of race, ethnicity, and gender as ascribed characteristics that can significantly affect an individual's overall status and well-being in life. As a result of this knowledge base, the course will develop your skill in uncovering and addressing the harmful effects of prejudice, discrimination, and segregation against various minorities. The knowledge base and skills just described should contribute to a broadening of your own personal perspectives on the importance of race, ethnicity, and gender by making you a more open-minded individual who understands the value of promoting, not undermining cultural diversity.

Specific course objectives:

A. To introduce the discipline of sociology--its conceptual approach, theoretical perspectives, and research methods

B. To expand awareness of how culture, social structure, and society influence personal experience and everyday behavior



V. Social groups: from small groups to complex bureaucratic organizations--Read Brinkerhoff et al: pp. 102--109, and 116--121.

VI. Social networks, voluntary associations, and the broader community--Read Brinkerhoff et al: pp. 110--116.

VII. Becoming a social being: socialization--Read Brinkerhoff et al: chapter 3.

**TEST 3 WILL OCCUR AT THIS POINT IN THE COURSE.**

VIII. Social deviance, crime, and social control--Read Brinkerhoff et al: pp. 123--139.

IX. Social inequality

A. Social stratification: Basic concepts, trends, and explanations--Read Brinkerhoff et al: Chapter 7.

**TEST 4 WILL OCCUR AT THIS POINT IN THE COURSE.**

B. Category-based inequalities

1. Race and ethnicity--Read Brinkerhoff et al: chapter 9.

2. Gender--Read Brinkerhoff et al: pp. 232--250.

X. Social institutions: Some selected examples to be covered if time permits--Specific textbook reading assignments will be given if appropriate.

**THE FINAL EXAM FOR THE COURSE WILL BE GIVEN ON WEDNESDAY: DECEMBER 14 AT 8 A.M. NO FINAL WILL BE GIVEN PRIOR TO THIS OFFICIALLY DESIGNATED EXAMINATION PERIOD.**

**COURSE REQUIREMENTS AND GRADING CRITERIA:**

The grade that you ultimately receive in this course will be determined by your performance on the following items:

A. Five major in-class examinations, each of which will count as 15% of your total course grade. Each exam will consist of objective questions, except for make-up exams which will be totally essay. If you are to be successful with regard to these course examinations, effective use of your reading and listening communication skills will be essential. Indeed, the exams will cover both assigned reading and lecture material.

(Note: If you miss a regularly-scheduled examination for your section of the course, you will need to make arrangements with me for a make-up test. In order for such a make-up test to be approved; you must inform me within 24 hours of the originally-scheduled exam concerning the problem which prevented you from taking the usual test at the usual time. You also will be required to provide me with an infirmity excuse or some other official written verification of your problem immediately upon your return to class. In addition, all make-ups must be taken

your lowest test grade from among the major course exams which you already have taken.

More specifically, this optional extra-credit assignment consists of a "sociological concept paper", which will be due on Wednesday: November 2.

(Note: The November 2 due-date is final; you will be penalized ten points (one letter grade) for each late day.)

Your "sociological concept paper" should be directed at analyzing an important memorable event in your life from the vantage point of three major sociological concepts which you feel you have mastered as a result of your participation in the course. The event that you choose to analyze should be one in which you personally were involved. Your analysis should focus as closely as possible around this single specific event, and around your own personal involvement in it as it was occurring. The three concepts that you use in your analysis should be selected from the list of course concepts which was handed out with your course syllabus at the beginning of the term.

The "sociological concept paper" should be structured according to the following basic guidelines. Any paper that does not fulfill these guidelines will not be accepted or graded:

1. Introduction: The paper should begin with an introductory paragraph delineating the three sociological concepts that will be used, and the memorable event around which the paper will be centered.

2. Concept descriptions: The paper should then contain descriptions for each of the three sociological concepts that you plan to use in your analysis. Each of these initial concept descriptions should include a brief definition of the chosen concept, a general everyday example of the concept, and a few remarks concerning the overall significance of the concept to the field of sociology.

3. Concept illustrations: Once the three sociological concepts have been described adequately, your paper should then attempt to incorporate those concepts into a sociological analysis of your chosen memorable event. The goal of this analysis simply should be to illustrate how each of the three sociological concepts can be applied to your memorable event in order to help us understand that event more clearly from a sociological point of view. The adequacy of these concept illustrations will be evaluated in terms of their overall level of clarity, thoroughness, and creativity.

Your "sociological concept paper" must be neatly typed, and must be written in accordance with those standards that are appropriate for college-level writing assignments. Excessive typing, grammatical, and spelling errors will have a substantial negative impact on your overall paper grade. Furthermore, your entire paper should be no more than four double-spaced typed pages in length; if a paper exceeds this four-page limit, a ten-point penalty will be given for each extra page.

Finally, please follow these instructions for submitting your extra-credit sociological concept paper on the November 2 due-date:

**SYLLABUS ATTACHMENT**  
**COLLEGE OF ARTS AND SCIENCES – FERRIS STATE UNIVERSITY**

***FALL 2005***

**IMPORTANT DATES**

Late registration	Wed - Fri	Aug 24, 25, 26
First day of classes	Monday	Aug 29
Labor Day (no classes)	Monday	Sep 5
Mid-term grades due	Monday	Oct 24
Last day for "W" grades (full semester)	Thursday	Nov 3
Thanksgiving recess begins (no classes)	Thursday	Nov 24
Thanksgiving recess ends (classes resume)	Monday	Nov 28
Last day of classes	Friday	Dec 9
Examination Week	Mon - Fri	Dec 12 - 16
Commencement	Friday, Saturday	Dec 16, 17
Final grades due by 9:00 am	Monday	Dec 19

**SESSIONS**

Sessions	Dates	Withdraw Date
Session A	Aug 29 – Oct 18	Sep 29
Session B	Oct 19 – Dec 9	Nov 18
Session C	Aug 29 – Sep 30	Sep 19
Session D	Oct 3 – Nov 3	Oct 21
Session E	Nov 4 – Dec 9	Nov 28

**LIBRARY HOURS**

Regular hours for the (FLITE) library:  
 Monday – Thursday.....7:30 am – 12:00 am  
 Friday.....7:30 am – 9:00 pm  
 Saturday.....9:00 am – 6:00 pm  
 Sunday.....1:00 pm – 12:00 am

**COMPUTER LAB HOURS (FLITE)**

Computer lab hours in the (FLITE) library:  
 Monday – Thursday.....7:30 am – 12:00 am  
 Friday.....7:30 am – 9:00 pm  
 Saturday.....9:00 am – 6:00 pm  
 Sunday.....1:00 pm – 12:00 am

**CLASS ATTENDANCE IS IMPORTANT!**

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

**DROPPING CLASSES OR WITHDRAWING**

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

**INCOMPLETES**

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

**HOW TO CONTACT A FACULTY MEMBER**

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

Syllabus for Sociology 225 (section 002) Marriage and the Family; Fall, 2005; Three Credit Hours;  
Course Instructor: Dr. Thomas Behler, Department of Social Sciences

Office--Arts And Sciences Commons room 2088;  
office phone--591-3611;  
E-mail: [behlert@ferris.edu](mailto:behlert@ferris.edu);  
office hours--Monday, Wednesday, and Friday 9 - 9:50 a.m. and 11 - 11:50 a.m.; Tuesday and Thursday 8 - 9:15 a.m.; and by appointment.

COURSE PRE-REQUISITE information:

In order to be admitted into this course, you must already have successfully completed ONE of the following courses:

- A. Sociology 121--Introductory Sociology
- B. Sociology 122--Social Problems, or
- C. Anthropology 122--Introduction to Cultural Anthropology.

GENERAL EDUCATION GUIDELINES INFORMATION:

This course fulfills the GE Social Awareness requirement, the GE Global Consciousness requirement, and the GE Race, Ethnicity, and/or Gender Issues requirement.

Sociology 225 fulfills the GE Social Awareness requirement by developing your knowledge about contemporary patterns of marriage and family life and the major social forces that shape them. The course also will help develop your skills in rational problem-solving and decision-making, and your skills in creatively expressing your views on important social issues within the classroom setting. Finally, the course will promote the values of self examination, self awareness, and an objective open-minded approach to understanding the basic realities of modern marriage and family life from a sociological perspective.

The knowledge, skills, and values just described will contribute to your role as a citizen by helping you become informed about the various realities that shape both your own marriage and family relationships, and the relationships of others around you. The course will aid you in your chosen profession by giving you an increased ability to relate to others empathetically in the work place. In general, the course will make you a better person by providing you with the tools that will help you more completely understand your own marriage and family life and the various situations you face by taking you beyond the realm of purely private experience.

Sociology 225 also fulfills the GE Global Consciousness, and the GE Race, Ethnicity, and/or Gender Issues requirements. A significant amount of our course work will be devoted to providing you with a working knowledge of the importance of race, ethnicity, gender, and national origin as ascribed characteristics that can substantially affect observed patterns of marriage and family life both within our society and throughout the world. As a result of this knowledge base, the course will develop your skill in understanding the existence and perpetuation of various alternative marriage and family forms

#### SPECIFIC COURSE SCHEDULE:

Although every effort will be made to cover all of the topics outlined below, some modifications to the course schedule may be necessary as the term proceeds. Notice of any such changes will be given so as to allow ample time for needed adjustments in course activities, examination scheduling, etc. As a registered student in this course, you will be responsible for keeping informed about these alterations if they occur.

I. Introduction and general orientation to the course.

II. Introduction and general orientation to marriage and the family as a field of study--Read Lamanna and Riedmann: Chapter 1, and pp. 27-48. Also, read the class hand-out entitled "Cultural Tradition And Law Collide In Middle America".

III. Exploring the family: major theoretical perspectives and research methods--Read Lamanna and Riedmann: chapter 3.

IV. A general cross-cultural look at marriage and family life in other societies--Read the class hand-out on diverse marriage and family forms; the class hand-out entitled "The Kung Bushman: An Indigenous People Of Southern Africa"; and the class hand-out entitled "Mexico: Nation Of Networks".

#### TEST 1 WILL OCCUR AT THIS POINT IN THE COURSE.

V. The development of meaningful personal relationships: from casual acquaintances to potential marital partners

A. An overview of the basic features of a healthy personal relationship--No specific reading assignment.

B. The formation and growth of love relationships--Read Lamanna and Riedmann: chapter 5.

C. Gender roles, and how they shape personal relationships--Read Lamanna and Riedmann: chapter 4, and the Tannen article on reserve entitled "But What Do You Mean?".

D. Dating and courtship--Read Lamanna and Riedmann: pp. 217--247, and pp. 250--252.

E. Premarital cohabitation--Read Lamanna and Riedmann: pp. 204-207, A Closer Look on p. 193, As We Make Choices pp. 201-204, and pp. 247-250.

F. Sex before marriage--Read Lamanna and Riedmann: pp. 143-160, and 165-177.

#### TEST 2 WILL OCCUR AT THIS POINT IN THE COURSE.

VI. The institution of marriage: its nature, dynamics, and overall significance

A. The nature of marriage as a basic social institution--Read Lamanna and Riedmann: pp. 257-267, and 274-278. Also, read the Kristoff article on reserve entitled "Who Needs Love! In Japan, Many Couples Don't".

B. The dynamics and realities of marital adjustment--Read Lamanna and Riedmann: pp. 278-287. Also, read the Schwartz

your return to class. In addition, all make-ups must be taken within two weeks from the date of the originally-scheduled examination.)

B. A series of required in-class group exercises, the grades for which will be combined to constitute 20% of your total course grade. These exercises will be conducted at various points throughout the course by student "work groups". The student "work groups" will be formed shortly after the course begins, and will remain together for the duration of the semester.

The basic goal of the in-class group exercises will be to get everyone actively involved with the dynamics of thinking like sociologists when trying to confront or understand certain aspects of contemporary marriage and family life. The exact nature of, and procedures for conducting each exercise will be outlined at the time the exercise is assigned.

(Note: No make-ups will be given for missed in-class group exercises. Participation in these exercises at the time they occur is an essential part of your role as a student in this course. Exceptions to this rule will be granted only if a severe medical difficulty, or other serious problem clearly prevented you from attending class on the day/days the exercise was conducted. The problem or difficulty will have to be documented via some form of official written verification immediately upon your return to class.)

C. A "Personal Relationship Analysis Paper", which will count as the remaining 20% of your final course grade. There will be three possible due-dates for this paper. The due-dates are Wednesday: October 12, Wednesday: October 26, and Wednesday: November 9. However, you will be given a certain number of bonus points if you submit your paper prior to the November 9 final deadline. If you submit your paper on the October 12 due-date, ten points will automatically be added onto your final paper grade. An October 26<sup>th</sup> submission will result in a 5-point automatic grade bonus.

(Note: The above-specified due-dates are final; you will be penalized ten points (one letter grade) for each late day.)

This paper should be directed at analyzing a meaningful personal relationship in which you have been involved or with which you have been acquainted from the vantage-point of three major concepts or theoretical ideas which you feel you have mastered as a result of your participation in the course. The three concepts or theoretical ideas that you use in your analysis should be selected from the list of course concepts which was handed out with your course syllabus at the beginning of the term.

Your "personal relationship" analysis paper should be structured according to the following basic guidelines. Any paper that does not fulfill these guidelines will not be accepted or graded:

1. Introduction: The paper should begin with an introductory paragraph delineating the three concepts or

E. Class participation--Class participation and general interest can also help you in terms of your final course grade. I always will consider giving an active, interested, and concerned class member the benefit of the doubt in a marginal grading situation at the end of the term if such special consideration is warranted and does not unfairly penalize other students.

A BRIEF NOTE ON MID-TERM GRADES:

A mid-term grade will be calculated for each student in the course, as close to the Monday: October 24 mid-term grade reporting deadline as possible. This mid-term grade simply will consist of the average of the grades on any course examinations that have been given in the course thus far.

The following percentage grading scale will be used for all course examinations, assignments, and final grade calculations:

A = 93 to 100  
A- = 90 to 92  
B+ = 87 to 89  
B = 83 to 86  
B- = 80 to 82  
C+ = 77 to 79  
C = 73 to 76  
C- = 70 to 72  
D+ = 67 to 69  
D = 63 to 66  
D- = 60 to 62  
F = 59 and below

A NOTE ON CLASSROOM ETIQUETTE:

Unfortunately, discipline is a topic that we must address at the outset. The following disruptive and disrespectful behaviors will not be tolerated in this course:

- A. Arriving late to class or exams
- B. Walking in and out of class during discussions or lectures (If you walk out of class, do not plan to return for the duration of the class period.)
- C. Engaging in private discussions or random conversations; reading newspapers or magazines; or doing homework for other courses during class
- D. Using language that degrades individuals or categories of people in a dehumanizing way

A NOTE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University's Disability Services Office. Staff from this office can be found in room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).

## WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

**Academic Support Center...ASC 1017 – 591-3543**

**The Writing Center.....ASC 1017 – 591-2534**

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

**Scholar Program.....ASC 1025 – 591-5976**

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

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### **Personal Counseling, Sexual Assault, Substance Abuse**

**Birkham Health Center - 2<sup>nd</sup> Floor.....591-5968**  
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

### **Safety**

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

### **College of Arts & Sciences Department Offices**

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

### **ACADEMIC MISCONDUCT**

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

### **DISRUPTIVE BEHAVIOR**

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Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.



## GENDER ROLES IN SOCIETY, SOC 230, 00692

Starr 122  
TH 1:30-2:45

Hello. Welcome to Introduction to Sociology. My name is Dr. Wright.

My email is [wrightb3@ferris.edu](mailto:wrightb3@ferris.edu). Please email me any questions that you have about the class, your work, grades, etc. I will only open emails that come from Ferris accounts; this is our official professional network of communication. It will take up to 24 hours for me to respond to e-mails during the week. I will check my e-mail at least once a day.

My office is on the second floor of the Arts and Science Building at 2095. Please stop by. My office hours are Monday and Wednesday from 10:30-12:00. I would like to get to know you. It is an especially good idea to come by as a small group and talk about projects that you are working on. The office phone extension is 2791; you can reach me there during office hours. You may also speak to me immediately after class. I will always be the last person to leave the area.

### **Teaching Philosophy:**

I am using a "Student Centered Learning" approach. You are expected to be active in the learning process, contribute to class discussion, and to learn from each other. This approach requires more work on your part than listening to lectures and taking a few tests. You may see this as a downside. On the other hand, it is tough to fail a course like this if you complete all of the work. Moreover, you will find learning to be a bit more adventurous. This is the upside.

### **Required Course Materials**

Brantenberg, Gerd. 2004. *Egalia's Daughters: A satire of the Sexes*. Emeryville, CA: Seal Press.

Renzetti, Claire and Daniel Curran. 2003. *Women, Men, and Society*. Boston, MA: Allyn & Bacon.

hooks, bell. 2004. *The Will to Change*. New York, NY: Washington Square Press.

### **Course Objectives**

This course is designed help students to: (1) see gender as a social construction that is embedded in daily life, (2) evaluate the impact of existing gendered relations on the well being of men, women, and children's lives, and (3) contemplate and evaluate alternatives to existing gendered relations and estimate their potential impact on individuals and society.

**F. Lecture on a chapter in the text *Women, Men, and Society* with a group of your classmates.** You will work in groups of approximately six and divide the chapter into six sections. Each student will review the section that they have assigned themselves and apply the concepts in that section to society. Applications can involve personal experiences of themselves or others, scientific articles, tv shows and movies, poems, art, songs, observations conducted in an institution or organization, and interview conducted with a professional, etc. Make it real and make it interesting. Offer your evaluations of the concepts and their applicability to the real world. Your group should meet with me to discuss the project at least one week before your lecture. This assignment is designed to measure your ability to **evaluate the impact of existing gendered relations on the well being of men, women, and children's lives. This assignment is 15% of your grade.**

**G. Conduct and write up an analysis of two family interviews:** You will conduct an interview with two adult family members: one female the other male. I would like this to be two of the following: mother father, grandmother, grandfather, aunt, or uncle. You will ask them the following questions:

- a. Where and when were you born?
- b. What is your religious, ethnic, racial background?
- c. What major political conditions influenced your life?
- d. What was your relationship to your mother and father?
- e. What were the social expectation for boys/girls when you were a kid?  
Can you remember an experience when you or someone else didn't meet these expectations?
- f. What are your main interests?
- g. What jobs have you had, and do you have? How were you trained for them? Were/are you paid for your work? Do you believe that you were paid fairly for your educational level?
- h. Are there things that you wanted to do in your life but haven't. What were they?

You will get into groups and devise more questions to get at information that we covered in each of your chapters in *Women, Men, and Society*. Each student will write up a summary of both interviews and compare the responses. You will conclude by writing in detail on how gender impacted their lives, including their opportunities, and well being. Make sure to relate information in your conclusion to concepts in each chapter. Reference your text with citations. Place sociological terms in bold. **This assignment is designed to teach you to evaluate the impact of existing gendered relations on the well being of men, women, and children's lives. This assignment is 25% of your grade.**

**H. Create a "Reading Journal" on the text *The Will to Change*.** The journal should begin with a cover letter with text's citation, your name, the name of the course, and the time that we meet. The body of the journal should be structured in an outline form following the book. For each chapter write a brief one paragraph summary and explain the point (s) that the author is trying to make about masculinity. Write your response to the author's points. The journal should end with your evaluation of the text, describing what you liked **and** didn't like about

your grades or course work. I will read papers before they are due **in person** and advise you on revisions. I will not place your grades on line. I want us to be interacting on grades. You can e-mail me or visit my office hours.

**E. Apologize when she makes mistakes and do her best to rectify the situation.** Like everyone, at least most people, I tend to make mistakes, like typos, or saying something hurtful on accident, or not having the best facts. Please tell me about this--sometimes privately is best. You be the judge here. I promise to apologize and rectify the matter as soon as possible. Unfortunately, earning the PhD didn't make me all knowing. I wish it had.

### **Grading Percentages**

Quizzes=20%

Personal experiment=10%

Reading Journals 15% each x 2=30%

Lecture and quiz=15%

Final Interview Project=25%

### **Grading Scale**

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+ 67-69, D 63-66, D- 60-62, E 59 and below

### **Schedule of Events**

August 30 (Tuesday): How would my life be different if I were a man/woman? What does it mean to be a man/woman? "Battle of the Sexes"

September 1 (Thursday): Syllabus

September 6 (Tuesday): *Egalia's Daughters*, up to page 91. Quiz

September 8 (Thursday): *Egalia's Daughters*, pages 92-152. Quiz. Personal Experiment discussed.

September 13 (Tuesday): *Egalia's Daughters*, pages 153-138. Quiz. Construction in our classroom. We will hold class somewhere else.

September 15 (Thursday): *Egalia's Daughters*, pages 139-269. Quiz.

September 20 (Tuesday): **Journal on *Egalia's Daughters* due. Personal experiment due.**

September 22 (Thursday): *Women, Men, and Society*, Chapter 1. "Studying Gender" Group work. Quiz.

November 24 (Thursday): Thanksgiving Break

November 29 (Tuesday): *The Will to Change*: 74-106 Quiz. **Family interviews are due.** These will be returned and discussed during final's week.

December 1 (Thursday): *The Will to Change*: 107-124. Quiz.

December 6 (Tuesday): *The Will to Change*: 125-152 Quiz.

December 8 (Thursday): *The Will to Change*: 153-188 Quiz.

December 12-16 Final's week. Your journal on *The Will to Change* is due during our scheduled final exam period. You may not turn in your assignment early. It must be handed in to me in person, in class.

### **Professor's Qualifications:**

#### **Education:**

I have a PhD in sociology from Wayne State University. My dissertation was a study of religious experience, race, and place. It was a comparative study of two Assemblies of God churches.

My Master's degree is in sociology from Central Michigan University. My Master's thesis was a study of lesbian culture in two gay bars. The study focused on the presentation of identity by the women in the communities in connection to mainstream gender identity.

My Bachelor's degree is in Anthropology from Central Michigan University. Sociology was my minor. I focused on both culture and physical anthropology, writing most of my papers on issues of race and gender.

#### **Teaching:**

I have taught Physical Anthropology, Introduction to Sociology, Social Problems, Deviance, and Racism and Inequality. In total, I have 7 years of full-time teaching experience.

#### **Research:**

I have presented research at professional conferences every year since earning a Master's degree. By next winter I will have 3 publications from my dissertations and two published book reviews.

#### **Professional Commitments:**

I enjoy conducting my own ethnographic research and helping students to experience ethnographic practices as well.

*I reserve the right to alter the syllabus to meet the educational needs of the class that are made evident throughout the semester.*

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GENDER ROLES IN SOCIETY  
SOC 230 SECTION 2  
Instructor Elisha Marr  
Fall 2005

Meets T, Th 4:30 – 5:45 pm  
Starr 324

Office Hours: M, W 5-6 pm  
T, TH 3:30-4:30 pm or by appointment

**marre@ferris.edu**  
Office Location: ASC 2072  
Office Phone: 231-591-5877  
Cell Phone: 616-318-0893

You know the world is going crazy when the best rapper is a white guy, the best golfer is a black guy, the tallest guy in the NBA is Chinese, the Swiss hold the America's Cup, France is accusing the U.S. of arrogance, [and] Germany doesn't want to go to war.

Chris Rock

**Course Objective**

Sociology is the study of groups and their behaviors. Despite the credit we would like to give to our individual minds, distinct personalities, and personal desires, our actions are highly influenced by the society within which we live. Consequently as individuals live in societies, patterns develop making it possible to learn about an individual based on the groups to which they belong (as suggested by the above quote). Sociologists make careers out of systematically studying human society and interaction to not only identify those patterns, but also to use the knowledge to interpret and understand events and experiences in our individual lives, communities, society, and the entire world.

The objective of this course is to obtain a better understanding of gender and gendered behavioral patterns in society with an emphasis on the experiences in various institutional contexts. A successful student in this course will be able to:

1. Understand the social construction of gender.
2. Understand how gender intersects with other social systems (such as race and class) to create inequality in social life. Possess a basic knowledge of gender issues.
3. Be able to analyze gender experiences in the larger contexts of social institutions.
4. Posses a basic knowledge of feminism and other gender related social movements.

The first three weeks of the class will be a review of basic sociological concepts that will be fundamental for understanding the more complex topics within the field of gender.

Although not specifically on the topic of gender, the subjects of social construction, difference, and inequality will be covered in order to lay the framework for the balance of the course. These basics will be followed up by the gender-specific topics of feminism, sexuality, and identity which will provide essential terms, theories, and concepts needed throughout the rest of the course. Exam 1 will test for the comprehension of these fundamentals.

The role of gender within various social institutions will be reviewed in weeks six through twelve. A book review asking the student to apply concepts learned to relevant literature will be due at the beginning of November. A paper asking the student to apply their knowledge of gender to topics of their particular interest will be due toward the end of November.

The course will conclude with a consideration of gender within the topics of the body and crime/violence as well as the future of gender roles in America. Exam 2 will be a comprehensive exam to test for knowledge of all the topics covered.

### Required Materials

**BHM:** Gender Through the Prism of Difference, Second Edition. Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner. Allyn & Bacon ISBN: 0-205-30225-4

**KM:** Men's Lives, Sixth Edition. Michael S. Kimmel and Michael A. Messner. Allyn & Bacon ISBN: 0-205-37902-8

**Coltrane:** Gender and Families. Scott Coltrane. Alta Mira Press ISBN: 0-8039-9036-7

**Course Homepage** – a few articles will be available on the course homepage

### Course Outline

Dates	Topic	Assignments
<b>THE BASICS OF SOCIOLOGY</b>		
Aug 30	Intro	
Sept 1	Socialization and Sociology Fundamentals <ul style="list-style-type: none"> <li>• Spark Chart</li> <li>• Nature vs. Nurture article:  <a href="http://genealogy.about.com/cs/geneticgenealogy/a/nature_nurture.htm">http://genealogy.about.com/cs/geneticgenealogy/a/nature_nurture.htm</a></li> <li>• Coltrane: Chapter 5 – Engendering Children</li> </ul>	
<b>SOCIAL CONSTRUCTION OF DIFFERENCE</b>		
Sept 6 & Sept 8	Social Construction of Social Systems <ul style="list-style-type: none"> <li>• Revisit Coltrane: Chapter 5 – Engendering Children</li> <li>• Course Homepage: Weber: Defining Contested</li> </ul>	Notes Due 9/6

	<p>Concepts</p> <ul style="list-style-type: none"> <li>• Course Homepage: Omi &amp; Winant: Racial Formations</li> <li>• Coltrane: pp. 1-13</li> </ul>	
<b>DIFFERENT AND UNEQUAL</b>		
Sept 13 & Sept 15	<p>Inequality &amp; Intersections</p> <ul style="list-style-type: none"> <li>• Review Weber: Defining Contested Concepts</li> <li>• Course Homepage: Frye: Oppression</li> <li>• BHM: Introduction pp. 1 – 12</li> <li>• BHM: 37 – Higginbotham and Weber: Moving Up with Kin and Community</li> </ul>	Notes Due 9/13
<b>GENDER FUNDAMENTALS</b>		
Sept 20	<p>Feminism</p> <ul style="list-style-type: none"> <li>• BHM: 2 – Baca Zinn and Thorton Dill: Theorizing Difference from Multiracial Feminism</li> </ul>	
Sept 22 & Sept 27	<p>Gender, Sexuality, and Identity</p> <ul style="list-style-type: none"> <li>• BHM: 26 – Chicks Goin' at It</li> <li>• KM: 36 – Messner: Becoming 100 Percent Straight</li> <li>• KM: 13 – Ferguson: Making a Name for Yourself</li> </ul>	Notes Due 9/22
Sept 29	EXAM 1	Exam 1
<b>SOCIAL INSTITUTIONS</b>		
Oct 4 & Oct. 6	<p>Gender and Family</p> <ul style="list-style-type: none"> <li>• Coltrane: Chapter 1 – Social Construction of Gender and Families</li> <li>• Coltrane: Chapter 4 – Mothers, Fathers, and Family Care</li> </ul>	Notes Due 10/4
Oct 11 & Oct 13	<p>Gender and the Government</p> <ul style="list-style-type: none"> <li>• Coltrane: Chapter 6 – Regulating Families and Gender</li> <li>• BHM: 42 – Miller: Not Just Weapons of the Weak</li> </ul>	Notes Due 10/11
Oct 18 & Oct 20	<p>Gender and Social Movements</p> <ul style="list-style-type: none"> <li>• KM: 50 – hooks: Men: Comrades in Struggle</li> <li>• BHM: 46 – Pardo: Mexican American Women, Grassroots Community Activists</li> </ul>	Notes Due 10/18
Oct 25 & Oct 27	<p>Gender and Education</p> <ul style="list-style-type: none"> <li>• Revisit KM: 13 – Ferguson: Making a Name for Yourself</li> <li>• KM: 9 – Jordan &amp; Cowan: Warrior Narratives in the Kindergarten Classroom</li> <li>• KM: 16 – Capraro: Why College Men Drink</li> </ul>	Notes Due 10/25
Nov 1 & Nov 3	Gender and Work	Book Review



	<ul style="list-style-type: none"> <li>• KM: 19 – Williams: The Glass Escalator</li> <li>• Coltrane: Chapter 3 – Paid Work and Family Life</li> </ul>	Due 11/1 Notes Due 11/1
Nov 8 & Nov 10	Gender and Religion <ul style="list-style-type: none"> <li>• BHM: 25 – Kimmel: Judaism, Masculinity, and Feminism</li> <li>• BHM: 23 – Le Espiritu: Americans Have a Different Attitude</li> </ul>	Notes Due 11/8
Nov 15 & Nov 17	Gender and the Media/Pop Culture <ul style="list-style-type: none"> <li>• BHM: 43 – Lutz and Collins: The Color of Sex</li> <li>• KM: 48 – Strate: Beer Commercials</li> </ul>	Notes Due 11/15
<b>IMPORTANT TOPICS</b>		
Nov 22 (No class Nov 24)	Gender and the Body <ul style="list-style-type: none"> <li>• KM: 47 – Lehman: In an Imperfect World, Men with Small Penises are Unforgiven</li> <li>• BHM: 8 – Sprague Zones: Beauty Myths and Realities and Their Impact on Women's Health</li> </ul>	Paper Due 11/22 Notes Due 11/22
Nov 29 & Dec 1	Gender and Crime/Violence <ul style="list-style-type: none"> <li>• KM: 15 – Spade: Fraternities and Collegiate Rape Culture</li> <li>• KM: 26 – Kelley: Confessions of a Nice Negro, or Why I Shaved My Head</li> </ul>	Notes Due 11/29
Dec 6 & Dec 8	Future of Gender Roles in America <ul style="list-style-type: none"> <li>• KM: 52 – Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic...and Us</li> <li>• BHM: 50 – Lorde: Age, Race, Class, and Sex</li> <li>• Coltrane: Chapter 7 – Where Do We Go From Here?</li> </ul>	Notes Due 12/6
Exam Week (Date to be determined)		Exam 2

## Assignments

Adults remember...  
10% of what they read  
20% of what they hear  
30% of what they see  
50% of what they see and hear  
70% of what they say  
90% of what they say and do

Unlike other courses which may only test your knowledge every few weeks, the assignments in this course are designed to help you to practice reading, writing, and discussion of each topic for maximum comprehension and retention. In addition, the ongoing interaction with the information will incrementally prepare you for the exams and papers and hopefully avoid any need for cramming. The importance of this ongoing interaction is evident by the fact that reading notes, participation, and in-class assignments comprise 25% of your grade (a difference between an A or a C). Students should be successful by preparing their weekly notes and using them in conjunction with the class notes for the exams and papers.

In-Class Assgn	10 points
Notes	10 points
Exam 1	20 points
Book Review	5 points
Paper	25 points
Exam 2	25 points
<u>Participation</u>	<u>5 points</u>
Total	100 points

**In-Class Assignments:** Throughout the semester various assignments will take place during class time. These assignments will normally be short answer questions, short quizzes, or written results from a group discussion. Points for each assignment will be determined at that time. In-class assignments cannot be completed outside the class period.

**Notes:** There are **13 opportunities** to turn in notes on the readings for each topic. Students are required to turn in notes **10 times** for **one** reading (a bullet point) for each topic covered with each set of notes equaling one point. This means that students do not have to turn in notes **3 times** throughout the semester for full credit. Students cannot receive extra credit for turning in more than 10 sets of notes.

Notes and readings should be completed by the first day the topic is discussed. Notes should be turned in during the first class period the topic is discussed. Notes should include the following items and each item should be **clearly delineated**:

1. Main points – what do I need to remember about this reading? What will be important to recall in the future?
2. Validity – how does the author convince me of their argument? Do they show that their methods, theories, research, etc. are legitimate?
3. How is this applicable in real life? By knowing this, how does it change how I view the world?

The purpose of note taking is to help the student to remember a few main points about each topic not only to better prepare them for the exams and papers, but for retention in further life application.

The notes must be **typewritten** but are primarily informal references for the student. Notes will be reviewed for demonstration of effort and understanding. Students will not receive credit for notes that do not have evidence of effort. Students who struggle with the understanding of the topic will receive credit but any misunderstanding will be clarified. Grammar, spelling, format, etc. are not a concern. The notes for each week are worth 1 point each for which credit or no credit will be given.

Exams 1 and 2: The exams will consist of multiple choice, true/false, and short answer questions. A point value will be assigned to each question. Exam 1 will cover the first five topics. Exam 2 will be a comprehensive exam and include all topics covered during the semester.

Book Review: Each student will be required to read a piece of literature related to the topic of gender and create a review applying the concepts learned in class. Detailed instructions for this book review will be distributed in September.

Paper: Each student will be required to apply their knowledge of gender to a particular topic of their interest will be due in late November. Detailed instructions for this paper will be distributed in October.

Participation: Dialog is important for learning. The sharing of knowledge, opinions, ideas, etc. is encouraged to help with the comprehension of the topics. Students will be expected to be respectful and open-minded towards others who may have different perspectives and to consider ways to express ideas that are respectful of those who may disagree. A student who wishes to be successful in participation:

- Attends class regularly – the determination of “regularly” is subjective based on pattern of absences and communication with the instructor; see section on Attendance for more information
- Participates regularly in class discussion
- Shows evidence of working outside the classroom; reading for each subject should be completed before the class in which it is discussed

Extra Credit: Students may wish to cultivate credit if they are lacking in one of the previous areas. Various opportunities will be available throughout the semester.

**\* Please note, any student failing to complete a major assignment (exam or paper) will automatically fail the course due to incompleteness of work assigned. Their final grade will be an F despite any points achieved.**

### Additional Details

**Email:** Students are **REQUIRED** to check their Ferris State University email account between each class period. If you need to set up your email account contact TIMME Student Services.

Email is the primary method of communication outside the classroom. Email will normally be used to email details of a topic discussed in class but may occasionally include timely messages relevant to the next class period.

**Attendance:** Students must attend at least 75% of the scheduled classes in order to complete the course. For those students that complete the course, their attendance records will highly influence their participation grade. Students with unacceptable attendance records will not receive any participation points despite in-class participation.

The instructor will determine if the student's attendance record is acceptable or not based on the pattern of absences and communication with the instructor. The instructor will subjectively determine if the pattern of absences is excessive or disruptive which will be influenced by communication initiated by the student.

**Exam or Paper Date Absence:** Students that miss a class in which an exam is scheduled or a paper is due must have documentation of a severe, legitimate reason for missing the class in order to receive full points for the make-up exam or the late paper. The student should contact the instructor before the next class period to make the appropriate arrangements. Students who do not contact the instructor within a week of the initial exam or paper date may forfeit their ability to make arrangements.

Students who do not have documentation of a severe, legitimate reason for missing an exam or paper due date can contact the instructor to discuss possible arrangements for a portion of the points available. The instructor will determine whether arrangements for a make-up exam or late paper can be made but it is not guaranteed.

Ferris State University  
SOCY 340 – Minority Groups in America  
Fall 2005

**Instructor:** Tony Baker, Ph.D.

**Office Hours:** ASC 2077  
MWF 11:00 – 12:00, MW 1:30 – 2:30

**Class Place and Time:** STR 232 3-4:15

**Contact Info:** Phone – 591-2753  
ASC 2077 BakerA@ferris.edu

**Texts:** Race, Ethnicity and the American Urban Mainstream,  
Christopher Doob  
Yellow: Race in America Beyond Black and White,  
Frank H. Wu

**Internet Sites:** Jim Crow Museum – See Links  
<http://ferris.edu/htmls/news/jimcrow>

**Course Description:**

This course is designed to examine power relationships in society as it relates to various groups' experiences. The course title "Minority Groups in America" implies groups in society have varying degrees of power in relation to a "dominant group" in society. The values of individuality and equality in the United States are very powerful, yet often at odds with each other. This becomes especially problematic when our or other's group membership limits or expands the opportunity of the individual. This will be a major question of the course. We will consider all groups in society that could or would be described as a "minority", but emphasis will be placed on those groups that are distinguished as a race and/or ethnicity.

These questions will be considered in relation to the institutions of home, work, power and education within urban American society.

As with all sociology courses, our efforts to understand these questions will be rooted in the sociological method, which includes:

1. **Objective social science research methods.** Using empirical data, rather than popular perceptions or beliefs is imperative, especially considering the political, economic and personal consequences of the analysis.
2. **Sociological Theory.** It is equally imperative that we place the analytical data into various theoretical vantage points for consistent analysis across various group experiences. The student should be able to draw connections between various minority and dominant groups, as well as understand distinct biographical stories.

This course meets Race/Ethnicity and Gender – General Education requirements.

should include discussion questions and simple clarification questions. The questions will be returned to you and should be kept together in a folder.

### *25 Points*

#### **Group Research**

**“Resisting Representations”:** The title of this assignment comes from a book written by bell hooks that attempts to challenge the representations of peoples who are often defined by outsiders. She asks us to critically understand the impact of these representations. To do this you as students will be asked to present the story of one of the following groups..

#### **Assignment Outline: Presentations will occur throughout the term.**

1. Students will sign up for one of the following groups.  
Polish Americans – Oct. 17, German Americans – Oct. 17  
Korean Americans – Nov. 9, Puerto Ricans – Nov. 14,  
Mexican Americans – Nov. 21, Cuban Americans – Nov. 21,
2. As a group gather background material on the group’s experience as an in the United States. Your major source can be the textbook. You may also use internet, film, novels and personal family stories.
3. **Identify their migration story – push/pull factors. Dates of arrival, etc.**
4. Discuss the **initial reaction of the dominant society** and a general assimilation experience.
5. Identify how the group **was/is represented in the popular culture.**
5. Present this info to class with an analysis. Ten – 15 minute presentation.

### *25 Points*

#### **Research Question Proposal**

Throughout the semester many controversial topics will be raised with regard to current or past relationships between minority and dominant groups in society. Most likely these often emotionally charged questions have already been debated in the public arena and by social scientists. By the middle of the semester individual students will either choose or be assigned a topic to explore. The assignment is a typed three to five page research **proposal** that includes the following:

1. Research Question – State clearly the topic and controversy/problem.
2. Brief Literature review – Should include a minimum of **three academic** sources, with a brief description of the findings of this research
3. A proposed process for new research. This should take into consideration the methods and findings of the literature review.

### *35 Points*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
October Week 6	3 Ch. 4 Q - Due	4	5 "Avalon"	6	7	8
9 Week 7	10 Rational Discrim? Wu - 190 - 213 Q - Due	11	12 Wu - pgs. 301 - 308	13	14	15
16 Week 8	17 Ch. 7 pgs. 158 - 165 Q - Due	18 ← German/Polish Presentations	19 "House we Live in?"	20	21	22
23 Week 9	24 "Smoke Signals"	25	26 Wu - pgs. 122 - 129	27	28	29
Oct./Nov. Week 10	31 Test 2 Review	1	2 Test 2	3	4	5

### Section 3

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November Week 11	7 Power Ch. 6 Q - Due	8	9 Model Minority Wu 39 - 77	10 ← Korean Pres.	11	12
13 Week 12	14 "Young Lords"	15 ← Puerto Rican Present.	16 "The Road to Brown"	17	18	19
20 Week 13	21 Education Ch. 8 Q - Due	22 ← Mexican Cuban Present.	23 Perceptions "Betty Crocker" Wu - 284 - 289	24	25	26
27 Week 14	28 Future Jim Crow Museum	29	30 Wu, 315 - 325	1		3
December Week 15	5 Wu - 330- 342	6	7 Loose Ends	8	9	10

## Tentative Syllabus

American Minorities (SOCY 340) Str 232, MWF 10:00-10:50 Honors

Teacher: Dr. David Pilgrim  
Office: 2074 Arts & Sciences Department  
Office Telephone: (231) 591-5887  
Office Email: [pilgrimd@ferris.edu](mailto:pilgrimd@ferris.edu)  
Home Email: [davepilgri@aol.com](mailto:davepilgri@aol.com)  
Office Hours: MWF 2:10-3:40

Textbook: Richard T. Schaefer, Racial and Ethnic Groups, 10<sup>th</sup> edition, New Jersey: Prentice Hall. ISBN 0-13-192897-x

**You must read the textbook.** Please have all assigned readings completed before the class meets.

### I. Course Objectives:

Students completing SOCY 340 should be able to do the following:

- a. Identify and define basic sociological concepts, for example, prejudice, discrimination, and minority groups;
- b. Understand the historical and contemporary statuses of minorities groups;
- c. Explain basic social scientific theories and research related to the topic;
- d. Debunk misconceptions and stereotypes relating to minority-majority group relations

### II. Course Requirements

**A. Attendance: You are encouraged to attend all classes; however, the teacher will not take roll each day.**

If you want to have an absence excused you must bring an official note/letter from the Registrar, your college Dean, a doctor, or a minister.

**B. Classroom Participation:** Students are encouraged to participate in all classroom discussions. Students will be graded on the quality and intellectual depth of their participation. I know this is subjective; however, please trust that the instructor will grade your participation fairly. Obviously, if you are absent you cannot participate. Also, homework will be given each week. Students are expected to submit homework at the scheduled time. The homework and classroom participation are very important. You will be expected to keep a journal. I will explain what goes into the journal. The journal is the written manifestation of your "participation."



C. Tests: There will be three examinations. The format is multiple-choice, true-false, and short answers. The exams, typically, have 65-100 questions. The exams include textbook material and data from lecture notes. Exams should be taken at the scheduled times. **Failure to take an exam results in an F grade for the entire course.** If you miss an examination you will need an official excuse (from a physician, Academic Dean, Registrar, or minister) before you are allowed to make-up the examination. No exceptions. If you have questions about the examination please see me in my office.

D. Final Grades: Your final grade will be determined this way:  
 Exam One = 100 points  
 Exam Two = 100 points  
 Exam Three = 100 points  
 Classroom Participation = 100 points

The following is the grade chart based on the percentage of points received:

100-93 A	92-90 A-	89-87 B+	86-83 B	82-80 B-	79-77 C+
76-73 C	72-70 C-	69-67 D+	66-63 D	62-60 D-	
less than 60 = F					

E. Reading Schedule:

Topic	Week(s)
Women	1
Prejudice	2
Discrimination	2
Asian Americans	3
Chinese & Japanese Americans	3-4
Hispanic Americans	5
Mexican Americans & Puerto Rican Americans	5
Jewish Americans	6
Black Americans	7-8
Native Americans	9
Immigration	10
Ethnicity & Religion	11
Handouts	12-15

You are required to keep the reading schedule even if classroom lectures lag behind the assigned readings. Please do not get behind in your readings. Thanks.

### III. Additional Course Information

Do not make a habit of coming to class late. It disrupts the class, and it is disrespectful to the other students. Also, do not leave early, nor start packing your belongings before the course is done.

Leave beepers at home.

Place telephones on vibrate.

Please don't sleep in class.

Leave newspapers home.

Don't do homework from other classes during this class.

No disruptive chit-chat.

Read university's policy on disruptive behavior.

Argue with me.

Leave your guilt and/or anger at the door. Your name is not in the book.

**FALL 2005****IMPORTANT DATES**

Late registration	Wed - Fri	Aug 24, 25, 26
First day of classes	Monday	Aug 29
Labor Day (no classes)	Monday	Sep 5
Mid-term grades due	Monday	Oct 24
Last day for "W" grades (full semester)	Thursday	Nov 3
Thanksgiving recess begins (no classes)	Thursday	Nov 24
Thanksgiving recess ends (classes resume)	Monday	Nov 28
Last day of classes	Friday	Dec 9
Examination Week	Mon - Fri	Dec 12 - 16
Commencement	Friday, Saturday	Dec 16, 17
Final grades due by 9:00 am	Monday	Dec 19

**SESSIONS**

Sessions	Dates	Withdraw Date
Session A	Aug 29 - Oct 18	Sep 29
Session B	Oct 19 - Dec 9	Nov 18
Session C	Aug 29 - Sep 30	Sep 19
Session D	Oct 3 - Nov 3	Oct 21
Session E	Nov 4 - Dec 9	Nov 28

**LIBRARY HOURS**

Regular hours for the (FLITE) library:

Monday - Thursday.....	7:30 am - 12:00 am
Friday.....	7:30 am - 9:00 pm
Saturday.....	9:00 am - 6:00 pm
Sunday.....	1:00 pm - 12:00 am

**COMPUTER LAB HOURS (FLITE)**

Computer lab hours in the (FLITE) library:

Monday - Thursday.....	7:30 am - 12:00 am
Friday.....	7:30 am - 9:00 pm
Saturday.....	9:00 am - 6:00 pm
Sunday.....	1:00 pm - 12:00 am

**CLASS ATTENDANCE IS IMPORTANT!**

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

**HOW TO CONTACT A FACULTY MEMBER**

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

**DROPPING CLASSES OR WITHDRAWING**

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

**INCOMPLETES**

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

**Academic Support Center...ASC 1017 – 591-3543**  
**The Writing Center.....ASC 1017 – 591-2534**

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

**Scholar Program.....ASC 1025 – 591-5976**

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

**Disabilities Services.....ASC 1021 – 591-5039**

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

**Personal Counseling, Sexual Assault, Substance Abuse**

**Birkham Health Center - 2<sup>nd</sup> Floor.....591-5968**

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

**Safety**

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

**College of Arts & Sciences Department Offices**

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

**ACADEMIC MISCONDUCT**

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

**DISRUPTIVE BEHAVIOR**

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

**American Minorities**  
**Sociology 340**  
**Fall, 2005**  
**Monday Evenings, 7 PM – 10 PM**  
**Ferris State University**  
**Grand Rapids, Michigan**  
**Bonnie Marshall, Instructor**  
**Email:**  
**Office Hours: As arranged**

We will be reading a variety of articles and essays that I will provide to you in class rather than using a text. Please have all assigned readings completed before the class meets.

**COURSE OBJECTIVES:**

Students completing SOCY 340 should be able to do the following:

- a. Identify and define basic sociological concepts. For example: prejudice, Discrimination, and minority groups
- b. Understand the historical and contemporary statuses of minority groups
- c. Explain basic social scientific theories related to the topic
- d. Debunk misconceptions and stereotypes relating to minority-majority group relations

**COURSE REQUIREMENTS:**

- a. Classroom participation: I will expect each student to participate during discussions, which call for well-reasoned responses concerning reading, viewing, exercises, and the work of others in the class.

PLEASE NOTE: Regular, timely attendance is a part of this requirement. I will lower overall course grades at two absences. This means at two, not three.

- b. To work diligently on your assignments and class projects.
- c. To complete all your assignments on time and in a manner suited to college work
- d. To present some of your work, as assigned, to the professor and class.

Following is the tentative course schedule, subject to modification as the semester progresses.

Week 1

M 8/29 Introductions  
Review of syllabus  
The melting pot?  
Assignment #1 & Paper    Film Assignment & Paper  
Assignment #2 & Paper    Experiencing Another Culture  
Assignment #3 & Paper    In Class Presentation & Paper

Film: *Shadow of Hate*

Assignments:

Read: *Body Ritual Among the Nacirema*  
*Kill an American?*  
*Fomenting Class Warfare*

Week 2

M 9/5 Labor Day Recess

Week 3

M 9/12 Discuss reading assignments  
“ multiculturalism  
“ the melting pot  
Film: *The Jim Crow Museum*  
Choose culture to research and present on

Assignments:

Read: *The Racism of Diversity*  
*Five Myths About Immigration*  
*Can America Assimilate?*

Week 4

M 9/19 Discuss reading assignments  
Work on presentations in class

Assignment:

Read: *Immigration Reform*  
*Beyond the Stereotype: A New Look...*

Week 5

M 9/26

Discuss assigned readings from last week

Film: *Ethnic Notions*

Work on presentations in class

Assignment:

Read: "Prologue: A Confession, My First White Friend"  
"Unpacking the Invisible Knapsack"

Week 6

M 10/3

**Film Assignment Paper Due Tonight**

Discuss Assigned readings from last week

Film: *Free Indeed*

Work on presentations in class

Assignment:

Read: "Vow to Rebuild Holocaust Museum"  
"Diversity Levels the Playing Field"

Week 7

M 10/10

Presentation 1

Presentation 2

(Note: Papers are due date of presentation)

Film: "The Color of Fear"

Assignment:

Read:

"Home Alone"

"White People Need to Acknowledge Benefits of  
Unearned Privilege"

"Whites Swim in Racial Preference"

Week 8

M 10/17

Discuss assigned readings from last week

Film: *American Tongues*

Presentation 3

Assignment

Read: "National Media Should Stop Using Obscene Words"  
"Imagine Living Without Illegal Immigrants"

Week 9

M 10/24 Discuss assigned readings from last week  
Presentation 4  
Film: *Road Scholar* Part One

Assignment:

Read: "*Can Disabled People Be Forced to  
Crawl Up the Courthouse Steps?*"  
"*DeBunk Those Stereotypes*"

Week 10

M 10/31 Discuss assigned readings from last week  
Presentation 5  
Film: *Road Scholar* Part Two

Assignment:

Read: "*Time for Change*"

Week 11

M 11/7 **Experiencing Another Culture Due Tonight**  
Discuss assigned reading from last week  
Presentation 6  
Presentation 7

Assignment:

Read: "*Racial Hatred*"

Week 12

M 11/14 Discuss assigned reading from last week  
Guest speaker

Assignment:

Read: "*Pendulum Swings on Civil Rights*"

Week 13

M 11/21

Week 14

M 11/28 Discuss assigned reading from last week

Week 15

M 12/5

**Last Class!**

**Final Paper "What Have You Learned?" Due Tonight**



Final Grades:

Your final grade will be determined this way:

Film paper	15%
Experiencing Another Culture paper	15%
Exploring Another Culture presentation	20%
paper	10%
Final "What Have You Learned?" paper	15%
Participation (includes attendance)	25%

The following is the grade chart based on the percentage of points received:

100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
Less than 60	= F

**World Urban Sociology**  
**SOCY 344**  
**Winter 2006**

**Instructor:** Tony Baker, Ph.D.

**Class Time:** Mondays and Wednesdays, 3:00 – 4:15, STR 232

**Office and Hours:** ASC 2077  
Mondays, Wednesdays, Fridays 10:00 – 11:00  
Mondays, Wednesdays 2:00 – 3:00  
Other Hours Available by Appointment

**Contact Info:** Phone: 591-2753  
E-Mail: BakerA@ferris.edu

**Texts:** **The World of Cities:** Orum, Anthony and Chen, Xiangming  
**Why New Orleans Matters:** Piazza, Tom  
– Social Capital defined.

**Internet Sites:** New Orleans:  
Local news: “Bring New Orleans Back Commission” (Mayor Nagin’s)  
Greater New Orleans Community Data  
(Maps and Neighborhood history)  
Urban Policy – Urban Land Institute –

World City Information

**General Education**

**Criteria:**

This course fulfills general education criteria: **Global Consciousness, Social Awareness and Race, Ethnicity and Gender**. This places a significant responsibility on the course to adequately fulfill the objectives of all three criteria. Therefore, significant time will be placed on discussing methods and analysis of sociology to address the goals of the three criteria. Likewise, an understanding of race and ethnicity in the United States, as well as throughout cities in the world will be included as well as our discussion on global urban communities. To accomplish these goals we will focus our inquiries this semester to the historical role of “Global Cities”.

Students will organize into groups as “task force committee members” in one of the following 6 urban institutions.

*Employment*

*Public Education*

*Safety*

*Housing*

*Physical Infrastructure*

*Cultural Institutions (French Quarter and Non-French Quarter)*

Each committee will produce a report to the class during the 11<sup>th</sup> to 13<sup>th</sup> weeks of the semester. Each report will include: **1. Pre-Katrina Analysis of the institution.** (Include a comparative component); **2. Impact of Katrina on the institution;** **3. Proposal for future on institution in New Orleans.**

I have included websites at the beginning of this syllabus which gives direct linkages to the actual actors in the arena of rebuilding New Orleans. This is not exhaustive and there are numerous voices. I am encouraging you to use as many voices in your oral committee report. We will discuss further in class, but grade will be based on the following:

1. Attendance and participation in private meeting with instructor on plan of action for completing report. **Ten Points.**
2. Pre-report meeting with instructor prior to committee presentation. Both meetings must be arranged with instructor and attended by all committee members to receive points. **Ten Points.**
3. Outline of Proposal and Oral Presentation to class. **30 Points.**

#### **50 Points**

***Global Cities project:*** This project is used as a case study for you to follow along with the course analysis and apply to a city of your interest. It expects you to include the theoretical analysis of the course. Each individual will choose a non U.S. city to become local experts on. Throughout the term you will be expected to acquire an increasing amount of information on your assigned city. Follow the course schedule below and take notes as you go. You will share this information with the class in classroom discussion. **Notes on Plagiarism – Do not in any manner present any information written by someone other than you without citing the source of that info. This certainly includes cutting and pasting travel articles, but also includes what you heard from a friend or relative. Any plagiarized portion of this assignment will result in an automatic zero and discussion of potential further consequences.**

Towards the end of the course you will write a paper on your city that will serve as a “traveler’s guide” on the history, culture and contemporary issues of the chosen city. You will be expected to turn in typed notes at three points of the semester. Notes for each should be up to two pages in length and **must cite sources for information.**

#### **Notes:**

1. **Founding Stories:** Report founding dates, personalities and purposes for founding city. Note: City may have more than one “founding story”. Include discussion of primary functions of this city historically. Due. Wed. Feb. 1 (**Seven Points**)

Industrial Cities and Capitalism – Chicago, London, Paris  
Suburbanization  
Post-Industrial Cities  
View “Chicago: City of the Century”

**Week 4: Race in Urban America**

*Orum/Chen – pgs. 74 - 91*

View: “Gangs of New York , Avalon”

Global City Notes 1 due

**Week 5: Race in Urban America, cont.**

View: “Going to Chicago”

View: “The House we Live in”

**Week 6:**

**Exam 1 – Global City Portion** Know current city population, Language, and Founding Date:  
Know By whom and for what purpose city was founded: Know various ethnic/class groups that  
make up the city

**Week 7: Method and Theory of Place**

*Orum/Chen – Ch. 2 pgs. 27-37, 44 - 52*

Global City Notes 2 Due

**Week 8: Method and Theory of Place**

Monday – All things New Orleans. Bring in music, stories, poems and (food?)of New Orleans.

**Piazza – Pgs. 97 - 109**

*February 28 – Mardi Gras*

**Week 9: Urbanization and Globalism**

**Colonialism – Cities in the Americas**

Mexico City Tehotihuacan and Tenochtitlan

Havanna, Rio – City of God

**Week 10. Urbanization and Globalism, cont.**

*Orum/Chen. Ch. 4 pgs.95-104, 112 - 120*

Global Cities Notes 3 due

“Starbucks vs. Schuberg’s”

**Week 11: Group Presentations**

*Piazza, Ch. 7*

**Week 12: Group Presentations**

*Piazza, Ch. 8*

**Week 13. Group Presentations**

**Week 14: The Future of Cities and Reconstructing Places**

*Orum/Chen Ch. 5* Global City Guide Due

Week 15: Loose Ends

**Final Exam –**

## WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

**Academic Support Center...ASC 1017 – 591-3543**

**The Writing Center.....ASC 1017 – 591-2534**

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

**Scholar Program.....ASC 1025 – 591-5976**

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

**Disabilities Services.....ASC 1021 – 591-5039**

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

### **Personal Counseling, Sexual Assault, Substance Abuse**

**Birkham Health Center - 2<sup>nd</sup> Floor.....591-5968**

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

### **Safety**

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

### **College of Arts & Sciences Department Offices**

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735

### **ACADEMIC MISCONDUCT**

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

### **DISRUPTIVE BEHAVIOR**

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

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Syllabus for Sociology 345 The Field Of Aging; Winter, 2006;  
Three Credit Hours; Course Instructor: Dr. Thomas Behler,  
Department of Social Sciences

Office--Arts And Sciences Commons room 2088;

Office phone--591-3611;

E-mail: [behlert@ferris.edu](mailto:behlert@ferris.edu)

Office hours--Monday, Wednesday, and Friday 9 - 9:50 a.m.,  
and 11 - 11:50 a.m.; Tuesday and Thursday 8 - 9:15 a.m.;  
and by appointment.

#### COURSE PRE-REQUISITE INFORMATION:

In order to be admitted into this course, you already must  
have successfully completed ONE of the following courses:

- A. Sociology 121--Introductory Sociology
- B. Sociology 122--Social Problems, or
- C. Anthropology 122--Introduction To Cultural Anthropology.

#### GENERAL EDUCATION GUIDELINES INFORMATION:

This course fulfills the GE Social Awareness requirement,  
and the GE Race, Ethnicity, and/or Gender Issues requirement.

Sociology 345 fulfills the GE Social Awareness requirement  
by developing your knowledge about contemporary issues of concern  
in the field of Social Gerontology, and the major social forces  
that shape them. The course also will help develop your skills  
in rational problem-solving and decision-making, and your skills  
in creatively expressing your views on important social issues  
within the classroom setting. Finally, the course will promote  
the values of self examination, self awareness, and an objective  
open-minded approach to understanding the basic realities of life  
for our growing elderly population from a sociological point of  
view.

The knowledge, skills, and values just described will  
contribute to your role as a citizen by helping you become  
informed about the various realities that likely will continue to  
shape your relationships with elderly people, and that will have  
a bearing on your own eventual experiences as an elderly  
individual. The course will aid you in your chosen profession by  
giving you an increased ability to relate empathetically to  
senior citizens in the work place. In general, the course will  
make you a better person by providing you with the tools that  
will help you more completely understand the lives of the elderly  
by taking you beyond the realm of purely private experience, and  
into the realm of broader sociological analysis.

Sociology 345 also fulfills the GE Race, Ethnicity, and/or  
Gender Issues requirement. A considerable amount of our course  
work will be devoted to providing you with a working knowledge of  
the importance of race, ethnicity, gender, and national origin as  
ascribed characteristics that can substantially affect observed  
patterns of life for the elderly both within our society and  
throughout the world. The knowledge base and skills just  
described should contribute to a broadening of your own personal  
perspectives on aging by making you a more open-minded  
individual, who truly understand that the aging process does not

A. Life course theories--Read Quadagno: chapter 3, and pp. 163-171.

B. Social gerontological theories--Read Quadagno: chapter 2. Also, do practical exercise number 2.

**FIRST TEST WILL OCCUR AT THIS POINT IN THE COURSE.**

V. Major problem areas of interest in social gerontology

A. Social bonds: family, friends, and community--Read Quadagno: chapter 8.

B. Aging and wellness--Read Quadagno: chapter 6, the Perls and Silver article on reserve entitled "Will You Live To Be 100?", and the Corliss and Lemonick article on reserve entitled "How To Live To Be 100".

C. Some general health-care-related concerns for the elderly--Read Quadagno: pp. 316-330, and the Comarow article on reserve entitled "You're Never Too Old". Also, do practical exercise number 3.

D. Caring for the frail elderly--Read Quadagno: pp. 226-240, and the Newsweek magazine article to be handed out in class entitled "The Caretaker Generation".

During this particular unit of the course, we will view and discuss a video on the nature, causes, and implications of Alzheimer's disease.

E. Work and leisure--Read Quadagno: chapter 12.

F. The economics of aging--Read Quadagno: chapter 15. Also, do practical exercise number 4.

**SECOND TEST WILL OCCUR AT THIS POINT IN THE COURSE.**

G. Choice of living environments--Read Quadagno: chapter 9, and pp. 240-248.

If time permits during this particular unit of the course, we will view and discuss a video on long-term nursing home care entitled "Not My Home".

H. Death and dying--Read Quadagno: chapter 14, and the U.S. News And World Report article on reserve entitled "Euthanasia's Home: What The Dutch Experience Can Teach Americans About Assisted Suicide". Also, do practical exercise number 5.

VI. What does the future hold for the elderly and the field of social gerontology?: an examination of senior political activism and other potential developments--Read Quadagno: Chapter 17.

VII. Course summary and review--to be conducted as time permits.

**THE FINAL EXAM FOR THE COURSE WILL BE GIVEN ON MONDAY: MAY 1 AT 10 A.M. NO FINAL WILL BE GIVEN PRIOR TO THIS OFFICIALLY DESIGNATED EXAMINATION PERIOD.**

The topic and format of the group presentation, as well as the composition of the presentation groups, will be outlined in a 1 to 2-page written proposal. This proposal will be submitted to the course instructor for approval in late February. Once the presentation proposal has been approved, the group will meet periodically with the course instructor in order to ensure that sufficient progress is being made on the presentation as the semester proceeds.

All group presentations will be given sometime during the last two class periods of the semester (i.e. Tuesday: April 25 or Thursday: April 27). The specific time and date for each presentation will be agreed upon jointly in advance by the course instructor and the participants. In addition to presenting its material to the class, each presentation group will submit a written copy of its material in final typed form on the class presentation due-date.

The group as a whole will be graded on the class presentation, and on the final written report that has been submitted. The ultimate group presentation grade will be figured in to each participant's final course average. (note: All agreed-upon dates for in-class group presentations are final; each member of a group will be penalized ten points (one letter grade) for each day that a group presentation is late.

D. Attendance--The rewards associated with regular class attendance are obvious. They include a greater likelihood of mastering the course material, as well as the development of meaningful working relationships with the course professor and other students in the class.

As a result, this course has an attendance policy which aims to reward those students who take class attendance seriously. More specifically, if, at the end of the semester, you have a perfect attendance record (i.e. no absences), five percentage points will automatically be added to your final course average.

Additional extra points also may be added onto your final course average in marginal grading situations if your total number of absences is minimal (i.e. two or fewer), and if those absences are "excused" via official written verification.

(Note: In order for an absence verification to be accepted, the verification must be provided on the day you return to class, and the copy of the verification must be one that I can keep for my files.)

E. Class participation--Class participation and general interest can also help you in terms of your final course grade. I always will consider giving an active, interested, and concerned class member the benefit of the doubt in a marginal grading situation at the end of the term if such special consideration is warranted and does not unfairly penalize other students.



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**Ferris State University  
Fall Semester 2005  
Community Studies  
SOCY 341 Syllabus**

**Course Number:** SOCY 341  
**Instructor:** Anthony Baker, Ph.D. University of Illinois at Chicago

**Class Time:** Fridays – 1- 4  
See Class Schedule Below

**Office & Hours:** ASC 2077

**Contact Info:** Phone: 591-2753  
E-mail: BakerA@ferris.edu

**Texts:** **Black Eden: The Idlewild Community**, Lewis Walker & Ben Wilson  
**Practicing Sociology in the Community**, Langton and Kammerer

**Course Description:** Analyzing community is our task for this semester. Through a variety of inputs: readings, speakers, excursions and class discussion we will explore the role communities have played in our life and the changing community in our society today. We will be particularly concerned with the way institutions in our communities organize our social lives. By institutions I mean – education, government, work, family, etc.

Our units of study will communities be in West Michigan, Chicago, the communities of our youth and the communities of our future. Community life has changed very much in the United States, yet the functions it has served are still needed. Community life expands and also restricts the individual. At times we may want to transcend the limitations of community. We will explore these questions in a seminar and experienced based course relying on the development of sociological tools and theory to broaden the notion of community and to challenge the individual's responsibility within the community.

**Course Objectives:**

1. To gain a general understanding of analysis and methods of community sociology.
2. To develop a critical analysis of the impact of race, gender and class on community life.
3. To examine the individual's relationship with community.
4. To examine the community's impact on the individual.
5. To develop strong social science observation skills by applying to the community
6. To develop policy making responses to consider a more integrated community life

**Course Design:** This course has a unique design, due to its emphasis on providing the opportunity for field experiences. To achieve the objectives of this course we will delve into various communities as deeply as is possible given the parameters of a classroom based course. We will place ourselves into the

**Community Service** – The required hours of service that you are expected to complete as members of the Honors Program will be incorporated into this course. Sites should be chosen based on their ability to contribute to the objectives of this course. It is expected that students keep a journal on their service experiences, incorporated into above field notes. Grades for hours of service are incorporated as research for the following assignment.

### **Community Institutions**

This project will focus on exploring the state of an entire institution within the surrounding communities of Ferris State University. **An institution is the apparatus that a community uses to accomplish its goals.** I would like each individual to identify a broad institution and then analyze the condition of that institution at meeting its goals. You may choose from the following list, or propose your own.

*Family Supports*

*Education*

*Health Care*

*Crisis*

*Economic*

The following steps should be followed.

1. The site of your community service will serve as your entry point into the community institution. As you encounter individuals that work with the service organization you should gather information for the assignment.
2. Once the institution is chosen create a demographic description of the population and needs assessment.
3. Identify agencies in the community that provide services and contact an “informant” or agent, that you can interview. Shoot for at least three community agents.
4. Interview this agent to discover the following three sets of information.
  - A. What does the community do well? These would be services or “assets” that already exist.
  - B. What is lacking? Do new agencies need to exist? Do the agencies that already exist need more resources?
  - C. What needs to be done at an institutional level to meet these needs?
5. Analyze the information “data” and determine if you think your informants have adequately addressed the issues. Then you answer the above questions.
6. Write a report that illustrates findings of the above steps. (Five to seven pages). Due Friday, December 2.

**60 Points**

### **Home Community Analysis:**

This assignment is very similar to the above assignment, except the analysis is going to be of your hometown. A second difference is to consider how institutional change has occurred over time. I believe it is very important to develop a sociological perspective that explores similarities and differences across different types of communities. I also believe that we use our own community as a reference point, when we encounter other communities, so we need to have an honest assessment of this reference point.

## COURSE SCHEDULE

Note: Due to the experiential design of the course the actual classroom schedule will differ from the traditional academic calendar. In order to study and discuss communities we need to leave the classroom and visit the communities of study. This semester we will tour Big Rapids, Baldwin/Idlewild, Grand Rapids and Chicago.

The Michigan community excursions will occur on Fridays and will actually take place between 1:00 and 6:30. There will be three of these excursions and the schedule for each day will vary depending on travel times. *The Friday following each of these excursions, there will be no class.* The Chicago Trip will occur Friday, October 7 at 8:00 A.M. – Sunday, October 9 at 5:00 P.M. *The following two Fridays, there will be no class.* The Chicago Trip will require \$100.00 to cover expenses not covered by the Honors program. I will keep the costs of books low to supplement this expense.

September	Friday	Saturday	Sunday
Week 1	2 – Introductions, Syllabi – Community Institutions	3	4
Week 2	9 – Sociological Imagination and Community PSC – 1-5, Ch. 2	10	11
Week 3	16 – Grand Rapids Excursion  <i>PSC Ch. 4, pgs. 67 - 72</i> <u>Black Eden</u> - Introduction	17	18
Week 4  Attend Frank Wu Presentation 11:00 SCI Tuesday	23 – No Class	24	25
Week 5	30 – Chicago Prep. Home community institution paper due.  PSC Ch. 3, pgs. 47 – 58 Eden – Chapter 1, Pages 1-8, 18-28	10/1	10/2

**FALL 2005**

**IMPORTANT DATES**

Late registration	Wed - Fri	Aug 24, 25, 26
First day of classes	Monday	Aug 29
Labor Day (no classes)	Monday	Sep 5
Mid-term grades due	Monday	Oct 24
Last day for "W" grades (full semester)	Thursday	Nov 3
Thanksgiving recess begins (no classes)	Thursday	Nov 24
Thanksgiving recess ends (classes resume)	Monday	Nov 28
Last day of classes	Friday	Dec 9
Examination Week	Mon - Fri	Dec 12 - 16
Commencement	Friday, Saturday	Dec 16, 17
Final grades due by 9:00 am	Monday	Dec 19

**SESSIONS**

Sessions	Dates	Withdraw Date
Session A	Aug 29 – Oct 18	Sep 29
Session B	Oct 19 – Dec 9	Nov 18
Session C	Aug 29 – Sep 30	Sep 19
Session D	Oct 3 – Nov 3	Oct 21
Session E	Nov 4 – Dec 9	Nov 28

**LIBRARY HOURS**

Regular hours for the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am  
 Friday.....7:30 am – 9:00 pm  
 Saturday..... 9:00 am – 6:00 pm  
 Sunday.....1:00 pm – 12:00 am

**COMPUTER LAB HOURS (FLITE)**

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am  
 Friday.....7:30 am – 9:00 pm  
 Saturday..... 9:00 am – 6:00 pm  
 Sunday..... 1:00 pm – 12:00 am

**CLASS ATTENDANCE IS IMPORTANT!**

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

**HOW TO CONTACT A FACULTY MEMBER**

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>. A faculty directory notebook is also located in the dean's office (ASC 3052).

**DROPPING CLASSES OR WITHDRAWING**

If you need to drop a class, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. In case of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

**INCOMPLETES**

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

THE FIELD OF AGING  
SOC 345 SECTION 1  
Instructor Elisha Marr  
Fall 2005

Meets M,W 6:00 – 7:15 pm  
Starr 324

Office Hours: M,W 5-6 pm  
T,TH 3:30-4:30 pm or by appointment

**marre@ferris.edu**  
Office Location: ASC 2072  
Office Phone: 231-591-5877  
Cell Phone: 616-318-0893

You know the world is going crazy when the best rapper is a white guy, the best golfer is a black guy, the tallest guy in the NBA is Chinese, the Swiss hold the America's Cup, France is accusing the U.S. of arrogance, [and] Germany doesn't want to go to war.

Chris Rock

**Course Objective**

Sociology is the study of groups and their behaviors. Despite the credit we would like to give to our individual minds, distinct personalities, and personal desires, our actions are highly influenced by the society within which we live. Consequently as individuals live in societies, patterns develop making it possible to learn about an individual based on the groups to which they belong (as suggested by the above quote). Sociologists make careers out of systematically studying human society and interaction to not only identify those patterns, but also to use the knowledge to interpret and understand events and experiences in our individual lives, communities, society, and the entire world.

The objective for this course is to obtain a broad, comprehensive understanding of the changing position of older people in society. By systematically studying the elderly, we are not only able to better understand the aging process, but also the role of social institutions such as family, community, politics, and health services, in the later years of life. A successful student will...

1. Be able to outline the sociological, psychological, biological and economic aspects of the aging process
2. Analyze the role of social institutions in the lives of the elderly.
3. Identify and engage in educated discussions about contemporary issues in social gerontology.

This class is the combination of a telecourse and lecture seminar. Each topic will include a relevant video, instructor lecture, classroom discussion, and weekly in-class assignments.

The first four weeks will be an introduction to the field of social gerontology as well as cover the biological and physiological context of social aging. Exam 1 at the end of September will test for understanding and comprehension of these subjects.

At the beginning of October we will create student groups based on various topics not only related to aging, but also related to the students' major or potential career (e.g. Media). A paper will be due in mid-November from **each individual** student requiring them to apply what they have learned about aging to their specific major/career topic (e.g. How the elderly are portrayed in the media). The student group **may** be used to study and prepare for the paper, but **must** be used to put together a **group presentation** on the major/career topic the last week of class.

Throughout October and November the psychological and social contexts of aging will be covered. A book review asking the student to apply the concepts learned to relevant literature will be due at the end of October. The previously mentioned paper asking the student to apply the concepts learned to their specific major/career topic will be due in mid-November.

The last few weeks of class will cover the societal context of aging with particular attention to implications for the future. A final, comprehensive exam will take place during exam week.

### Required Materials

Social Gerontology Valuepack. Nancy R. Hooyman. H. Asuman Kiyak. Allyn & Bacon  
ISBN: 0205472699

### Course Outline

DATES	TOPICS	ASSIGNMENTS
Aug 29	Introduction	
Aug 31 & Sept 7 (No class Sept 5 – Labor Day)	Myths and Realities of Aging <ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Chapter 2</li> </ul>	
Sept 12 & Sept 14	How the Body Ages <ul style="list-style-type: none"> <li>• Chapter 3</li> </ul>	
Sept 19 & Sept 21	Maximizing Physical Potential of Older Adults <ul style="list-style-type: none"> <li>• Chapter 4: sections on Defining Health, Quality of Life, and Health Promotion</li> <li>• Chapter 11: section on Person-Environment Theories of Aging</li> <li>• Chapter 14</li> <li>• Chapter 15</li> </ul>	
Sept 26 & Sept 28	Love, Intimacy, and Sexuality <ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>	Exam 1 – 9/28

Oct 3 & Oct 5	Learning, Memory, and Speed of Behavior <ul style="list-style-type: none"> <li>• Chapter 5</li> </ul>	
Oct 10 & Oct 12	Intellect, Personality, and Mental Health <ul style="list-style-type: none"> <li>• Chapter 6</li> </ul>	
Oct 17 & Oct 19	Social Roles and Relationships in Old Age <ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Chapter 12: sections on Leisure, Membership, Volunteer Work, Educational Programs, Religious Participation, and Political Participation</li> </ul>	
Oct 24 & Oct 26	Family and Intergenerational Relationships <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> <li>• Chapter 11</li> </ul>	Book Review Due – 10/24
Oct 31 & Nov 2	Work, Retirement, and Economic Status <ul style="list-style-type: none"> <li>• Chapter 12: sections on Retirement, Employment Status, Economic Status, and Poverty Among Old and Young</li> <li>• Chapter 16: sections on Income Security Programs and Private Pensions and Income Tax Provisions</li> </ul>	
Nov 7 & Nov 9	Illness and Disability <ul style="list-style-type: none"> <li>• Chapter 4: sections on Chronic and Acute Diseases, Causes of Death, Common Chronic Conditions, Falls, and Use of Physician Services</li> <li>• Chapter 6: sections on Psychological Disorders Among Older People, Depression, Dementia, Alzheimer's Disease, Alcoholism, Paranoid Disorders and Schizophrenia, Anxiety, and Older Adults Who Are Chronically Mentally Ill</li> </ul>	
Nov 14 & Nov 16	Dying, Death, and Bereavement <ul style="list-style-type: none"> <li>• Chapter 13</li> </ul>	Paper Due – 11/16
Nov 21 & Nov 23	Social and Political Aspects of Aging <ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Chapter 17</li> </ul>	
Nov 28 & Nov 30	The Future of Aging <ul style="list-style-type: none"> <li>• Sections on "Implications for the Future" at the end of Chapters 16 and 17</li> </ul>	
Dec 5 & Dec 7	Wrap Up	Group Presentations
Exam Week (Date to be announced)		Exam 2



# Sociology

APRC 2006-2007

Section 7 of 8

## Assignments

Adults remember...  
10% of what they read  
20% of what they hear  
30% of what they see  
50% of what they see and hear  
70% of what they say  
90% of what they say and do

Unlike other courses which may only test your knowledge every few weeks, the assignments in this course are designed to help you to continuously practice reading, writing, and discussion of each topic for maximum comprehension and retention. In addition, the ongoing interaction with the information will incrementally prepare you for the exams and papers and hopefully avoid any need for cramming. The importance of this ongoing interaction is evident by the fact that in-class assignments and class participation make up 35% of your grade (a difference between an A and a D). Students should be successful in this course by accomplishing readings on time for each topic, attending class regularly, contributing to class discussion, and using their notes and readings to prepare for papers and exams.

In-Class Assignments:	30 pts
Exam 1:	17.5 pts
Book Review:	5 pts
Paper:	15 pts
Group Presentation:	10 pts
Exam 2:	17.5 pts
Participation:	5 pts
<u>TOTAL</u>	100 pts

**In-Class Assignments:** Each week students will be given an in-class assignment. This assignment may be a short answer question, short quiz, or written results from a group discussion. Each assignment is worth 2.5 points. There will be 13 opportunities for in-class assignments allowing each student the ability to miss one assignment and still achieve the 30 points possible. Any student that is able to complete all 13 assignments will receive 2.5 extra credit points towards their final grade. In-class assignments cannot be completed outside of the class period.

**Exams 1 and 2:** These two exams will consist of multiple choice, true/false, and short answer questions. A point value will be assigned to each question. Exam 1 will cover the first four topics. Exam 2 will be a comprehensive exam and include all topics covered during the semester.

**Book Review:** Each student will be required to read a piece of literature related to the topic of aging and create a review applying the concepts learned in class. Detailed instructions for this book review will be distributed in September.

**Paper:** At the beginning of October student groups will be created based on a shared interest in a topic that possibly relates to the students' major or potential career (e.g. Media). Each student will be required to write a paper on how the concepts learned about aging may apply to their selected topic (e.g. How are the elderly portrayed in the media). Detailed instructions for this paper will be distributed in early October.

**Group Presentation:** Each student is required to work with their assigned student group to create a short presentation (less than 10 minutes) on how aging relates to their group topic. Detailed instructions for this presentation will be distributed in early October. The presentation will receive one grade and each group member will receive between 0 and 10 points based on the according grade.

**Participation:** Dialog is important for learning. The sharing of knowledge, opinions, ideas, etc. is encouraged to help with the comprehension of the topics. Students will be expected to be respectful and open-minded towards others who may have different perspectives and to consider ways to express ideas that are respectful of those who may disagree. A student who wishes to be successful in participation:

- Attends class regularly – the determination of “regularly” is subjective based on pattern of absences and communication with the instructor; see section on Attendance for more information
- Participates regularly in class discussion
- Shows evidence of working outside the classroom; reading for each subject should be completed before the class in which it is discussed

**Extra Credit:** Students may wish to cultivate credit if they are lacking in one of the previous areas. Various opportunities will be available throughout the semester.

### **Additional Details**

**Email:** Students are **REQUIRED** to check their Ferris State University email account between each class period. If you need to set up your email account contact TIMME Student Services.

Email is the primary method of communication outside the classroom. Email will normally be used to email details of a topic discussed in class but may occasionally include timely messages relevant to the next class period.

**Attendance:** Students must attend at least 75% of the scheduled classes in order to complete the course. For those students that complete the course, their attendance records will highly influence their participation grade. Students with unacceptable attendance records will not receive any participation points despite in-class participation.

The instructor will determine if the student's attendance record is acceptable or not based on the pattern of absences and communication with the instructor. The instructor will subjectively determine if the pattern of absences is excessive or disruptive which will be influenced by communication initiated by the student.

**Exam or Paper Date Absence:** Students that miss a class in which an exam is scheduled or a paper is due must have documentation of a severe, legitimate reason for missing the class in order to receive full points for the make-up exam or the late paper. The student should contact the instructor before the next class period to make the appropriate arrangements. Students who do not contact the instructor within a week of the initial exam or paper date may forfeit their ability to make arrangements.

Students who do not have documentation of a severe, legitimate reason for missing an exam or paper due date can contact the instructor to discuss possible arrangements for a portion of the points available. The instructor will determine whether arrangements for a make-up exam or late paper can be made but it is not guaranteed.

**Group Presentation Absence:** The student group is able to determine which group members will be involved in the actual presentation. Yet, in order to receive credit for the group presentation each student must attend both class sessions in which the presentations are being made. Students who have documentation of a severe, legitimate reason for missing one or both of these dates should contact the instructor by the end of last class period in order to receive full points. Students who do not have documentation of a severe, legitimate reason for missing one or both of these dates should contact the instructor to discuss possible arrangements for a portion of the points available. The instructor will determine whether points will be awarded but it is not guaranteed.

## Tentative Syllabus

Black Images In Popular Culture (Socy 350-001)

MTWRF 2:00-3:55

Starr 324

May 16-June 13

Teacher: Dr. David Pilgrim

Office: 2074 Arts & Sciences Department

Office Telephone: (231) 591-5887

Office Email: [pilgrimd@ferris.edu](mailto:pilgrimd@ferris.edu)

Home Email: [davepilgri@aol.com](mailto:davepilgri@aol.com)

Office Hours: MTWRF 10-10:50

Textbook: Jim Crow Guide

Get this book as soon as possible and read it from cover to cover. You will be tested over the book by mid-semester.

**You must read the textbook** and all the readings from the website. Please have all assigned readings completed before the class meets. I will tell you a secret: this course requires a lot of reading. The reading schedule is not necessarily the class discussion schedule. I will tell you another secret: this course requires a lot of participation in classroom discussions.

## Course Requirements

The ultimate goals of this course are to help students master a body of material and to teach them to think deeply about that material. This course has several ways for students to demonstrate their academic progress. Please feel free to discuss with the instructor any concerns regarding evaluation methods and grading standards.

A. Attendance: This is a triple-paced course; therefore, an absence (for whatever reason) results in missing a great deal of important information. Attendance will be taken each session. After three absences, the teacher has the discretion to lower the student's overall grade.

If you want to have an absence excused you must bring an official note/letter from the Registrar, your college Dean, a doctor, or a minister. However, you are responsible for mastering the material missed and completing any assignments.

B. Classroom Participation: There is no extra credit work. Students will be graded on the quality and intellectual depth of their participation. I know this is subjective; however, please trust that the instructor will grade your participation fairly. Obviously, if you are absent you cannot participate. **It is your responsibility to make**

**me know who you are, and to make me know what you have learned. Classroom participation also includes the completion of homework assignments.**

C. Tests: There will be two examinations. Exams should be taken at the scheduled times. Failure to take an exam results in an F grade for the entire course. If you miss an examination you will need an official excuse (from a physician, Academic Dean, Registrar, or minister) before you are allowed to make-up the examination. No exceptions. If you have questions about the examination please see me in my office.

D. Final Grades: Your final grade will be determined this way:

Exam One = 100 points

Exam Two = 100 points

Classroom Participation/Homework = 100 points

The homework should be in a paper folder. It must have—at a minimum—your reflections of the following contemporary representations of African Americans:

5 newspaper articles

5 magazine articles

5 stage performances

10 hip hop songs—different performers

5 movies

10 advertisements

10 television programs

The homework folder can also include your critique of conversations that occur in our classroom. It is due June 11.

The following is the grade chart based on the percentage of points received:

100-93 A	92-90 A-	89-87 B+	86-83 B	82-80 B-	79-77 C+
76-73 C	72-70 C-	69-67 D+	66-63 D	62-60 D-	
less than 60 = F					

E. **Tentative Reading Schedule:**

Unit One

Jim Crow: origins, manifestations, and consequences

<http://www.ferris.edu/jimcrow/links/misclink/examples/>

<http://www.ferris.edu/jimcrow/links/misclink/moulton/>

<http://www.ferris.edu/jimcrow/links/jolson/>

<http://etext.lib.virginia.edu/railton/huckfinn/minstrl.html>

<http://www.ferris.edu/jimcrow/links/comer>

Stetson Kennedy's book, Jim Crow Guide.

## Unit Two

Racial representations in songs, games, and toys

<http://www.ferris.edu/jimcrow/links/comics/>

<http://parlorsongs.com/insearch/coonsongs/coonsongs.asp>

<http://www.ferris.edu/jimcrow/links/games/>

<http://www.ferris.edu/jimcrow/links/toys/>

<http://www.ferris.edu/jimcrow/links/stones>

<http://www.ferris.edu/jimcrow/links/misclink/hitparade.htm>

## Unit Three

Misrepresentations of African Americans

<http://www.ferris.edu/jimcrow/links/mammy/>

<http://www.ferris.edu/jimcrow/brute/>

<http://www.ferris.edu/jimcrow/coon/>

<http://www.ferris.edu/jimcrow/jezebel/>

<http://www.ferris.edu/jimcrow/picaninny/>

## Unit Four

Contemporary Issues (N-word, new racist objects, and the media)

<http://www.ferris.edu/jimcrow/caricature/>

<http://www.1-electric.com/articles/Nigger>

<http://www.ferris.edu/jimcrow/newforms/>

<http://www.deutsche-bank-kunst.com/art/e/magazin-karawalker01.php>

[http://www.mikedaley.net/essay\\_raceinmassmedia.htm](http://www.mikedaley.net/essay_raceinmassmedia.htm)

<http://www.theory.org.uk/ctr-rol6.htm>

This course is for serious students. If you do not read the assigned material you will be uncomfortable in class. Also, this course deals with issues of race and racism, and for some students that is difficult. If you read the material and come prepared to discuss the material in an intelligent way this course will be one of your greatest experiences at this university. I will begin this course with the following essay:

### ***Talking About Race***

"I wheeled my two-year-old daughter in a shopping cart through a supermarket in Eastchester in 1967, and a little white girl riding past in her mother's cart calls out excitedly, 'Oh look, Mommy, a baby maid!' And your mother shushes you, but does not correct you, and so 15 years later, at a conference on racism, you can still find that story humorous. But I hear your laughter is full of terror and disease."

Those words were spoken in 1982 by the late poet Audre Lorde. Bothered by the child, saddened by the child's mother, and disappointed by liberal colleagues, Lorde's frustration was understandable -- indeed, to be expected. What Black woman wants to hear her child -- her baby, maybe the person she loves most in this world -- referred to as a "baby maid?" And Audre Lorde was not a typical Black woman, or typical woman, or typical American. She was a poet -- her first poem written in the eighth grade -- a civil rights activist, anti-war activist, and one of the leading

feminist voices in the United States. She had a master's degree in Library Science from Columbia University and worked as a librarian at Mount Vernon Public Library in New York. Lorde was an intelligent, deeply-reflective scholar, and the words of the white child hurt her terribly.

I hope the white child was young, too young to understand race and class. Sometimes children, especially very young ones, make comments that seem racial or racist, but are simply, uncritical observations. Children notice differences. Children are curious. "Mommy, that woman has black skin." The child is not offering a value judgment, and deeper meanings, racial or otherwise, come into play only when the adults intervene. This is the case, *almost* always, even when the language is a bit cruder: "Mommy, that woman has dirty skin," or "Mommy, that woman's skin is ugly," or "Oh look, Mommy, a baby maid." I understand these things; nevertheless, had the black child been my daughter I would have been hurt and angry. I would have wondered if -- no, I would have assumed that -- the mother had avoided the subject of race with her child. Lorde, her feelings hurt, mentions that the white mother "shushes you, but does not correct you." Yeah, that would have bothered me. Shushing the child made the white mother's life easier, at that moment, but quieting the child really yelled: "Race is not something we talk about." When we ignore discussions of race we also ignore discussions of discrimination, prejudice, and stereotyping. You should not talk about race without talking about racism. I wish I knew the age of the child. Was she four? Seven? Twelve? It matters. When it comes to race relations we all, meaning all, stand in need of correction; and we can start with the white woman whose child implied that black skin is a synonym for servitude-or ourselves.

Many whites believe that talking openly and honestly about race and racism will lead to embarrassment and accusations of racial insensitivity, maybe even charges of racism. With these a priori assumptions, the conversations, if they occur, become defensive struggles, emotionally draining, sad attempts to avoid blame. They are fearful of being labeled ignorant, insensitive, or racist. Yes, there is the real risk of social disapproval -- and the less tangible, but potentially more painful difficulty of grappling with "privilege." I am reminded of Robin Hasslen's poem, "I'm Tired of Talking about Racism."

Rest in peace, you blue-eyed students  
of white privilege.  
Dream of the institutions which empower you.  
Racism isn't your problem.  
Privilege is.

I am straight. I say this neither bragging nor complaining, but to make an analogy. As a straight male I am privileged. Some privileges are small, and on-the-surface easy to take for granted -- for instance, small, public displays of affection with my wife go unpunished -- others speak to a legal relationship -- say, the rights of survivorship -- but there is another privilege that is sometimes overlooked: the privilege of not having to think about being straight, that is, the presumed normalcy of straightness and the reputed deviance of those who are not heterosexual. I am straight in a society where straights make the laws. The supposed normalcy of straightness is reinforced on television, at the cinema, in music, in church, temple, and synagogue. I am straight and I don't have to think about it -- until someone who is not straight complains about mistreatment -- or acts in a way that violates the script that straights have given them. I benefit from being straight whether I know it or not, whether I accept it or not. Now substitute white for straight.



Many minorities of color are weary of talking candidly about race and racism because they do not want to expose themselves and the anger they harbor. And do not be fooled: many are angry -- yes, there is much disappointment, but there is also much anger. They do not want to revisit painful experiences. They complain of being tired, ad nauseum, of trying to explain with passion, not anger, of living in a society where the privileges of the white group are so ingrained they are taken-for-granted.

I know what it is like to be angry, to want to scream: "I am sick of this crap!" Is there a sane person of color in this country who has not experienced the anger that accompanies being treated as an outsider, an inferior, a member of *them*? I have said before and I will say again, anger is a necessary leg on this racial journey, but it cannot become the destination. My anger was replaced by reflective sadness -- then a commitment to activism. Here is a quandary: anger makes dialogue difficult, yet it must be expressed before meaningful dialogue is possible.

I accept as an article of faith that productive dialogues about race, race relations, and racism are possible -- not easy -- but possible. If done correctly, discussions of race and racism will sometimes be uncomfortable. How could it be otherwise? There are few if any American adults who do not carry baggage -- ideas about "us" and "them." This baggage is weighed down by a few validating personal experiences ("See, I knew they really were like that"), stereotypical imagery in popular and material culture, and good old-fashioned fear and self-interest. So, here comes the silence, the unwillingness to talk to *them*. We must move from fearful, angst-driven silence to no-holds-barred discussions -- move from feel-good, shallow conversations about multiculturalism, pluralism, and diversity (talk that trivializes race and racism and offers false solutions) to honest, even painful, discussions about racism. Address racism honestly and frequently. It is a shame that our nation ignores racism until there is a media event: an O.J. Simpson trial, Rodney King riots, painful footage of Hurricane Katrina victims, or Duke University Lacrosse scandals. Move from feelings ("I am uncomfortable around them") to a meaningful analysis of racism as a permeating, entrenched system. Racism is more than "racial incidents," it is so ingrained in this society that it functions as an "institutional us."

From the troubled, I hear this plea: "Can't we please stop talking about race?" And when I ask why they answer, "If we stop talking about race, racism will go away." Really? But that presupposes that we don't already talk about race -- at the dinner table, in restrooms, at the office, at ballgames, everywhere except at places where our ideas can be challenged. "Let's not talk about race," often means "I'm not interested in what you have to say about race. I want to talk about you, but not with you." Productive discourse about race is possible, no, it is necessary, but it must be honest and inclusive. Most importantly, talking about race must include listening about race, even when the ideas disappoint us.

"Can't we stop talking about race?" implies that race is a question already answered, that race matters little, if at all, that racism is a relic of the distant past, and that a person's life is inconvenienced by the discussion. That is a lot to give up. Race is not easy for some people to talk about, and some of that discomfort is hidden behind faulty assumptions: "If we stop talking about race, racism will go away." No, it won't go away; we may, in the short run, experience less stress by not discussing race; however, when the inevitable "racial incident" arises we will not be prepared. We must talk to one another -- and talk honestly and frequently.

Talking about racism does not make you racist; acknowledging that racism exists does not make you racist.

I keep saying *must* talk about race as if I could force the discussion of race on my fellow citizens. There is a part of me that wishes that people could be forced to talk about race -- no, that is not what I mean; I wish people *wanted* to talk about race, wished they understood the many and varied ways that ideas of race hurt and hinder. You rarely get good results by forcing people to do anything, especially in a country that values individualism and personal liberty above all cultural ideals. Yet, we *must* talk, beseech, argue -- and listen.

There is no template to guide us, not through every situation. We start by acknowledging that we are learning only as we muddle forward. There is no shame in recognizing we must learn how to talk about race and racism. This is not a confession of failure; rather, it is a description of where we must begin. There are theorists and researchers who offer insight, but they too often talk about race and racism in abstract terms. We must move from the intellectual to the personal -- otherwise, we are just talking to hear ourselves talk. Racism is an issue of the head and the heart. Trial and error teaches what works and what does not work. Mistakes and the correction of mistakes will help us find a language of dialogue, a commonly understood vocabulary. We must start at the start because what will work for us is shaped by us and our circumstances.

I am not afraid to talk about racism; I am afraid *not* to talk about racism.

David Pilgrim, Curator, Jim Crow Museum  
Date posted: May 2, 2006

SOCIOLOGY OF LEISURE  
SOC 361  
Instructor Elisha Marr  
Winter 2006

Starr 223

Meets T Th 12 – 1:15 pm

Office Hours: M W 5-6 pm  
T TH 11 am - 12 pm or by appointment

**marre@ferris.edu**

Office Location: ASC 2072  
Office Phone: 231-591-5877  
Cell Phone: 616-318-0893

You know the world is going crazy when the best rapper is a white guy, the best golfer is a black guy, the tallest guy in the NBA is Chinese, the Swiss hold the America's Cup, France is accusing the U.S. of arrogance, [and] Germany doesn't want to go to war.

Chris Rock

**Course Objective**

Sociology is the study of groups and their behaviors. Despite the credit we would like to give to our individual minds, distinct personalities, and personal desires, our actions are highly influenced by the society within which we live. Consequently as individuals live in societies, patterns develop making it possible to learn about an individual based on the groups to which they belong (as suggested by the above quote). Sociologists make careers out of systematically studying human society and interaction to not only identify those patterns, but also to use the knowledge to interpret and understand events and experiences in our individual lives, communities, society, and the entire world.

The course objective is to focus on social aspects of leisure, recreation, and play. A successful student should...

1. Understand the fundamental leisure-related concepts and definitions
2. Think critically about how various social groups in society experience and affect leisure.
3. Think critically about the role of leisure institutions in society.
4. Understand the role of leisure in contemporary life while creating educated predictions for the future role of leisure in society.

The first three weeks of the class will cover basic fundamental concepts about the topic of leisure including definitions, the history of leisure, and its role in contemporary society. The first exam will test for comprehension of this information. The following

two weeks will be dedicated to sociological research methodology to prepare students for their research project which will also end with an exam.

Weeks six through eight will focus on how various groups in society experience and affect leisure. Weeks nine through thirteen will cover various leisure institutions in society. Each class member will have an opportunity to present information on one of the topics to the class.

The fourteenth week will include discussion, consideration, and predictions of the future of leisure in society. The final week student groups will present their findings on their research project. The final exam will test for comprehension on groups and social institutions (weeks six through fourteen).

### **Materials**

**Required:** Leisure in a Changing America: Trends and Issues for the 21<sup>st</sup> Century, Second Edition. Richard Kraus. Benjamin-Cummings (formerly published by Allyn & Bacon) ISBN: 0-205-31456-2

**Required:** Applied Sociology: Research and Critical Thinking. Thomas J. Sullivan. Allyn & Bacon (formerly published by Macmillian Publishers) ISBN: 0-02-418355-5

## COURSE OUTLINE

Date	Topic/Readings	Assignments
Tues – Jan 10	Introduction	
Thur – Jan 12	Basic Leisure Concepts • Chapter 1	
Tues – Jan 17	Basic/History • Chapters 2 & 3	
Thurs – Jan 19	History of Leisure cont'd	
Tues – Jan 24	Contemporary Leisure • Chapter 4	
Thur – Jan 26	Contemporary cont'd	
Tues – Jan 31	Exam 1	Exam 1
Thur – Feb 2	Methods – Basics • Sullivan chapters 1, 2, 7	
Tues – Feb 7	Methods – Data Collection Process & Methods • Sullivan chapters 4, 5	
Thur – Feb 9	Methods – Analysis • Sullivan chapters 3, 6	
Tues – Feb 14	Exam 2	Exam 2
Thur – Feb 16	Demographic Trends • Chapter 6	
Tues – Feb 21	Demography cont'd	Pres
Thur – Feb 23	Race, Gender, Sexuality Trends • Chapters 7 & 8	
Tues – Feb 28	Race & Gender cont'd	Pres
Thur – Mar 2	Race & Gender cont'd	Pres
Tues & Thur Mar 7 & 9	<b>SPRING BREAK</b>	
Tues – Mar 14	Sports • Chapter 9	
Thur – Mar 16	Sports cont'd	Pres
Tues – Mar 21	Tourism • Chapter 10	
Thur – Mar 23	Tourism cont'd	Pres
Tues – Mar 28	Pop Culture • Chapter 11	
Thur – Mar 30	Pop Culture cont'd	Pres
Tues – Apr 4	Commodification of Leisure • Chapter 12	
Thur – Apr 6	Commodification cont'd	Pres
Tues – Apr 11	Environmental Trends • Chapter 13	
Thur – Apr 13	<b>NO CLASS</b>	

Tues – Apr 18	Environment cont'd	Pres
Thur Apr 20	Future of Leisure • Chapters 5 & 14	
Tues – Apr 25	Presentations	Presentation
Thur – Apr 27	Presentations	
Exam Week – Date/Time TBD		Final Exam

### Assignments

Adults remember...  
 10% of what they read  
 20% of what they hear  
 30% of what they see  
 50% of what they see and hear  
 70% of what they say  
 90% of what they say and do

Unlike other courses which may only test your knowledge every few weeks, the assignments in this course are designed to help you to practice reading, writing, and discussion of each topic for maximum comprehension and retention. In addition, the ongoing interaction with the information will incrementally prepare you for the exams and papers and hopefully avoid any need for cramming. The importance of this ongoing interaction is evident by the fact that in-class assignments and a topic presentation constitute 20% of your grade (a difference between an A or a C).

In-Class Assgn	14 points
Topic Presentation	6 points
Exam 1	20 points
Exam 2	15 points
Presentation	25 points
Final Exam	20 points
Total	100 points

In-Class Assignments and Topic Presentation: During with the topic of demographic trends and ending with environmental trends a pair of students will be responsible for creating a short presentation and group activity for the class. The presenters will receive up to six points based on the quality of the presentation and activity. The students present for the activity will receive two points (fourteen points possible).

Exams: Exams will consist of multiple choice, true/false, and short answer questions. A point value will be assigned to each question. Exam 1 will cover the topics first three weeks of class. Exam 2 will focus on the methods topics. The final exam will cover the topics for the remaining portion of the class.

Presentation: A group paper and presentation will be due the last week of class. Instructions for this will be distributed in late February

Extra Credit: Students may wish to cultivate credit if they are lacking in one of the previous areas. Various opportunities will be available throughout the semester.

**\* Please note, any student failing to complete a major assignment (exam or paper) will automatically fail the course due to incompleteness of work assigned. Their final grade will be an F despite any points achieved.**

## Additional Details

**Email:** Students are **REQUIRED** to check their Ferris State University email account and the course homepage between each class period. If you need to set up your email account contact TIMME Student Services.

Email is the primary method of communication outside the classroom. Email will normally be used to email details of a topic discussed in class but may occasionally include timely messages relevant to the next class period.

**Attendance:** Students must attend at least 75% of the schedule classes in order to complete the course. For those students that complete the course, their attendance records will highly influence their participation grade. Students with unacceptable attendance records will not receive any participation points despite in-class participation.

The instructor will determine if the student's attendance record is acceptable or not based on the pattern of absences and communication with the instructor. The instructor will subjectively determine if the pattern of absences is excessive or disruptive which will be influenced by communication initiated by the student.

**Exam or Paper Date Absence:** Students that miss a class in which an exam is scheduled or a paper is due must have documentation of a severe, legitimate reason for missing the class in order to receive full points for the make-up exam or the late paper. The student should contact the instructor before the next class period to make the appropriate arrangements. Students who do not contact the instructor within a week of the initial exam or paper date may forfeit their ability to make arrangements. Students who miss the final exam and do not contact the instructor by the end of exam week on May 5, 2006 will receive an F. These students must contact John Thorp, Head of the Department of Social Sciences, if they feel they have a severe, legitimate reason for missing the exam and failing to contact the instructor by the end of the semester.

Students who do not have documentation of a severe, legitimate reason for missing an exam or paper due date can contact the instructor to discuss possible arrangements for a portion of the points available. The instructor will determine whether arrangements for a make-up exam or late paper can be made but it is not guaranteed.



SOCIOLOGY OF HEALTH AND ILLNESS  
SOC 373  
Instructor Elisha Marr  
Winter 2006

Starr 122

Meets M W 6 – 7:15 pm

Office Hours: M W 5-6 pm  
T TH 11 am - 12 pm or by appointment

**marre@ferris.edu**

Office Location: ASC 2072

Office Phone: 231-591-5877

Cell Phone: 616-318-0893

You know the world is going crazy when the best rapper is a white guy, the best golfer is a black guy, the tallest guy in the NBA is Chinese, the Swiss hold the America's Cup, France is accusing the U.S. of arrogance, [and] Germany doesn't want to go to war.

Chris Rock

**Course Objective**

Sociology is the study of groups and their behaviors. Despite the credit we would like to give to our individual minds, distinct personalities, and personal desires, our actions are highly influenced by the society within which we live. Consequently as individuals live in societies, patterns develop making it possible to learn about an individual based on the groups to which they belong (as suggested by the above quote). Sociologists make careers out of systematically studying human society and interaction to not only identify those patterns, but also to use the knowledge to interpret and understand events and experiences in our individual lives, communities, society, and the entire world.

The course objective is to focus on the social aspect of health and illness. A successful student in this course will be able to:

1. Understand why health and illness are social concerns
2. Understand that health and illness are socially constructed
3. Think critically about how individuals experience health and illness and similarly how institutionalized organizations of health and illness affect individuals
4. Understand how demographic group membership affects the health and illness of individuals in various groups

The first three weeks of the class will cover basic fundamental concepts needed in the sociology of health and illness including a brief historical review and the contemporary status ending with an exam to test for comprehension of this information. Two weeks

will be dedicated to sociological research methodology to prepare students for their research project which will also end with an exam.

Weeks six through eleven will cover the role of individuals in health and illness and consequently how individuals are affected by institutional organizations specializing in health and illness. The course will end with a consideration of how people and various stratified groups experience health and illness and two debates about prevalent, controversial topics.

### **Materials**

**Required:** The Sociology of Health and Illness: Critical Perspectives, Seventh Edition. Peter Conrad. Worth Publishers ISBN: 0-7167-0998-8

**Required:** Applied Sociology: Research and Critical Thinking. Thomas J. Sullivan. Allyn & Bacon (formerly published by Macmillan Publishers) ISBN: 0-02-418355-5

## Course Outline

	<b>Introduction to Sociology of Health and Illness</b>	
Mon – Jan 9	Introduction	
Wed – Jan 11	Sociology Basics <ul style="list-style-type: none"> <li>• No readings</li> </ul>	
Mon – Jan 16	<b>NO CLASS</b>	
Wed – Jan 18	History <ul style="list-style-type: none"> <li>• No readings</li> </ul>	
Mon – Jan 23	Contemporary <ul style="list-style-type: none"> <li>• No readings</li> </ul>	
Wed – Jan 25	Contemporary cont'd	
Mon – Jan 30	Exam 1	Exam 1
	<b>Sociological Research Methods</b>	
Wed – Feb 1	Methods – Basics <ul style="list-style-type: none"> <li>• Sullivan chapters 1, 2, 7</li> </ul>	
Mon – Feb 6	Methods – Data Collection Process & Methods <ul style="list-style-type: none"> <li>• Sullivan chapters 4, 5</li> </ul>	
Wed – Feb 8	Methods – Analysis <ul style="list-style-type: none"> <li>• Sullivan chapters 3, 6</li> </ul>	
Mon – Feb 13	Exam 2	Exam 2
	<b>The Role of the Individual in Health/Illness</b>	
Wed – Feb 15	Identity & Experience <ul style="list-style-type: none"> <li>• 13 – Self Help Literature</li> <li>• 15 – The Remission Society</li> </ul>	Notes
Mon – Feb 20	Social, Relationships, & Surrounding Culture <ul style="list-style-type: none"> <li>• 8 – Social Relationships and Health</li> <li>• 11 – Anorexia Nervosa in Context</li> </ul>	Notes
Wed – Feb 22	Social, Relationships, & Surrounding Culture cont'd	
	<b>The Role of Institutions in Health/Illness</b>	
Mon – Feb 27	Organized Health Care <ul style="list-style-type: none"> <li>• 21 – The US Health Care System</li> <li>• 45 – Comparative Models of “Health Care” Systems</li> </ul>	Notes
Wed – Mar 1	Organized Health Care cont'd	
Mon & Wed – Mar 6 & 8	<b>SPRING BREAK</b>	
Mon – Mar 13	Financing Health Care <ul style="list-style-type: none"> <li>• 24 – The Health Care Industry</li> <li>• 27 – Paying for Health Care</li> </ul>	Notes
Wed – Mar 15	Financing Health Care cont'd	
Mon – Mar 20	The Role of Government and Politics <ul style="list-style-type: none"> <li>• 26 – A Century of Failure</li> <li>• 42 – Politicizing Health Care</li> <li>• 46 – Health Care Reform: Lessons from Canada</li> </ul>	Notes

Wed – Mar 22	The Role of Government and Politics cont'd	
Mon – Mar 27	Interaction Btwn Individuals and Institutions <ul style="list-style-type: none"> <li>• 32 – Alternative Health and the Challenges to Institutionalization</li> <li>• 38 – Medicine as an Institutional Control</li> </ul>	Notes
Wed – Mar 29	Interaction btwn individuals and institutions cont'd	
	<b>Social Stratification in Health/Illness</b>	
Mon – Apr 3	Social Class <ul style="list-style-type: none"> <li>• 2 – Social Class, Susceptibility, and Sickness</li> <li>• 10 – Health Inequalities</li> </ul>	Notes
Wed – Apr 5	Age <ul style="list-style-type: none"> <li>• 30 – Social Death as a Self-Fulfilling Prophecy</li> </ul>	Notes
Mon – Apr 10	Race <ul style="list-style-type: none"> <li>• 3 – Excess Mortality in Harlem</li> </ul>	Notes
Wed – Apr 12	Gender <ul style="list-style-type: none"> <li>• 36 - The Prevalence of Risk Factors Among Women in the United States</li> </ul>	Notes
	<b>Future Concerns</b>	
Mon – Apr 17	Rationing Health Care <ul style="list-style-type: none"> <li>• 40 – Rationing Medical Progress</li> <li>• 41 – The Trouble with Rationing</li> </ul>	Debate
Wed – Apr 19	Ethics and Long-term Considerations <ul style="list-style-type: none"> <li>• 33 – The Artificial Heart: How Close are We and Do We Want to Get There?</li> <li>• 34 – Issues in the Application of High Cost Medical Technology</li> </ul>	Debate
Mon – Apr 24	Presentations	Presentation
Wed – Apr 26	Presentations	
Exam Week – Date/Time TBD		Final Exam

## Assignments

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10% of what they read  
20% of what they hear  
30% of what they see  
50% of what they see and hear  
70% of what they say  
90% of what they say and do

Unlike other courses which may only test your knowledge every few weeks, the assignments in this course are designed to help you to practice reading, writing, and discussion of each topic for maximum comprehension and retention. In addition, the ongoing interaction with the information will incrementally prepare you for the exams and papers and hopefully avoid any need for cramming. The importance of this ongoing interaction is evident by the fact that reading notes, in-class assignments and participation constitute 20% of your grade (a difference between an A or a C). Students should be successful by preparing their weekly notes and using them in conjunction with the class notes for the exams and paper.

In-Class Assgn	10 points
Participation/Notes	10 points
Exam 1	20 points
Exam 2	15 points
Presentation	25 points
<u>Final Exam</u>	<u>20 points</u>
Total	100 points

**In-Class Assignments:** Throughout the semester various assignments will take place during class time. These assignments will normally be short answer questions, short quizzes, or written results from a group discussion. Points for each assignment will be determined at that time. In-class assignments cannot be completed outside the class period.

**Notes:** Students are required to turn in notes on **one** reading (one bullet point) for each topic covered. Notes and readings should be completed and turned in on the first day the topic is discussed. Notes should include the following items and each item should be **clearly delineated**:

- Student's name, topic being covered (e.g. Soc Basics/Theory), and the reading from which the notes were taken (e.g. Mills – The Promise)
- Main points – what do I need to remember about this reading? What will be important to recall in the future?
- Validity – how does the author convince me of their argument? Do they show that their methods, theories, research, etc. are legitimate?
- How is this applicable in real life? By knowing this, how does it change how I view the world?

The purpose of note taking is to help the student to remember a few main points about each topic not only to better prepare them for the exams and papers, but for retention in further life application.

The notes must be **typewritten** but are primarily informal references for the student. Notes will be reviewed for demonstration of effort and understanding. Students will not receive credit for notes that do not have evidence of effort. Students who struggle with the understanding of the topic will receive credit but any misunderstanding will be clarified. Grammar, spelling, format, etc. are not a concern. The notes for each week are worth 1 point each for which credit or no credit will be given.

Participation: Dialog is important for learning. The sharing of knowledge, opinions, ideas, etc. is encouraged to help with the comprehension of the topics. Students will be expected to be respectful and open-minded towards others who may have different perspectives and to consider ways to express ideas that are respectful of those who may disagree. A student who wishes to be successful in participation:

- Attends class regularly – the determination of “regularly” is subjective based on pattern of absences and communication with the instructor; see section on Attendance for more information
- Participates regularly in class discussion
- Shows evidence of working outside the classroom; reading for each subject should be completed before the class in which it is discussed

\* A total of 10 points are available for notes and participation combined. Depending on how many notes the student has submitted the balance of the points will be assessed for participation. E.g. John Doe does not attend class regularly but participates in discussion when he is there. He turns in five notes. Five points will then be available for participation. He receives three of the five participation points based on his attendance record and in-class participation.

Exams: Exams will consist of multiple choice, true/false, and short answer questions. A point value will be assigned to each question. Exam 1 will cover the topics during the first five weeks of class. Exam 2 will focus on the methods topics. The final exam will cover the topics for the remaining portion of the class.

Presentation: A group paper and presentation will be due the last week of class. Instructions for this will be distributed in late February

Extra Credit: Students may wish to cultivate credit if they are lacking in one of the previous areas. Various opportunities will be available throughout the semester.

**\* Please note, any student failing to complete a major assignment (exam or paper) will automatically fail the course due to incompleteness of work assigned. Their final grade will be an F despite any points achieved.**

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**SOCIOLOGY 410 -- THE ASIA-PACIFIC RIM  
SOCIAL CHANGE AND DEVELOPMENT**

8/05

Three Credit Hours - Honors

Professor: Dr. Richard E. Ball

Meets Social Awareness and Global Consciousness Requirements

GOAL. Our goal is to learn about the Asia-Pacific Rim, a dynamic region that is of great importance to the U. S. and the entire world. The area includes the world's second largest national economy (Japan), the world's most populous nation (China), and countries we fought against during our last three major wars (Japan, North Korea, China, and Viet Nam). We also find there nations with rapidly expanding economies that increasingly compete with us in the world marketplace, such as South Korea, Taiwan, Singapore, as well as others with low wage rates that are attracting our production facilities, such as Viet Nam, Cambodia, and Indonesia. For our class purposes, the region will be defined as covering Eastern Siberia, North Korea, South Korea, Japan, China (including Hong Kong and Macao), Taiwan, The Philippines, Viet Nam, Cambodia, Thailand, Malaysia, Singapore, Brunei, and Indonesia.

METHODS. This is a senior level course. The format may be different than you expect. You have to play an active, rather than passive, role in this class, which relies upon a variety of methods and resources. Readings will be handed out regularly in class. Keeping up on readings on a regular and timely basis is necessary. If you don't, you won't be able to participate effectively. There will be lectures by the Professor and by other visiting Professors. A number of videotapes will be shown so that we can better understand the realities of everyday life for the people. Toward the end of the term, students will give presentations in class. These presentations are an important learning method for the presenters and others in class. Detailed guidelines are given separately.

ASSESSMENT. Several assessment methods will be used. Three exams will be given, including the exam during final exam week. They will be announced at least a week in advance. Each exam will account for 80 points, or 20% of the course grade. The presentation will worth 100 points, or 25%. Other graded activities, such as quizzes, summaries, etc., will total 60 points, or 15%. More than three unexcused absences will result in removal of points. Ferris State University and College of Arts and Sciences guidelines for students also must be followed. Usually, students accumulating 360 or more points (90-100%) will receive A/A-, 320-359 points (80-90%) B+/B/B-, 280-319 points (70-80%) C+/C/C-, 240-279 points (60-70%) D+/D/D-. An incomplete is given only in very unusual circumstances.

OFFICE HOURS. I am available before and after class to answer questions. Regular office hours are held in Arts and Sciences Commons (ASC) 2070. For Fall, 2005, they are 2 to 4 MW, and 1:30-2:45 TTh. Also, you can call me at 591-5632, or email me at ballr@ferris.edu. We can make arrangements to get together at other than scheduled times if necessary. I encourage you to contact me with your questions, or inform me of an extended absence.



**Ferris State University**  
**Winter 2006**  
**Social Stratification/Inequality**  
**SOCY 443**

**Instructor:** Anthony Baker, Ph.D. University of Illinois-Chicago

**Class Time** MWF 1:00 – 1:50. Rm. STR 223

**Office & Hours** ASC 2077  
Mondays, Wednesdays and Fridays 10:00 – 11:00  
Mondays, Wednesdays 2:00 - 3:00  
Other hours also by appointment.

**Contact Info:** Phone: 591-2753  
E-Mail: BakerA@Ferris.edu

**Texts:** **The American Class Structure**, Dennis Gilbert  
**Where We Stand: Class Matters**, bell hooks  
*Various Handouts*

**Course**

**Description:** This course will introduce students to the fundamental question of sociology – that of inequality. Sociology as a way of thinking emerged in response to the vast inequalities and social upheaval that the early stages of the Industrial Revolution created. As we travel further down the path of living in Post-Industrial societies, sociologists are still interested in the questions raised by social inequalities. This course will explore contemporary inequalities with special emphasis on Economic Class and its intersections with Race, Ethnicity and Gender in the United States. We will start with an analysis of the cultural structures of American stratification and the major sociological theories of inequality. The impact of ascription, such as race and gender will be persistently explored in the context of these inequalities. We will also explore the concepts of work and education as paths for mobility in this society. As with any good discussion of a question we will consider possible solutions to problems of inequality by looking at social movements (i.e. women's movements and various civil rights struggles) that have emerged to make society more equitable. Finally, students will contribute to the course material their own research on a group's experience with inequality, with regard to specific policies or issues that affect that group's experience.

**Course**

**Objectives:**

1. Define Social Stratification and Inequality

**Final Exam** - Essay and short answer exam. Focus of this exam will be to use knowledge gained throughout the semester and apply towards better understanding of inequalities in the United States.

**70 Points**

**Family Class History:** Using bell hooks' story telling style, write a three to four page story of the economic class and mobility experiences as you were growing up. Discuss your parents' work, the type of neighborhood, schools, aspirations of your peers or other observations of class. Consider such questions as the impact of income on leisure activities or vacations, time spent with family members, your parents' expectations for your work endeavors. Due **Friday, February 24.**

**35 Points**

### **Group Research and Presentations**

You will be randomly assigned to a team, to complete project. The team, consisting of five to six members, will be expected to keep a journal of work completed in class and to be present and prepared for presentation on assigned date. Presentations will occur in weeks 12 to 14. A schedule for presentations will be assigned and provided on Friday, February 24.

Topic possibilities for this group project will be discussed the first and second week of the course. Choose any issue of inequality to explore in depth. Try to find a topic that you feel very strongly about and be as specific as possible. Possible topics must include issues that are broadly based (impact), have been long standing issues of debate and have been negotiated in several arenas of public policy – (courts, legislature, etc.).

These could include:

- Publicly funded housing
- Inequality and Public Education
- Gender and employment inequality
- Geographic impact of inequality
- Taxation Policies – (Inheritance, Sales Tax, etc. )
- Welfare Policy
- Specific Social Movements

After you have chosen topic, as a group, write a short (2-3 page) topic proposal that includes the following:

- A. An introduction to the problem of consideration
- B. Brief discussion of relevant literature that is located in the textbook
- C. Research Strategy
- D. Presentation Strategy

**Topic Proposal – Due Friday of Week 5, February 10**

**Presentation:** Groups will present on assigned dates. Group members must be present to receive points. Each presentation will last 20 – 25 minutes. Grading will be based on “groupness” of the

**Week 5 – *Faces and reality of the Poor in the United States***

Gilbert – Chapter 10

Review for Exam 1

**Group topic proposal due.**

**Week 6**

Exam 1

**Section 2 – *Mobility and Maintenance of Inequality***

**Week 7:**

Gilbert: Chapter 6

hooks – Chapter 7 and 8 – Friday Discussion

**Family Class History Due.**

**Week 8:**

Gilbert: Chapter 7

hooks: Chapter 9 – Friday discussion

***Spring Break***

**Week 9: *Power***

Gilbert: Chapter 8

hooks: Chapter 5

**Week 10: *Class Consciousness***

Gilbert: Ch. 9

hooks: Chapter 10

**Week 11: *Legitimizing Inequalities – Do we all sanction these inequalities?***

Exam 2 –

**Week 12 – *Caste or Class – Gender and Race, revisited***

Marger: Chapter 6

hooks: Chapter 6 and 12

**Group Presentations**

**Week 13 – Group Presentations**

**Week 14 - Group Presentations**

**Week 15**

hooks: Chapter 13 and 14

**Finals week - Final exam**

## WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

**Academic Support Center...ASC 1017 – 591-3543**

**The Writing Center.....ASC 1017 – 591-2534**

The Writing Center, Tutorial Services and Academic Skills Center join together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

**Scholar Program.....ASC 1025 – 591-5976**

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

**Disabilities Services.....ASC 1021 – 591-5039**

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

### **Personal Counseling, Sexual Assault, Substance Abuse**

**Birkham Health Center - 2<sup>nd</sup> Floor.....591-5968**

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

### **Safety**

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

### **College of Arts & Sciences Department Offices**

Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-2520
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735

### **ACADEMIC MISCONDUCT**

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

### **DISRUPTIVE BEHAVIOR**

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

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## Sociological Careers Open to MAs and PhDs: Teaching, Research, and Practice

Three activities form the common core of most sociological work--teaching, research, and practice. MA and PhD graduates, especially professors, may engage in all three simultaneously or at different times in their careers. BA graduates usually work in research or in applied settings in which the sociological perspective adds valued insights.

**Teaching:** Despite the broad applicability of sociology at the BA level, a substantial majority of graduate-level sociologists teach, whether in high schools, two-year colleges, four-year colleges, or universities. Sociology is a rewarding field to convey to others. It combines the importance of social relevance with the rigor of a scientific discipline.

### Faculty Member in a Liberal Arts College

**Current position:** While finishing her doctoral thesis, Joanna successfully competed for a position on the faculty of a small liberal arts college. After five years of high performance, Joanna has been promoted to Associate Professor with tenure, which serves as a safeguard of academic freedom.

**Responsibilities:** Joanna teaches introduction to sociology, social problems, and the sociology of sex and gender. Occasionally she teaches during the summer for additional pay. She helps students make choices among career goals, works with students and faculty on campus-wide projects, and is active in community programs that serve the homeless. Since college programs emphasize general education, Joanna works with faculty members from other disciplines.

**Benefits:** Joanna knows that her salary may be slightly lower than that of her colleagues in universities or in some state institutions, but life in this college town is relatively inexpensive. Most importantly, she is doing what she really enjoys--working closely and informally with college students.

Sociology is not only taught to future sociologists and to undergraduate students as part of their liberal arts education. It also forms an important part of pre-professional programs in law, education, business, medicine, engineering, social work, and nursing. In addition to the standard college and university courses, sociology courses are popular with adult and continuing education programs and are increasingly prominent in the nation's high schools.

Teaching sociology differs across settings. A general introduction for high school students requires different skills than does a course for college seniors. These differ from leading an advanced research seminar for doctoral students. For many, teaching represents a desirable occupation with considerable job security and the satisfaction of facilitating learning for students who are struggling with the most intriguing issues that sociology addresses. What is most important is that you include preparation for teaching as part of your graduate work – avail yourself of any seminars, workshops, or discussions on the campus – in the department or at the institution's teaching center – to develop expertise and practice in teaching, including the preparation of a teaching portfolio.

### **Teaching Sociology in a Community College**

**Current position:** Frank discovered how much he enjoys teaching when he served as a teaching assistant in graduate school, and eagerly accepted a community college position upon receiving his MA degree. He is a member of the Social Science Department, where his colleagues include other sociologists, anthropologists, economists, political scientists, and psychologists. This interdisciplinary environment, and the opportunity to teach first generation college students appeal to him.

**Responsibilities:** Frank teaches five classes per semester in crime and deviance. His other responsibilities include preparing for courses, serving on college committees, and advising students. Meanwhile, Frank must also devote time to reading so that he can keep abreast of new developments in his field.

**Benefits:** Since Frank is a member of a union which represents all community college teachers, his salary is quite competitive. After several years of satisfactory service, Frank should receive tenure. He is building a solid retirement pension and receives comprehensive medical coverage.

**Research:** Sociology graduates can conduct research in a variety of employment settings, whether in a university; a public agency at the federal, state, or local level; a business or industrial firm; a research institute; or a non-profit or advocacy sector organization. Some self-employed sociologists researchers direct their own research and consulting firms.

Research follows teaching as the most common career option within sociology. Note, however, that one does not necessarily have to make a choice between teaching and research. Many teaching positions, particularly in universities and four-year colleges, require and support research activities. Institutions vary according to whether they place greater emphasis on research or on teaching as the primary route to advancement. Some institutions place more emphasis on teaching, and many are attempting to achieve an optimum balance between research and teaching. When you investigate an institution, be sure to examine its mission statement and faculty handbook. Furthermore, as you will see in the section on "Sociological Practice," many sociologists conduct research outside of academic settings.

## **Staff Member of a Research Institute**

**Education:** While completing a BA in sociology, Mary Anne found that she especially enjoyed courses in research methods, statistics, and urban sociology. After college, Mary Anne joined a large, private research institute that conducts sociological studies for government agencies, businesses, and political groups. Many studies focus on urban and metropolitan problems. Mary Anne began the job with a BA in sociology. Since joining the institute, she has taken three graduate courses toward an MA degree in Applied Sociology. Her employer pays for the courses and gives her a flexible schedule two days a week so she can fit classes in during the early evening.

**Current position:** During her first several years, Mary Anne was a "research assistant," but she is now an "associate project director" with more responsibility for developing new research projects as well as supervising the research process. She has developed a keen sense of how clients' problems can be addressed. She writes research proposals and follows them through from discussion and revision to funding. She feels confident that her research contributes to the resolution of complex issues such as metropolitan government and urban revitalization.

**Benefits:** Mary Anne's salary now ranks above average for those in her graduating class. With success in obtaining contracts and advising clients, her income will probably increase considerably. Mary Anne may stay here, move to another research firm, or consider starting her own agency.

*As many research specializations exist as there are content areas and methods of sociological inquiry. Methods range from field work and intrusive interviews to questionnaires and surveys; from working with census materials to analysis of historical documents; and from real life social experiments to laboratory simulations.*

"Evaluation research" is especially important in shaping social policy and programs. Here the investigator uses a variety of sociological methods to assess the impacts of a particular policy or program. Ideally, such evaluation involves careful research designed before a policy trial goes into effect. It may also involve surveys of individuals directly or indirectly affected by a program, or organizational analyses of a policy's implications for changes in the agency responsible. Frequently, evaluation research may be focused on the conduct and organization of the program itself in an attempt to explore unintended and unanticipated consequences of a social policy. Evaluation research is a response to the recognition that it is not enough to launch new policies or programs and hope for the best; they must be continually assessed to see if they are functioning as intended.

Enjoyment of research and writing is essential if one seeks a career in the more advanced academic settings. In these institutions, research as well as teaching is expected. As the profiles throughout this booklet indicate, other kinds of jobs also feature sociological research and some of them are exclusively research positions. In fact, the number of full-time researchers whose jobs require no teaching at all is

increasing fairly rapidly.

### **Research Director in a Telecommunications Firm**

**Education:** As an undergraduate, Jim took a few courses in business and computer science to supplement his major in sociology. He especially liked working with the computers that sociologists use extensively in their research. Jim also became fascinated with the social impacts of computerization. In graduate school, he focused on courses in the sociology of science and technology, demography, and organizational analysis. He completed his MA thesis on future organizations and the computer revolution.

**Current Position:** Jim moved from a California university town to Chicago where he took his first job as a research assistant in a market research firm and, after six months, became an analyst of the market for PC software. He broadened his knowledge of telecommunication products and applied his sociological research skills to studying markets for office telephone systems, cellular (car) phones, and cable TV. While he learned a great deal about the products, his real expertise concerns demographic characteristics (age, sex, class and ethnic background) as they affect the attitudes of people to whom these products are marketed. He is a pioneer in studying the social impact of the new "information highway."

**The sociological advantage:** Jim's knowledge of demography and organizational change helped him stand out from other market researchers who have less depth in these areas. After only eight years in the field, Jim is sure this background and perspective helped give him the competitive edge to be selected as Director of Research for a newly-created telecommunications firm.

**Sociological Practice:** Given the usefulness of their methods and perspectives, sociologists have developed many career paths that take research into the realm of intervention or "sociological practice." This broad category refers to positions that involve "applied" or "clinical" sociology--using sociology to affect positive change among individuals, families, organizations, communities, and societies.

*Sociological practice is the application of sociological knowledge-- concepts, methods, theories, predictions, evidence, and insights --to understanding immediate problems and their solutions. This work is "client-driven" meaning that the work is designed to solve a specific situation posed by the employer, rather than "discipline-driven" to add to the knowledge base of the field of sociology, although applied work can and does make those contributions.*

Some sociological practitioners ("clinical sociologists") have expertise in counseling individuals and families. Others ("applied sociologists") use sociological knowledge and research methods to effect larger-scale change, for example by conducting social and environmental impact assessments, evaluating programs, facilitating organizational development, mediating and resolving conflicts, or revamping social policies. All these approaches have one thing in common: They help individuals, groups, organizations, or governments to identify problems and their deeper causes, and to suggest strategies



for solution.

*The application of sociological knowledge is key to careers in the fields of policy making and administration, government, business, social services, and industry.*

**Policy-Making and Administration.** Opportunities exist for sociologists who can use their basic sociological training to help others make more informed policy decisions and administer programs more effectively and imaginatively. This career option has broadened in recent years. Sociologists in this area may not teach in an academic setting, but often find themselves explaining the critical elements of research design, methods, and data analysis to non-social scientists. A solid research and theory background leads to this kind of position.

Although a skilled policy administrator might not conduct his or her own research, he or she would be expected to read the research literature, design useful research projects that others will conduct, cooperate with full-time staff researchers or outside consultants, and apply the developing knowledge of sociology and the social sciences to problems that involve housing, transportation, education, control of the AIDS epidemic, corporate downsizing, health, welfare, law enforcement, or other major issues.

Sociologists have the opportunity to incorporate sociological knowledge into planning and policy-making in areas dominated by other professions. For example, in the mental and physical health fields, sociologists serve with planning boards and health services agencies; they play similar roles in education, law enforcement, and government. Sociologists have contributed their knowledge effectively in many other areas as well.

### **Planning Officer in a State Department of Planning and Development**

**Education:** Paula earned a PhD in sociology with specialization in population and demography, urban sociology, and economic sociology.

**Current position:** Paula has worked for five years in the State Department of Planning and Development and has now risen to Assistant Director in the Office of Long-Range Forecasting. Her position involves considerable sociological knowledge and skill, especially in projecting population shifts into and out of the state's major urban areas, especially the inner cities.

**Responsibilities:** Paula not only commissions research on her own, but she keeps up with the growing research literature. While she does relatively little research herself, Paula's work is particularly important since she keeps informed about relevant studies on the socio-economic problems of inner city neighborhoods and prepares frequent reports and analyses based on new findings. She serves as a bridge to outside research experts working on contracts with the department. In addition, Paula has taken on administrative responsibility for a growing staff that works under her supervision. Her work directly affects how much funding the state provides to urban governments.

**Benefits:** In addition to making a good living, Paula finds satisfaction in contributing insights to critical decisions concerning the state's future urban growth and its strategies for cooperating with local governments.

This type of career involves working closely with producers as well as consumers of

research, ultimately as a supervisor, administrator, or staff specialist. As with any occupation, it is unlikely that younger persons will be hired directly into such high level positions. Typically, they work their way up from lower-level staff positions. It is not uncommon for recent sociology graduates to be hired as staff members in a government agency and then follow a career which involves increased policy influence and administrative responsibility. Competent administration often involves good sociological principles, although few administrative positions formally require sociological training.

**Other Opportunities in Government.** In government settings, many sociologists conduct research and evaluation projects, others manage programs, and some are engaged in policy analysis or problem solving for their agency. Although specific areas of expertise vary, sociologists command an arsenal of skills, knowledge, and experience that can be put to good use at all levels of a complex government. They are employed in such Federal agencies as the Department of Health and Human Services, National Institute of Aging, National Institute of Mental Health, National Institute of Drug Abuse, Bureau of the Census, the Department of Agriculture, the General Accounting Office, the National Science Foundation, Housing and Urban Development, the Peace Corps, or the Centers for Disease Control--among many others. Some work at non-governmental organizations such as The World Bank, the National Academy of Sciences, the Social Science Research Council, Children's Defense Fund, Common Cause, and a wide range of professional and public interest associations. At the state level, many are engaged in urban planning, health planning, criminal justice, education, and social service administration.

### **Staff Member of a Federal Agency**

**Education:** After graduating from a small predominantly Black college in the South, Linda received a fellowship for graduate work at a private university in the North. She progressed quickly, choosing to specialize in the sociology of education, a subject which fascinated her. While completing her PhD thesis, she spent summers working for a Senator who supports national education reform.

**Current position:** Linda has only recently joined the staff of the U.S. Department of Education where she serves as a Social Science Analyst. Her division focuses on key issues in minority education--recruitment, financial support, mentoring, and career development.

**Responsibilities:** In her new job, Linda conducts research on the access of minority students to higher education. Her findings will be presented to Congress as education reform proceeds. She supervises two assistants.

**Benefits:** Linda's salary is determined by the U.S. Civil Service scale, which provides her with a reasonable and stable income, and excellent benefits including pension, medical coverage, and vacations.

Because government sociologists face complex problems that require complex solutions, they must be able to produce good data and place it into a broader context. Skills in survey and evaluation research and special knowledge in such areas as health sociology, aging, criminal justice, demography, and the family enable the sociologist to understand (and sometimes shape) current or proposed government programs that

affect vast numbers of people. Some special programs afford students an opportunity to gain government experience:

*The Federal Cooperative Education Program* allows students of many disciplines, including sociology, to alternate full-time college study with full-time employment in a Federal agency. Many agencies that attract sociologists participate in this program. Contact the Office of Personnel Management in Washington, D.C., the agency personnel office, or your college placement office.

*The Presidential Management Internship Program (PMI)* offers Federal employment to students upon completion of their graduate program. Sociology majors are eligible under this program. It offers rewarding entry-level positions that provide exposure to a wide range of public management issues. This program also provides substantial opportunities for career development, on-the-job training, and job rotation to expand skills and knowledge. For more information, contact the Office of Personnel Management or your career placement office.

**Opportunities in Business.** Many sociologists with BA degrees enter the private sector, working primarily in sales, human resources, and management. Corporations employ full-time (or hire as consultants) those with advanced degrees, especially in the fields of marketing, advertising, telecommunications, and insurance. Businesses especially benefit from sociologists who specialize in demography--the study of population--and market research--the study of the needs, preferences, and life-styles of potential clients or customers. Many sociologists work in public opinion or market research, producing findings of interest to leaders in politics, communications, and advertising. Industrial or corporate sociologists--experts on productivity, work relations, minorities and women in the work force, linking technology to the organization, corporate cultures and organizational development--constitute another specialized group.

Sociologists in the corporate world command an arsenal of skills and knowledge that help solve a wide range of business problems, increase job satisfaction, serve consumers better, and make companies more profitable. These include:

- using demography and forecasting to plan for the future;
- using training techniques to deal with organizational change;
- finding out what consumers want through market analysis and focus groups;
- increasing productivity and efficiency through team-building and work reorganization.

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**Full-Time Sociology Faculty in Graduate Departments by Racial/Ethnic Identity and Faculty Rank, Academic Year 1997-98 and 2000-01**

Rank	Academic Year	Racial/Ethnic Identity						(N)
		White	Black	Asian	Hispanic	Native American	Other	
Full Professor	1997-98	90.5%	3.8%	3.1%	2.4%	0.3%	NA	(1,1
	2000-01	89.9	3.6	3.8	2.0	0.3	0.4	(1,8
Associate Professor	1997-98	85.8	5.9	4.0	3.4	0.7	0.1	(7,2
	2000-01	80.8	9.0	5.7	3.5	0.5	0.5	(1,1
Assistant Professor	1997-98	74.7	10.4	9.1	4.2	1.0	0.6	(5,1
	2000-01	76.6	10.3	6.7	4.4	1.2	0.8	(1,1
Instructor/Lecturer <sup>a</sup>	2000-01	82.3	8.3	6.3	2.1	0.0	1.0	(9
Other Rank	1997-98	75.0	12.5	6.3	3.1	3.1	NA	(3
	2000-01	54.5	18.2	9.1	9.1	9.1	0.0	(1
Total	1997-98	85.6	5.9	4.7	3.1	0.6	0.2	(2,4
	2000-01	83.6	7.0	5.2	3.1	0.6	0.5	(4,2

Source: 25.

<sup>a</sup> Instructor/lecturer data is not available for academic year 1997-98 due to too few cases.

**Whites were over-represented among full professors (the largest rank of faculty), and blacks were slightly over-represented among assistant professors, in academic year 1997-98, compared to their share of PhDs in relevant cohorts. The small numbers of Asians, Hispanics, and Native Americans were equally represented compared to their share of PhDs**

Selected Employment Characteristics of Doctorate Social and Behavioral Scientists (In Percents), 1993 to 2001

Year and Indicator	Economics	Political and Related Sciences	Sociology	Other Social Sciences	Psychology
1993					
Unemployment Rate	1.4	2.0	1.3	1.6	1.5
Labor Force Participation Rate	90.1	91.2	93.4	90.6	92.1
Involuntary Out-of-Field Rate	1.6	4.7	3.5	8.1	7.6
1995					
Unemployment Rate	1.3	1.1	1.0	0.9	0.6
Labor Force Participation Rate	89.4	91.5	90.1	90.0	92.9
Involuntary Out-of-Field Rate	1.4	5.5	6.9	6.2	3.1
1997					
Unemployment Rate	0.9	1.6	0.7	1.8	0.7
Labor Force Participation Rate	87.5	90.8	88.7	90.0	91.9
Involuntary Out-of-Field Rate	2.1	4.8	3.5	6.9	3.1
1999					
Unemployment Rate	1.1	1.1	1.2	1.2	1.2
Labor Force Participation Rate	88.0	87.6	87.3	89.9	91.5
Involuntary Out-of-Field Rate	1.9	5.0	4.5	6.7	2.8
2001					
Unemployment Rate	1.3	1.5	0.9	1.5	0.8
Labor Force Participation Rate	88.4	89.0	85.8	88.4	90.9
Involuntary Out-of-Field Rate	2.3	5.1	4.1	7.2	3.1

Sources used: 21, 22.

Note: Labor force is defined as those employed (E) plus those unemployed and seeking work (U). The labor force participation rate (RLF) is the ratio of the labor force to the population:  $RLF=(E+U)/P$ . The unemployment rate (RU) is the ratio of those who are unemployed but seeking work (U) to the total labor force (E+U):  $RU=U/(E+U)$ . Involuntarily out-of-field rate is the percent of individuals who reported they were working part-time exclusively because suitable full-time work was not available and/or working in an area not related to the first doctoral degree (in their principal job) at least partially because suitable work in the field was not available.

Doctorate sociologists and other social and behavioral scientists benefited from a strong labor market and experienced unemployment rates of only about one percent in both 1999 and 2001. Nearly nine out of 10 sociologists were in the labor market (including the one percent who were unemployed) in both years. This labor force participation rate is similar to PhDs in all of the other behavioral and social science disciplines. The majority of the sociologists who are not in the labor market are retired. About one out of 20 sociologists who report that they are working are employed involuntarily out-of-field because they could not find what they considered to be a suitable job for a sociologist. Sociology PhDs do well compared to other social and behavioral sciences.

Distribution of Full-Time Faculty in Graduate Departments of Sociology by Rank and Gender of Faculty Member (In Percents), AY 1997/98 and 2000/01

Rank	1997/98			2000/01		
	Men	Women	(N) <sup>a</sup>	Men	Women	(N) <sup>a</sup>
Full Professor	78.6%	21.4%	(1,187)	74.4%	25.6%	(1,859)
Associate Professor	64.6	35.4	(741)	57.6	42.4	(1,185)
Assistant Professor	48.4	51.6	(519)	47.8	52.2	(1,183)
Instructor / Lecturer	54.5	45.5	(33)	39.0	61.0	(100)
Total	67.8	32.2	(2,480)	61.7	38.3	(4,337)

Source used: 25.

<sup>a</sup> Number of faculty in responding departments in each category.

In academic year 1997/98 the greatest share of sociology faculty (about 48 percent) were full professors, more than twice the share of assistant professors. Men represented 79 percent of all full professors, but only half of assistant professors. These patterns remain almost unchanged in academic year 2000/01, while there were small increases in the share of women associate and full professors compared to 1997/98.

Employed U.S. Social and Other Scientists with  
 Doctoral Degrees by Employment Sector, 1997-2001

Field of Study	Year	Employment Sector					Self-Employed (Total N & Other Sector Empl	(Total N Empl
		Educational Institutions	Private-For Profit	Private Not-for-Profit	Government			
Economics	1997	57.7%	16.7%	5.0%	13.9%	6.7%	(20,0	
	1999	59.2	17.0	3.7	11.2	8.8	(21,1	
	2001	55.7	17.0	3.5	15.0	8.9	(21,6	
Political Science	1997	70.5	9.5	5.0	11.3	3.6	(15,8	
	1999	69.9	9.8	4.5	10.4	5.5	(16,0	
	2001	70.3	10.5	4.4	10.3	4.6	(16,9	
Psychology	1997	39.8	21.9	10.1	11.2	17.0	(79,3	
	1999	40.2	20.7	9.7	10.2	19.2	(84,3	
	2001	40.1	22.0	9.7	10.1	18.1	(88,8	
Sociology	1997	75.5	6.2	7.6	7.1	3.4	(13,230	
	1999	74.1	8.0	8.0	6.7	3.1	(13,420	
	2001	73.2	6.0	10.1	7.4	3.4	(13,710	
Other Social Sciences	1997	67.5	12.3	6.3	9.1	4.8	(21,9	
	1999	66.0	13.4	6.2	8.6	5.7	(23,9	
	2001	66.1	14.6	5.8	9.4	3.9	(23,8	
All Social Sciences	1997	66.9	11.8	5.9	10.6	4.9	(71,0	
	1999	66.3	12.7	5.5	9.4	6.1	(74,3	
	2001	65.3	12.8	5.6	10.8	5.4	(76,1	
All Sciences	1997	51.1	27.0	5.6	10.7	5.7	(429,	
	1999	50.1	28.4	5.4	9.8	6.4	(457,	
	2001	49.5	29.0	5.4	9.9	6.1	(475,	
All Degree Fields	1997	47.6	31.8	5.1	10.3	5.2	(518,	
	1999	46.2	33.6	5.0	9.4	5.8	(553,	
	2001	45.8	34.3	4.9	9.5	5.5	(574,	

Source used: 24, 29, 30.

Note: These data are based on a sample of individuals with doctoral degrees in the sciences or who are employed in the sciences and are under age 75.

Over the five year period from 1997 to 2001, a greater proportion of sociologists with PhDs are employed in educational settings than any other science or social science presented above. Sociologists are also less likely to work in non-academic sectors, especially in the private-for-profit and government sectors. As of 2001, the proportion of sociologists employed in private-not-for-profit organizations increased by 2.5 percent compared to 1997.



Employed U.S. Social and Other Scientists  
with Masters' Degrees by Employment Sector, 1999

Field of Study	Employment Sector		
	Business/Industry	Educational Institutions	Government
Economics	64.8% (28,300)	17.9% (7,800)	17.4% (7,600)
Political Science	60.4 (40,700)	20 (13,500)	19.6 (13,200)
Psychology	46.7 (128,900)	37.9 (104,600)	15.4 (42,600)
Sociology/Anthropology	43.7 (19,400)	33.8 (15,000)	22.5 (10,000)
Other Social Sciences	45.1 (30,700)	36.3 (24,700)	18.7 (12,700)
All Social Sciences	49.6 (248,000)	33.1 (165,600)	17.2 (86,200)
All Sciences	56.3 (585,600)	39.3 (304,500)	14.4 (150,200)
All Degree Fields	62.1 (1,851,000)	25.0 (744,000)	13.0 (387,000)

Source used: 24.

Sociologists and anthropologists with masters' degrees are the least likely of the disciplinary fields to be employed in business or industry and the most likely to be employed in federal, state or local government. They are also among the most likely to be employed in educational institutions.

Employed U.S. Social and Other Scientists  
with Bachelors' Degrees by Employment Sector, 1999

Undergraduate Major	Employment Sector		
	Business/Industry	Educational Institutions	Government
Economics	83.7% (284,900)	7.7% (22,800)	9.6% (32,600)
Political Science	72.5 (350,100)	9.9 (47,800)	17.6 (85,000)
Psychology	66.1 (525,400)	19.4 (154,000)	14.5 (115,200)
Sociology/Anthropology	60.9 (319,600)	18.1 (95,100)	21 (110,500)
Other Social Sciences	60 (163,600)	23.4 (63,700)	16.7 (45,400)
All Social Sciences	68 (1,643,600)	15.9 (383,300)	16.1 (388,600)
All Sciences	70.2 (3,148,800)	16 (718,000)	13.8 (619,400)
All Degree Fields	73.9 (4,694,100)	12.7 (806,800)	13.4 (849,300)

Source used: 24

Sociologists and anthropologists with bachelors' degrees are among the least likely of the disciplinary fields to be employed in business or industry and the most likely to be employed in federal, state or local government.

## Job Prospects for the BA Graduate

Given the breadth, adaptability and utility of sociology, employment opportunities abound for BA graduates. You can secure entry level positions in many of the areas previously mentioned in defining the scope of sociology. The following list of possibilities is only illustrative--many other paths may be open to you. Employment sectors include:

- *social services*--in rehabilitation, case management, group work with youth or the elderly, recreation, or administration
- *community work*--in fund-raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups
- *corrections*--in probation, parole, or other criminal justice work
- *business*--in advertising, marketing and consumer research, insurance, real estate, personnel work, training, or sales
- *college settings*--in admissions, alumni relations, or placement offices
- *health services*--in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies
- *publishing, journalism, and public relations*--in writing, research, and editing
- *government services*--in federal, state, and local government jobs in such areas as transportation, housing, agriculture, and labor
- *teaching*--in elementary and secondary schools, in conjunction with appropriate teacher certification.

### Human Resources Manager in a Small Manufacturing Firm

**Education:** Carlos received a BA in sociology at a state university in the Arizona. He took a wide range of courses in sociology, social psychology, and business, and studied the sociology of minority groups and race relations.

**Current position:** Carlos was drawn to the business world where he wanted to apply his sociological insights. He started as an entry-level assistant in the Human Resources Department of a small company, but after five years Carlos moved up to H.R. Manager, a position with considerable influence over the company's personnel policies. He is involved with strategies and programs for hiring, training, promoting, and managing an increasingly diverse workforce

**Benefits:** At first, Carlos earned an average entry-level salary but also had access to in-service training, which helped him advance to a managerial position. He enjoys on-site athletic facilities and good medical benefits. Ultimately, Carlos may be promoted to an even higher position within the firm or seek advancement by joining another company. He enjoys contributing his insights into the complicated issues of gender and cultural diversity in the workplace.

Some advantages accrue to entering the work force with a BA. Employers are often willing to train BA graduates in the specific skills and knowledge required for their workplace, so you could begin a good career by rising through the ranks. Many organizations might also invest in additional education or training for promising employees.

*Obtaining work experience before applying to graduate school might improve your chances of acceptance and make further education more meaningful. An entry level job might also help you sharpen your interests and decide future directions--continuing to climb the career ladder, changing fields, or furthering your education.*

## Career Preparation: Making the Most of an Undergraduate Major

Success in most careers depends upon both long-term career preparation and short-term responses to changing circumstances. It is virtually impossible for anyone to anticipate fully what lies five years ahead, much less ten, twenty, or thirty years. Yet, because sociology gives students a broad liberal arts preparation, it can be viewed as a solid base for many career paths. In addition, students who have developed a relatively clear idea of their preferred career path can shape their undergraduate curriculum accordingly. Furthermore, basic skills in research design, data analysis, and conceptualization of problems will help BA graduates compete for jobs across all sectors.

**The Liberal Arts Advantage.** A bachelor's degree in sociology provides an excellent liberal arts foundation for embarking on the wide range of career paths that many liberal arts majors pursue. Your undergraduate training in sociology can open a variety of doors in business and the human services. Sociology majors who enter the business world work in sales, marketing, customer relations, or human resources. Those who enter human services work with youths at risk, the elderly, or people experiencing problems related to poverty, substance abuse, or the justice system.

When we ask sociology majors who are already employed outside academic settings to reflect on their education with the wisdom of hindsight, they value most highly their undergraduate courses in social research methods, statistics, and computer skills. These courses help make BA undergraduates marketable, especially in today's highly technical and data-oriented work environment. In addition, sociology majors develop analytical skills and the ability to understand issues within a "macro" or social structural perspective. Learning the process of critical thinking and how to bring evidence to bear in support of an argument is extremely important in a fast-changing job market.

Consequently, as a sociology BA, you have a competitive advantage in today's information society. The solid base you receive in understanding social change--as well as in research design, data analysis, statistics, theory, and sociological concepts--enables you to compete for support positions (such as program, administrative, or research assistant) in research, policy analysis, program evaluation, and countless other social science endeavors.

The well-educated sociology BA graduate acquires a sense of history, other cultures and times; the interconnectedness of social life; and different frameworks of thought. He or she is proficient at gathering information and putting it into perspective. Sociological training helps students bring breadth and depth of understanding to the workplace. A sociology graduate learns to think abstractly, formulate problems, ask appropriate questions, search for answers, analyze situations and data, organize material, write well, and make oral presentations that help others develop insight and make decisions. Sociology BA graduates have an advantage in understanding human behavior on three levels:

- how individuals behave in organizations, families, and communities
- the ways in which these social units function as groups
- the wider social, political, and economic contexts in which decisions are made and in which groups function.

**Linking to Other Majors and Minors.** You can amplify the power of your sociology major by taking a multidisciplinary approach. Employment analysts predict that the most successful people in the 21st century will be those who have been exposed to a wide variety of disciplines and have taken the time to study in some depth outside their field.

You can begin the process of multiplying your perspectives as an undergraduate major in sociology by planning a double major with criminal justice, economics, English, anthropology, a second language, political science, or education. Or, you can take a minor or concentration in computer science, business management, marketing, human services, law and society, social work, or pre-law--just to name a few possibilities. Work with your advisor to develop an integrated set of courses that will provide depth in one or more areas.

**The Value of an Internship and Service Learning.** Internships during or just after the undergraduate years offer invaluable experience that can bring to life the sociological concepts and theories you study in books and in the classroom. You can sample potential careers, build your resume, and learn new skills during a well-chosen internship experience. Participation in an internship affords an excellent way to explore career options and help determine what aspects of sociology interest you.

A wide range of internships is available to sociology graduates. Whether you enjoy working with families or learning more about statistical methods to track population growth, you can find an organization that will give you the opportunity to gain experience while you work toward their goals. Many agencies and institutions offer internships, and many colleges will provide college credits for internship experience. While some internships provide remuneration, many are unpaid. Remember that an internship will help pave the way to subsequent employment opportunities, so working without pay may well be worth your investment of time and energy in the long run. Data show that sociology students who take part in internships find it much easier to find employment later.

Courses that included service learning – volunteer work that is connected to the course topic – are also valuable for career testing and practical experience in applying sociological concepts, methods, and theories.

### **Staff Administrator in a Public Assistance Agency**

**Education:** Through his undergraduate studies, William became interested in using his knowledge to serve people. William saw his BA in sociology as a tool for providing services to people in need in a large metropolitan area. With the help of his professors, he found an internship in an inner-city shelter for the homeless; after two semesters helping conduct a count of the area's homeless population, William decided to apply for a job with the city's Department of Human Services.

**Current Position:** William works as a program coordinator, drawing on his internship experiences and his undergraduate sociology courses in the family, social stratification, communities, and group dynamics.

**Responsibilities:** William's work includes routine processing of reports and legal forms, as well as extensive contact with clients and direct engagement with the problems of the poor, disabled, homeless, elderly, and minorities. He combines his efforts with other employees; using his knowledge of how human services and welfare systems work, he often acts as a trouble shooter by providing help to clients who might otherwise "fall between the cracks."

**Benefits:** William's job requires him to maintain contacts with other public and private agencies that affect the lives of the poor. For example, one of his friends from college now works on the staff of a large community mental health center, and another is involved in supervising rehabilitation for state penitentiary inmates. Like William, they are using their sociology BAs as a foundation for social service positions. All three receive satisfaction from being able to experience day-to-day accomplishments in helping others.

William's salary is commensurate with the wage scales of public sector employees generally. He could progress through Civil Service channels to a career of relative security. However, he is considering going back to school to earn a graduate degree, which would help him compete for administrative positions.

*In order to develop an internship, ask yourself these questions:*

- "What are my talents, skills, interests, and areas of knowledge?"
  - "In what areas would I like to grow?"
  - "What are my strongest assets?"
- "How can I make a meaningful contribution in a relatively short time?"

*When you address these questions and are ready to search for an internship that will benefit both you and your "employer," the following strategies may help:*

- Volunteer your time and skills to an employer on a temporary or part-time basis in order to establish initial contact and lay the foundation for future work.
  
- Contact your cooperative education, internship and/or service learning coordinator on campus for a listing of organizations that accept interns and for general advice on how to find an internship and derive the most benefit from it.
  
- Contact your college or university sociology department for advice on internships. Organizations might send internship announcements to them and your professors may have contacts in the community. Sometimes college course credit can be arranged with the department.
  
- Contact by letter and follow-up telephone call several nonprofit organizations, corporations, businesses, and government or educational agencies in the geographic location that interests you--the broader the net, the more likely someone will offer you an internship.
  
- Write to the National Society for Experiential Education for the *National Directory of Internships* (latest edition). This publication lists opportunities in 75 fields of interest, by state, type of organization, and specific organizations. *NSIEE, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229.*
  
- Join the American Sociological Association for information and networking opportunities at the national, regional, and state levels.

You can amplify the power of your sociology major by taking a multidisciplinary approach. Employment analysts predict that the most successful people in the 21st century will be those who have been exposed to a wide variety of disciplines and have taken the time to study in some depth outside their field.

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## Sociology: A World of Opportunities

Most people who think of themselves as "sociologists" or have the word "sociologist" in their job title, have graduate training, but BAs in sociology apply the sociological perspective to a wide variety of jobs in such sectors as business, the health professions, the criminal justice system, social services, and government.

***"What can I do with a BA in sociology?"*** As a strong liberal arts major, sociology provides several answers to this important question:

- A BA in sociology is excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry level positions throughout the business, social service, and government worlds. Employers look for people with the skills that an undergraduate education in sociology provides.
- Since its subject matter is intrinsically fascinating, sociology offers valuable preparation for careers in journalism, politics, public relations, business, or public administration--fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

***"What can I do with an MA or PhD degree in sociology?"*** With advanced degrees, the more likely it is that a job will have the title sociologist, but many opportunities exist--the diversity of sociological careers ranges much further than what you might find under "S" in the Sunday newspaper employment ads. Many jobs outside of academia do not necessarily carry the specific title of sociologist :

- Sociologists become high school teachers or faculty in colleges and universities, advising students, conducting research, and publishing their work. Over 3000 colleges offer sociology courses.
- Sociologists enter the corporate, non-profit, and government worlds as directors of research, policy analysts, consultants, human resource managers, and program managers.
- Practicing sociologists with advanced degrees may be called research analysts, survey researchers, gerontologists, statisticians, urban planners, community developers, criminologists, or demographers.
- Some MA and PhD sociologists obtain specialized training to become counselors,

therapists, or program directors in social service agencies.

Today, sociologists embark upon literally hundreds of career paths. Although teaching and conducting research remains the dominant activity among the thousands of professional sociologists today, other forms of employment are growing both in number and significance. In some sectors, sociologists work closely with economists, political scientists, anthropologists, psychologists, social workers, and others, reflecting a growing appreciation of sociology's contributions to interdisciplinary analysis and action.

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**#350 - SOCIOLOGIST**

Sociologists are concerned with the relations between individuals and society through systematic study of the origin, development, organization, conflict, and function shaping human groups and societies. Groups which are of interest to Sociologists include families, tribes, gangs, communities, governments, and a variety of social, religious, political, business, and other organizations.

**NATURE OF THE OCCUPATION**

Sociologists may:

Collect and analyze empirical data concerning social phenomena such as communities, associations, social institutions, ethnic minorities, social classes, and social change

Direct research

Prepare technical publications

Teach and lecture

Supervise graduate students and some faculty members

Act as consultants to law makers, administrators, and other officials on problems of social policy

The equipment and materials used may include:

* Computers (with Internet access)	* Public opinion polls
* Calculators	* Censuses, data, surveys
* Ethnographics	* Manuals & other publications
* Charts & diagrams	* Case studies & questionnaires
* Videos & interactive computer software	
* Teaching aids (textbooks/reference/materials/chalkboards)	

**OCCUPATIONAL SPECIALTIES**

Sociologists may specialize in these areas:

*054.067-014* SOCIOLOGISTS are concerned with the study of the origin, development, arrangement, and functioning of human groups and societies. Groups of interest include families, tribes, gangs, communities, governments, and a variety of organizations.

*054.067-014* CRIMINOLOGISTS specialize in research on the relationship between criminal law and the social order and on the causes, consequences, and societal response to crime.

*054.067-014* INDUSTRIAL SOCIOLOGISTS specialize in research on group relationships and processes in industrial organizations.

054.067-014 PENOLOGISTS specialize in research on punishment for crime, control and prevention of crime, management of penal institutions, and criminal rehabilitation.

054.067-014 RURAL SOCIOLOGISTS specialize in research on rural and agricultural communities and special problems brought on by scientific and industrial changes in the rural way of life.

054.067-014 URBAN SOCIOLOGISTS specialize in research on the origin, growth, structure, and demographic characteristics (population statistics) of cities and the problems and social patterns of an urban environment.

054.067-014 SOCIAL ECOLOGISTS specialize in research on the effects of the physical environment and technology on the location of people and their activities.

054.067-014 SOCIAL PROBLEMS SPECIALISTS research social problems such as crime, delinquency, poverty, and sexual and racial discrimination.

054.067-014 MEDICAL SOCIOLOGISTS specialize in research on social factors affecting health care, such as behavior of patients and physicians, delivery of health care, and a variety of information on illness.

054.067-014 DEMOGRAPHERS conduct research, surveys, and experiments to study human populations and population trends.

054.107-010 CLINICAL SOCIOLOGISTS develop and implement corrective procedures to alleviate group dysfunctions.

Other specializations include: social stratification; social welfare research; social pathology; historical and theoretical sociology; sociology of education, gender roles, law, deviance, racial and ethnic relations; and research of specific groups such as women, the aged, and youth. Some may specialize as family Sociologists who often teach on the functioning of families as well as act as a family counselor.

In addition to learning about these specialties, you may also find it helpful to explore the following MOIScripts:

044 ECONOMIST	186 PSYCHOLOGIST
196 URBAN & REGIONAL PLANNER	344 ANTHROPOLOGIST
347 GEOGRAPHER	348 HISTORIAN
349 POLITICAL SCIENTIST	086 MARKET-RESEARCH ANALYST
346 ARCHIVIST & CURATOR	187 SOCIAL WORKER

## WORKING CONDITIONS AND REQUIREMENTS

Sociologists generally work alone under the general supervision of a department head or research director. Depending on their specialization, they may work with community groups and members of other professions, such as medical personnel, economists, probation officers, urban and regional planners, political scientists, computer specialists, and market-research analysts. Their work is usually performed indoors in clean, well lighted, well ventilated offices, classrooms, and experimental laboratories. Sociologists conducting research projects may work in a variety of settings where conditions vary drastically. Criminologists might spend considerable time in police departments, prosecutors' offices, prisons, rehabilitation centers, and in both high-crime sections of cities and corporate or occupational settings that support crime.

Sociologists generally work a 5-day, 40-hour week. Those working at colleges may have longer hours but have some flexibility in the scheduling of their time outside of classes. Sociologists in private practice arrange their schedules as appointments require. They might

work evenings and weekends to accommodate clients. Additional time may be spent writing books and articles and attending meetings.

Some Sociologists join associations such as the American Sociological Association or the Rural Sociological Society. Those who choose to be members pay periodic membership fees.

**You Should Prefer:**

- Activities involving the study of human social behavior
- Activities which communicate ideas to others
- Activities of a scientific and technical nature
- Activities which bring recognition or appreciation by others
- Activities which bring contact with unfamiliar ideas/groups/practices

**You Should Be Able To:**

- Organize detailed research data logically
- Plan/direct/control an entire activity or activities of others
- Rate information by sensory/judgmental criteria/measurable standards
- Express yourself well orally and in writing
- Use mathematics quickly and accurately

**Math Problem You Should Be Able to Solve:**

A public opinion poll shows that 78% of those polled believe that welfare should only support the poorest 12% of the people currently on welfare. If your state has 32,000 people on welfare, how many would be supported by this policy?

**Reading Example You Should Be Able to Read and Comprehend:**

Poverty is relative. Would you say that a family with no running water, central heating, or electricity was poor? Kings lived under such conditions during the Middle Ages.

**Writing Example You Should Be Able to Produce:**

You should be able to write a report explaining your findings during an experiment.

**Thinking Skill You Should Be Able to Demonstrate:**

You should be able to look at experimental data and decide what kinds of problems certain people are going through.

A master's degree in sociology is generally the minimum requirement for employment as a Sociologist. Increasingly, a Ph.D. degree is required for Sociologists who wish to teach at colleges and universities or to direct major research projects. Certification by the Sociological Practice Association (SPA) is required for persons working as Clinical Sociologists. Directors of major research projects, administrators, and consultants are usually expected to have a doctorate degree.

## EDUCATION AND PREPARATION OPPORTUNITIES

NOTE: A Bachelor's Degree (four years of study beyond High School) or a Master's Degree (five to six years of study beyond high school) or a Professional Degree or Doctorate (seven to ten years of study beyond high school) may qualify a person for this occupation.

The following education and preparation opportunities are helpful in preparing for occupations in the MOIScript:

### \*\*\*SCHOOL SUBJECTS\*\*\*

0700 CAREERS , 0900 COMMUNICATIONS , 2200 MATH , 2900 SCIENCE

### \*\*\*VOCATIONAL EDUCATION PROGRAMS\*\*\*

There are no Vocational Education Programs related to this MOIScript

### \*\*\*POSTSECONDARY PROGRAMS\*\*\*

#### 162 SOCIOLOGY

Programs in Sociology emphasize an understanding of the interactions of groups in organizations and in society. Sociologists are employed in such areas as criminal justice, government service, and social research. Individuals who teach Sociology at the secondary school level must have a Michigan Teaching Certificate.

Courses within this program will vary but may include:

American Society

Rural Communities & Minorities

Ideologies & Societies

Death, Dying, & Bereavement

Criminology

Civilization & the City

Modern Social Problems

Social Impact of Science & Technology

Men & Women in Contemporary Society

Search for a College and/or Instructional Program

### \*\*\*APPRENTICESHIP OPPORTUNITIES\*\*\*

There are no Apprenticeships related to this MOIScript

### \*\*\*MILITARY TRAINING PROGRAMS\*\*\*

There are no Military Programs related to this MOIScript

E-Learning Courses and Programs

## OPPORTUNITIES FOR EXPERIENCE AND METHODS OF ENTRY

There are few ways to explore or gain experience as a Sociologist. Some graduate assistantship or fellowship openings for students with high grades may be available at some universities. Part-time or volunteer work in community service programs may provide related experience. Generally, there are many more applicants than there are positions.

School-to-Work opportunities include:

informal apprenticeships

mentorships

job shadowing experiences

touring a local Sociologist employer

internships

volunteer work with a Sociologist employer

community service work with an agency

Most Sociologists find positions by applying to departments of sociology at colleges and universities or applying at federal, state, and local civil service offices. The American Sociological Association publishes a monthly "Employment Bulletin" listing available positions. Many colleges advertise in the weekly "Chronicles of Higher Education". In addition, you should access and search the Internet's on-line employment services sites such as:

American Sociological Association Employment Bulletin  
(<http://www.asanet.org/pubs/current.html>)

Michigan Talent Bank ([http://www.michworks.org/mtb/user/MTB\\_EMPL\\_EntryMainPage](http://www.michworks.org/mtb/user/MTB_EMPL_EntryMainPage))

America's Job Bank (<http://www.ajb.dni.us>)

MONSTER.COM (<http://monster.com>)

Academe This Week (<http://chronicle.com/jobs/>)

Michigan Department of Career Development (<http://www.michigan.gov/mdcd>)

Michigan Works! (<http://www.michiganworks.org>)

You should also enter an electronic resume on these on-line services.

## EARNINGS AND ADVANCEMENT

Earnings of Sociologists vary according to the employer, location, and the individual's college degrees. Earnings of those who teach vary with the level taught and academic rank. Generally, private businesses and agencies and federal government agencies pay higher salaries than colleges and universities pay.

Nationally, persons with master's degrees in social sciences were offered starting salaries

# Sociology

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averaging \$31,508 (late 2001). Those holding doctorate's degrees in social sciences received average salary offers of \$41,115. The median yearly earnings of "all" workers in the U.S. were \$31,044 in 2001.

The average annual salaries of college and university teachers, including those of sociology, ranged from \$36,620 for instructors to \$83,282 for professors (2001-02).

Depending on their academic records, Sociologists working for the federal government (2002) earned a starting annual salary of:

Bachelor's Degree	\$22,737 or \$28,164
Master's Degree	\$34,451
Ph.D. Degree	\$41,684

The salaries of these federal government workers may be higher in some urban areas.

Faculty members, including Sociologists working as college and university teachers in Michigan during the 2001-02 school year earned average annual salaries of:

Instructor	\$35,625
Assistant Professor	\$49,085
Associate Professor	\$58,463
Professor	\$81,429

Graduates from one Michigan university with a bachelor's degree in criminology were offered starting salaries averaging \$47,200 per year (2001).

Many Sociologists, particularly those employed by colleges and universities for the academic year (September to June), supplement their regular salaries with earnings from other sources, such as summer teaching and consulting or through winning competitive research funds.

Depending on the employer, most Sociologists receive paid vacations and holidays; life, accident, disability, and hospitalization insurance; retirement plans; and paid sick leave. In addition, some colleges grant sabbatical leaves (absence for travel or study) at 50% to 100% of the annual salary after 6-7 years of employment. These benefits are paid for, at least in part, by the employers.

Sociologists who teach may advance to full professor after gaining additional experience and education. Researchers may advance to research fellow and research director by developing a reputation for distinctive work or publications.

## EMPLOYMENT AND OUTLOOK

Approximately 13,000 Sociologists were members of the American Sociological Association. Most of these held sociology faculty positions in colleges and universities. Employment is expected to grow about as fast as the average for all occupations through the year 2010. A master's degree in sociology is sufficient for most administrative and research positions in public agencies and private industry, provided applicants have adequate training in research, statistical, and computer methods. A doctorate is required for most teaching and research positions in colleges and universities and for some positions in private industry.

Strong demand is expected for research personnel to work in the areas of clinical sociology, criminology, environmental sociology, medical sociology, social gerontology, and demography.

There are about 350 Michigan members of the American Sociological Association. The State

of Michigan is one of the larger employers. Many of these Sociologists worked in educational services. Others worked for research firms, consulting firms, corporations, professional and trade associations, hospitals, welfare agencies, and nonprofit organizations. Few were self-employed in private practice in counseling, research or consulting. Demographers worked for market research firms or the Bureau of Census.

Little or no change in the employment of Sociologists is expected in Michigan through the year 2005. A number of openings will occur due to replacement of Sociologists who retire, die, or leave the labor force for other reasons. Additional openings will occur as workers change jobs or occupations. Competition should be keen as the number of persons with advanced degrees in sociology continues to greatly exceed the number of openings.

Through enrollments at colleges and universities remain high, the number of first-time students has dropped. Older students are going back to school, often into vocational sub-disciplines such as criminal justice. Competition will be keen for teaching positions. Sociologists with Ph.D. degrees will have the best opportunities. Those with master's degrees may find a few teaching positions in junior and community colleges. Individuals with bachelor's degrees in sociology may find a few positions with government agencies, industrial firms, and businesses. Sociologists may increase their employability in non-academic areas by obtaining training and/or work experience in business administration, public policy, public administration, and criminology.

**MICHIGAN'S EMPLOYMENT OUTLOOK TO 2008**

EMPLOYMENT AND	NUMBER	PERCENT	PROJECTED YEARLY
OUTLOOK REGIONS	EMPLOYED	GROWTH	JOB OPENINGS
State Total	350	2.5%	<10

**SOURCES OF ADDITIONAL INFORMATION**

Printed Occupational information is available upon written request from the sources below.

American Sociological Association 1722 N Street NW Washington, DC 20036 1-202-833-3410	Rural Sociological Society c/o Barbara Broughton Department of Sociology 510 Arntzen Hall Western Washington University Bellingham, WA 48225-9081 1-360-650-7521
Mary French, Executive Officer 62 Rike Hall Wright State University Dayton, OH 45434	American Correctional Assoc. 8025 Laurel Lakes Court Laurel, MD 20707
Michigan Sociological Assoc. C/O Professor Alan Hill Sociology Department Delta College University Center, MI 48710	Association for the Sociology of Religion C/O Dr. Barbara J. Denision Leadership Development Institute Lebanon Valley College Annville, PA 17003
Association of Black Sociologists Department of Sociology 1810 Chicago Ave. Evanston, IL 6/careers/0,1607,7-170-22526_23422-64454--00.html8	Ann Marie Ellis, Ph.D., C.C.S. Chair, SPA Certification Committee Sociological Practice Association 313 FH, Southwest Texas State Univ. San Marcos, Texas 78666-4616
Michigan Department of Education Teacher/Administrator Prep. and Certification Services	Michigan Department of Career Development

PO Box 30008 Lansing, MI 48909 1-517-373-6505I	
Federal, State, and Local Civil Service Offices	College Placement Offices
Michigan Works!	

### SUMMARY PROFILE

The occupation of Sociologist can be summarized by the following:

Growth Outlook:	As fast as average
Salary Potential:	Average potential growth
GOE Cluster:	Leading-Influencing Interest Group (#11)
Work Values:	Independence, intellectual stimulation, research work
SDS Code:	Investigative (enjoys observing, analyzing and solving problems)
Relationship to Data:	Synthesizing (formulates experimental designs to investigate hypotheses)
Relationship to People:	Speaking-Signaling (explains their findings to others)
Relationship to Things:	Handling (distributes copies of their findings to others for further studying)

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# Occupational Outlook Handbook, 2006-07 Edition

U.S. Department of Labor | Bureau of Labor Statistics | Bulletin 2600

## Social Scientists, Other

- [Nature of the Work](#)
- [Working Conditions](#)
- [Training, Other Qualifications, and Advancement](#)
- [Employment](#)
- [Job Outlook](#)
- [Earnings](#)
- [Related Occupations](#)
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### Significant Points

- About half worked for Federal, State, and local governments, mostly for the Federal Government.
- The educational attainment of social scientists is among the highest of all occupations.
- Anthropologists and archaeologists will experience average growth, but slower-than-average employment growth is expected for geographers, historians, political scientists, and sociologists because they enjoy fewer opportunities outside of government and academic settings.
- Competition for jobs will remain keen for all specialties because many of these social scientists compete for jobs with other workers, such as psychologists, statisticians, and market and survey researchers.

### Nature of the Work

The major social science occupations covered in this statement include anthropologists, archaeologists, geographers, historians, political scientists, and sociologists. ([Economists](#), [market and survey researchers](#), [psychologists](#), and [urban and regional planners](#) are covered elsewhere in the *Handbook*.)

Social scientists study all aspects of society—from past events and achievements to human behavior and relationships among groups. Their research provides insights that help us understand different ways in which individuals and groups make decisions, exercise power, and respond to change. Through their studies and analyses, social scientists suggest solutions to social, business, personal, governmental, and environmental problems.

Research is a major activity of many social scientists, who use a variety of methods to assemble facts and construct theories. Applied research usually is designed to produce information that will enable people to make better decisions or manage their affairs more effectively. Collecting information takes many forms, including interviews and questionnaires to gather demographic and opinion data; living and working among the population being studied; performing field investigations; analyzing historical records and documents; experimenting with human or animal subjects in a laboratory; and preparing and interpreting maps and computer graphics. The work of specialists in social science varies greatly, although specialists in one field may find that their research overlaps work being conducted in another discipline.

*Anthropologists* study the origin and the physical, social, and cultural development and behavior of humans. They may examine the way of life, archaeological remains, language, or physical characteristics of people in various parts of the world. Some compare the customs, values, and social patterns of different cultures. Anthropologists usually concentrate in sociocultural anthropology, archaeology, linguistics, or biophysical anthropology. Sociocultural anthropologists study the customs, cultures, and social lives of groups in settings that range from unindustrialized societies to modern urban centers. Linguistic anthropologists investigate the role of, and changes to, language over time in various cultures. Biophysical anthropologists research the evolution of the human body, look for the earliest evidences of human life, and analyze how culture and biology influence one another. Physical anthropologists examine human remains found at archaeological sites in order to understand population demographics and factors that affected these populations, such as nutrition and disease.

*Archaeologists* examine and recover material evidence, such as the ruins of buildings, tools, pottery, and other objects remaining from past human cultures in order to determine the chronology, history, customs, and living habits of earlier civilizations. Most anthropologists and archaeologists specialize in a particular region of the world.

*Geographers* analyze distributions of physical and cultural phenomena on local, regional, continental, and global scales. Economic geographers study the distribution of resources and economic activities. Political geographers are concerned with the relationship of geography to political phenomena, whereas cultural geographers study the geography of cultural phenomena. Physical geographers examine variations in climate, vegetation, soil, and landforms and their implications for human activity. Urban and transportation geographers study cities and metropolitan areas, while regional geographers study the physical, economic, political, and cultural characteristics of regions ranging in size from a congressional district to entire continents. Medical geographers investigate health care delivery systems, epidemiology (the study of the causes and control of epidemics), and the effect of the environment on health. Most geographers use geographic information systems (GIS) technology to assist with their work. For example, they may use GIS to create computerized maps that can track information such as population growth, traffic patterns, environmental hazards, natural resources, and weather patterns, after which they use the information to advise governments on the development of houses, roads, or landfills.

*Historians* research, analyze, and interpret the past. They use many Sources of Additional Information in their research, including government and institutional records, newspapers and other periodicals, photographs, interviews, films, and unpublished manuscripts such as personal diaries and letters. Historians usually specialize in a country or region, a particular period, or a particular field, such as social, intellectual, cultural, political, or diplomatic history. Biographers collect detailed information on individuals. Other historians help study and preserve archival materials, artifacts, and historic buildings and sites.

*Political scientists* study the origin, development, and operation of political systems and public policy. They conduct research on a wide range of subjects, such as relations between the United States and other countries, the institutions and political life of nations, the politics of small towns or a major metropolis, and the decisions of the U.S. Supreme Court. Studying topics such as public opinion, political decision making, ideology, and public policy, they analyze the structure and operation of governments, as well as various political entities. Depending on the topic, a political scientist might conduct a public-opinion survey, analyze election results or public documents, or interview public officials.

*Sociologists* study society and social behavior by examining the groups and social institutions people form, as well as various social, religious, political, and business organizations. They also study the behavior of, and interaction among, groups, trace their origin and growth, and analyze the influence of group activities on individual members. Sociologists are concerned with the characteristics of social groups, organizations, and institutions; the ways individuals are affected by each other and by the groups to which they belong; and the effect of social traits such as gender, age, or race on a person's daily life. The results of sociological research aid educators, lawmakers, administrators, and others who are

interested in resolving social problems and formulating public policy.

Most sociologists work in one or more specialties, such as social organization, stratification, and mobility; racial and ethnic relations; education; the family; social psychology; urban, rural, political, and comparative sociology; gender relations; demography; gerontology; criminology; and sociological practice.

### **Working Conditions**

Most social scientists have regular hours. Generally working behind a desk, either alone or in collaboration with other social scientists, they read and write research articles or reports. Many experience the pressures of writing and publishing, as well as those associated with deadlines and tight schedules. Sometimes they must work overtime, for which they usually are not compensated. Social scientists often work as an integral part of a research team, among whose members good communications skills are important. Travel may be necessary to collect information or attend meetings. Social scientists on foreign assignment must adjust to unfamiliar cultures, climates, and languages.

Some social scientists do fieldwork. For example, anthropologists, archaeologists, and geographers may travel to remote areas, live among the people they study, learn their languages, and stay for long periods at the site of their investigations. They may work under rugged conditions, and their work may involve strenuous physical exertion.

Social scientists employed by colleges and universities usually have flexible work schedules, often dividing their time among teaching, research, writing, consulting, and administrative responsibilities.

### **Training, Other Qualifications, and Advancement**

The educational attainment of social scientists is among the highest of all occupations. The Ph.D. or an equivalent degree is a minimum requirement for most positions in colleges and universities and is important for advancement to many top-level nonacademic research and administrative posts. Graduates with master's degrees in applied specialties usually have better opportunities outside of colleges and universities, although the situation varies by field. Graduates with a master's degree in a social science may qualify for teaching positions in community colleges. Bachelor's degree holders have limited opportunities and, in most social science occupations, do not qualify for "professional" positions. The bachelor's degree does, however, provide a suitable background for many different kinds of entry-level jobs, such as research assistant, administrative aide, or management or sales trainee. With the addition of sufficient education courses, social science graduates also can qualify for teaching positions in secondary and elementary schools.

Training in statistics and mathematics is essential for many social scientists. Mathematical and quantitative research methods increasingly are being used in geography, political science, and other fields. The ability to utilize computers for research purposes is mandatory in most disciplines. Most geographers—and increasing numbers of archaeologists—also will need to be familiar with GIS technology.

Many social science students find that internships or field experience is beneficial. Numerous local museums, historical societies, government agencies, and other organizations offer internships or volunteer research opportunities. Archaeological field schools instruct future anthropologists,

archaeologists, and historians in how to excavate, record, and interpret historical sites.

Depending on their jobs, social scientists may need a wide range of personal characteristics. Intellectual curiosity and creativity are fundamental personal traits, because social scientists constantly seek new information about people, things, and ideas. The ability to think logically and methodically is important to a political scientist comparing, for example, the merits of various forms of government. Objectivity, having an open mind, and systematic work habits are important in all kinds of social science research. Perseverance is essential for an anthropologist, who might have to spend years studying artifacts from an ancient civilization before making a final analysis and interpretation. Excellent written and oral communication skills also are necessary for all these professionals.

## Employment

Social scientists held about 18,000 jobs in 2004. Many worked as researchers, administrators, and counselors for a wide range of employers. About half worked for Federal, State, and local governments, mostly in the Federal Government. Other employers included scientific research and development services; management, scientific, and technical consulting services; business, professional, labor, political, and similar organizations; and architectural, engineering, and related firms.

Many individuals with training in a social science discipline teach in colleges and universities and in secondary and elementary schools. (For more information, see [teachers—postsecondary](#) and [teachers—preschool, kindergarten, elementary, middle, and secondary elsewhere in the \*Handbook\*](#).) The proportion of social scientists who teach varies by specialty: for example, the academic world usually is a more important source of jobs for graduates in history than for graduates in most other social science fields.

## Job Outlook

Overall employment of social scientists is expected to grow more slowly than average for all occupations through 2014. However, projected growth rates vary by specialty. Anthropologists and archaeologists will experience average employment growth. Employment of geographers, historians, political scientists, and sociologists will grow more slowly than average, mainly because these workers enjoy fewer opportunities outside of government and academic settings.

Competition will remain keen for social science positions. Many jobs in policy, research, or marketing for which social scientists qualify are not advertised exclusively as social scientist positions. Because of the wide range of skills and knowledge possessed by the social scientists discussed in this *Handbook* statement, many compete for jobs with other workers, such as market and survey researchers, psychologists, engineers, urban and regional planners, and statisticians.

A few social scientists will find opportunities as university faculty, although competition for these jobs also will remain keen. Usually, there are more graduates than available faculty positions, although retirements among faculty are expected to rise in the next few years. The growing importance and popularity of social science subjects in secondary schools is strengthening the demand for social science teachers at that level.

Anthropologists and archaeologists will see the majority of their employment growth in the management, scientific, and technical consulting services industry. Anthropologists who work as consultants often apply anthropological knowledge and methods to problems ranging from economic development issues to forensics. Also, as construction projects increase, archaeologists will be needed to

perform preliminary excavations in order to preserve historical sites and artifacts.

Geographers will have opportunities to utilize their skills to advise government, real estate developers, utilities, and telecommunications firms on where to build new roads, buildings, power plants, and cable lines. Geographers also will advise on environmental matters, such as where to build a landfill or preserve wetland habitats. Geographers with a background in GIS will find numerous job opportunities applying GIS technology in nontraditional areas, such as emergency assistance, where GIS can track locations of ambulances, police, and fire rescue units and their proximity to the emergency. Workers in these jobs may not necessarily be called “geographers”, but instead may be referred to by a different title, such as “GIS analyst” or “GIS specialist.” GIS technology also will be utilized in areas of growing importance, such as homeland security and defense.

Historians, political scientists, and sociologists will find jobs in policy or research. Historians may find opportunities with historic preservation societies as public interest in preserving and restoring historical sites increases. Political scientists will be able to utilize their knowledge of political institutions to further the interests of nonprofit, political lobbying, and social organizations. Sociologists may find work conducting policy research for consulting firms and nonprofit organizations, and their knowledge of society and social behavior may be used by a variety of companies in product development, marketing, and advertising. Job growth will be very slow in the Federal Government, a key employer of social scientists.

## Earnings

In May 2004, anthropologists and archaeologists had median annual earnings of \$43,890; geographers, \$58,970; historians, \$44,490; political scientists, \$86,750; and sociologists, \$57,870.

In the Federal Government, social scientists with a bachelor’s degree and no experience could start at a yearly salary of \$24,677 or \$30,567 in 2005, depending on their college records. Those with a master’s degree could start at \$37,390, and those with a Ph.D. degree could begin at \$45,239, while some individuals with experience and an advanced degree could start at \$54,221. Beginning salaries were slightly higher in selected areas of the country where the prevailing local pay level was higher.

## Related Occupations

Social scientists’ duties and training outlined in this statement are similar to those of other occupations covered elsewhere in the *Handbook*, including other social science occupations: economists, market and survey researchers, psychologists, and urban and regional planners. Many social scientists conduct surveys, study social problems, teach, and work in museums, performing tasks similar to those of statisticians; counselors; social workers; teachers—postsecondary; teachers—preschool, kindergarten, elementary, middle, and secondary; and archivists, curators, and museum technicians.

Political scientists are concerned with the function of government, including the legal system, as are lawyers; paralegals and legal assistants; and judges, magistrates, and other judicial workers. Many political scientists analyze and report on current events, much as do news analysts, reporters, and correspondents.

Along with conservation scientists and foresters, atmospheric scientists, and environmental scientists and hydrologists, geographers are concerned with the earth’s environment and natural resources. Geographers also use GIS computer technology to make maps. Other occupations with similar duties are



surveyors, cartographers, photogrammetrists, and surveying technicians; computer systems analysts; and computer scientists and database administrators.

## Sources of Additional Information

### Disclaimer:

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

Detailed information about economists, market and survey researchers, psychologists, and urban and regional planners is presented elsewhere in the *Handbook*.

For information about careers in anthropology, contact:

- American Anthropological Association, 2200 Wilson Blvd., Suite 600, Arlington, VA 22201.  
Internet: <http://www.aaanet.org>

For information about careers in archaeology, contact:

- Society for American Archaeology, 900 2nd St. N.E., Suite 12, Washington, DC 20002-3560.  
Internet: <http://www.saa.org>
- Archaeological Institute of America, 656 Beacon St., 6th Floor, Boston, MA 02215-2006.  
Internet: <http://www.archaeological.org>

For information about careers in geography, contact:

- Association of American Geographers, 1710 16th St. N.W., Washington, DC 20009-3198.  
Internet: <http://www.aag.org>

Information on careers for historians is available from:

- American Historical Association, 400 A St. S.E., Washington, DC 20003-3889. Internet:  
<http://www.historians.org>

For information about careers in political science, contact:

- American Political Science Association, 1527 New Hampshire Ave. N.W., Washington, DC 20036-1206. Internet: <http://www.apsanet.org>
- National Association of Schools of Public Affairs and Administration, 1120 G St. N.W., Suite 730, Washington, DC 20005-3869. Internet: <http://www.nasppa.org>

Information about careers in sociology is available from:

- American Sociological Association, 1307 New York Ave. N.W., Suite 700, Washington, DC 20005-4712. Internet: <http://www.asanet.org>

## OOH ONET Codes

19-3041.00, 19-3091.01, 19-3091.02, 19-3092.00, 19-3093.00, 19-3094.00

**Suggested citation:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, Social Scientists, Other, on the Internet at <http://www.bls.gov/oco/ocos054.htm> (visited July 06, 2006).

**Last Modified Date:** December 20, 2005

Source: Bureau of Labor Statistics

**INDUSTRY EMPLOYMENT FORECASTS  
2002 - 2012**

INDUSTRY TITLE	NAIC	EMPLOYMENT		CHANGE	
		2002	2012	LEVEL	%
Total, Wage and Salary Employment		4,482,840	4,957,860	475,020	10.6
Goods - Producing Industries		968,210	986,060	17,850	1.8
Natural Resources and Mining		8,580	8,160	-420	-4.9
Logging	113	1,750	1,710	-40	-2.5
Oil and Gas Extraction	211	480	390	-90	-19.0
Mining (Except Oil and Gas)	212	4,870	4,650	-220	-4.4
Support Activities for Mining	213	1,490	1,420	-70	-4.6
Construction		199,780	227,460	27,680	13.9
Construction of Buildings	236	46,550	49,780	3,230	6.9
Heavy and Civil Engineering Construction	237	19,040	20,610	1,570	8.3
Specialty Trade Contractors	238	134,190	157,070	22,880	17.1
Manufacturing		759,850	750,440	-9,410	-1.2
Durable Goods		601,830	587,160	-14,670	-2.4
Wood Products	321	11,600	11,680	80	0.7
Nonmetallic Mineral Products	327	18,400	20,790	2,390	13.0
Primary Metals	331	28,320	27,710	-610	-2.1
Fabricated Metal Products	332	84,280	87,090	2,810	3.3
Machinery	333	79,460	83,060	3,600	4.5
Computer and Electronic Products	334	21,100	21,230	130	0.6
Electrical Equip, Appliances & Components	335	15,070	12,700	-2,370	-15.8
Transportation Equipment Manufacturing	336	292,370	269,700	-22,670	-7.8
Furniture and Related Products	337	31,050	31,760	710	2.3
Miscellaneous Manufacturing	339	20,200	21,360	1,160	5.7
Nondurable Goods		158,010	163,280	5,270	3.3
Food Manufacturing	311	33,900	32,190	-1,710	-5.0
Beverage and Tobacco Products	312	4,640	4,390	-250	-5.2
Textile Mills	313	700	720	20	2.6
Textile Product Mills	314	2,820	2,880	60	2.1
Apparel	315	1,430	1,220	-210	-14.9
Leather and Allied Products	316	1,750	1,510	-240	-13.8
Paper and Paper Products	322	16,350	15,850	-500	-3.1
Printing and Related Support Activities	323	20,160	18,600	-1,560	-7.8
Petroleum and Coal Products	324	1,560	1,490	-70	-4.6
Chemicals	325	31,050	32,650	1,600	5.1
Plastics and Rubber Products	326	43,650	51,790	8,140	18.6
Service - Providing Industries		3,514,640	3,971,800	457,160	13.0
Wholesale Trade		175,370	197,270	21,900	12.5
Wholesalers - Durable Goods	423	98,640	114,730	16,090	16.3
Wholesalers - Nondurable Goods	424	51,100	55,080	3,980	7.8
Wholesale Electronic Markets and Agents	425	25,630	27,460	1,830	7.1
Retail Trade		530,660	567,250	36,590	6.9
Motor Vehicle and Parts Dealers	441	63,770	69,860	6,090	9.6
Furniture and Home Furnishings Stores	442	19,010	21,450	2,440	12.8
Electronics and Appliance Stores	443	17,500	20,460	2,960	16.9
Building Material and Garden Supply Stores	444	46,340	54,520	8,180	17.6
Food and Beverage Stores	445	91,950	92,220	270	0.3
Health and Personal Care Stores	446	32,700	34,160	1,460	4.5
Gasoline Stations	447	28,510	28,090	-420	-1.5
Clothing and Clothing Accessories Stores	448	39,610	38,570	-1,040	-2.6
Sporting Goods, Hobby, Book, & Music Stores	451	26,230	31,110	4,880	18.6

General Merchandise Stores	452	124,140	132,180	8,040	6.5
Miscellaneous Store Retailers	453	31,500	35,560	4,060	12.9
Nonstore Retailers	454	9,410	9,080	-330	-3.5
* Transportation, Warehousing and Utilities		159,430	175,070	15,640	9.8
Air Transportation	481	17,060	20,060	3,000	17.6
Rail Transportation	482	4,960	4,640	-320	-6.5
Water Transportation	483	660	700	40	5.7
Truck Transportation	484	35,970	41,730	5,760	16.0
Transit & Ground Passenger Transportation	485	5,030	5,800	770	15.2
Pipeline Transportation	486	1,310	1,220	-90	-7.1
Scenic and Sightseeing Transportation	487	420	490	70	15.7
Support Activities For Transportation	488	15,240	17,470	2,230	14.7
Postal Service	491	29,800	29,470	-330	-1.1
Couriers and Messengers	492	12,890	15,170	2,280	17.7
Warehousing and Storage	493	15,600	18,430	2,830	18.1
Utilities	221	20,500	19,910	-590	-2.8
Information		73,670	81,780	8,110	11.0
Publishing Industries (Except Internet)	511	26,750	30,590	3,840	14.4
Motion Picture & Sound Recording Industries	512	7,290	8,520	1,230	16.9
Broadcasting (Except Internet)	515	6,590	6,640	50	0.7
Internet Publishing and Broadcasting	516	240	390	150	63.4
Telecommunications	517	25,530	26,980	1,450	5.7
Internet ISPs, Search Portals & Data Process	518	6,570	7,710	1,140	17.4
Other Information Services	519	700	950	250	35.1
Finance and Insurance		159,350	169,920	10,570	6.6
Monetary Authorities - Central Bank	521	410	420	10	1.7
Credit Intermediation and Related Activities	522	83,550	87,540	3,990	4.8
Securities, Commodity Contracts, Investments	523	10,910	12,920	2,010	18.4
Insurance Carriers and Related Activities	524	62,900	67,120	4,220	6.7
Funds, Trusts and Other Financial Vehicles	525	1,580	1,910	330	21.2
Real Estate and Rental & Leasing		55,640	61,190	5,550	10.0
Real Estate	531	37,720	41,160	3,440	9.1
Rental and Leasing Services	532	17,060	18,960	1,900	11.1
Lessors of Nonfinancial Intangible Assets	533	850	1,070	220	25.9
Professional and Business Services		595,910	751,110	155,200	26.0
Professional, Scientific, & Tech Services	541	257,160	301,760	44,600	17.3
Management of Companies and Enterprises	551	69,500	77,380	7,880	11.3
Administrative and Support Services	561	257,600	359,210	101,610	39.4
Waste Management & Remediation Services	562	11,660	12,750	1,090	9.4
* Education and Health Services		927,760	1,050,850	123,090	13.3
* Educational Services	611	433,060	470,610	37,550	8.7
* Ambulatory Health Care Services	621	153,380	188,220	34,840	22.7
* Hospitals	622	204,230	224,790	20,560	10.1
* Nursing and Residential Care Facilities	623	87,690	104,590	16,900	19.3
* Social Assistance	624	49,400	62,650	13,250	26.8
Leisure and Hospitality		402,230	453,510	51,280	12.7
Performing Arts and Spectator Sports	711	9,900	10,910	1,010	10.3
Museums, Historical Sites and Similar	712	3,120	3,770	650	21.0
Amusement, Gambling and Recreation	713	52,480	66,350	13,870	26.4
Accommodation	721	34,050	37,620	3,570	10.5
Food Services and Drinking Places	722	302,690	334,850	32,160	10.6
Other Services		173,670	197,400	23,730	13.7
Repair and Maintenance	811	43,480	48,860	5,380	12.4
Personal and Laundry Services	812	40,790	44,200	3,410	8.4
Membership Associations and Organizations	813	89,390	104,330	14,940	16.7
* Government		260,960	266,460	5,500	2.1
Federal, Excluding Postal Service	919	26,630	27,370	740	2.8
State, Excluding Education & Hospitals	929	61,570	57,710	-3,860	-6.3
Local, Excluding Education & Hospitals	939	172,760	181,380	8,620	5.0

**AREA COMPOSITION:**

All Counties located within Michigan.

**TABLE FOOTNOTES:**

1\* Includes U.S. Postal Services

2\* Includes State & Local Government Hospitals and Education

3\* Includes State & Local Government Education

4\* Includes State & Local Government Hospitals

5\* Excludes U.S. Postal Services and State & Local Government Hospitals and Education

**NOTES:**

- Employment totals may not add up due to rounding.
- Industries with less than five workers were omitted from the table but are still represented in the totals and sub-totals.
- Percent change is based on unrounded numbers.
- NAIC - North American Industrial Classification System.
- p - Protected Data.

**Source:** Michigan Department of Labor and Economic Growth  
Bureau of Labor Market Information and Strategic Initiatives



**U.S. Department  
of Labor**  
**Bureau of Labor  
Statistics**

*Occupational Outlook Handbook*



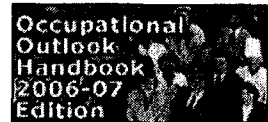
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## Social Scientists, Other

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### SIGNIFICANT POINTS

- About half worked for Federal, State, and local governments, mostly for the Federal Government.
- The educational attainment of social scientists is among the highest of all occupations.
- Anthropologists and archaeologists will experience average growth, but slower-than-average employment growth is expected for geographers, historians, political scientists, and sociologists because they enjoy fewer opportunities outside of government and academic settings.
- Competition for jobs will remain keen for all specialties because many of these social scientists compete for jobs with other workers, such as psychologists, statisticians, and market and survey researchers.

### NATURE OF THE WORK

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The major social science occupations covered in this statement include anthropologists, archaeologists, geographers, historians, political scientists, and sociologists. (**Economists, market and survey researchers, psychologists, and urban and regional planners** are covered elsewhere in the *Handbook*.)

Social scientists study all aspects of society—from past events and achievements to human behavior and relationships among groups.

### Occupations:

[Management  
Professional  
Service  
Sales  
Administrative  
Farming  
Construction  
Installation  
Production  
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Their research provides insights that help us understand different ways in which individuals and groups make decisions, exercise power, and respond to change. Through their studies and analyses, social scientists suggest solutions to social, business, personal, governmental, and environmental problems.

Research is a major activity of many social scientists, who use a variety of methods to assemble facts and construct theories. Applied research usually is designed to produce information that will enable people to make better decisions or manage their affairs more effectively. Collecting information takes many forms, including interviews and questionnaires to gather demographic and opinion data; living and working among the population being studied; performing field investigations; analyzing historical records and documents; experimenting with human or animal subjects in a laboratory; and preparing and interpreting maps and computer graphics. The work of specialists in social science varies greatly, although specialists in one field may find that their research overlaps work being conducted in another discipline.

*Anthropologists* study the origin and the physical, social, and cultural development and behavior of humans. They may examine the way of life, archaeological remains, language, or physical characteristics of people in various parts of the world. Some compare the customs, values, and social patterns of different cultures. Anthropologists usually concentrate in sociocultural anthropology, archaeology, linguistics, or biophysical anthropology. Sociocultural anthropologists study the customs, cultures, and social lives of groups in settings that range from unindustrialized societies to modern urban centers. Linguistic anthropologists investigate the role of, and changes to, language over time in various cultures. Biophysical anthropologists research the evolution of the human body, look for the earliest evidences of human life, and analyze how culture and biology influence one another. Physical anthropologists examine human remains found at archaeological sites in order to understand population demographics and factors that affected these populations, such as nutrition and disease.

*Archaeologists* examine and recover material evidence, such as the ruins of buildings, tools, pottery, and other objects remaining from past human cultures in order to determine the chronology, history, customs, and living habits of earlier civilizations. Most anthropologists and archaeologists specialize in a particular region of the world.

*Geographers* analyze distributions of physical and cultural phenomena on local, regional, continental, and global scales. Economic geographers study the distribution of resources and economic activities. Political geographers are concerned with the relationship of geography to political phenomena, whereas cultural geographers study the geography of cultural phenomena. Physical geographers examine variations in climate, vegetation, soil, and landforms and their implications for human activity. Urban and

transportation geographers study cities and metropolitan areas, while regional geographers study the physical, economic, political, and cultural characteristics of regions ranging in size from a congressional district to entire continents. Medical geographers investigate health care delivery systems, epidemiology (the study of the causes and control of epidemics), and the effect of the environment on health. Most geographers use geographic information systems (GIS) technology to assist with their work. For example, they may use GIS to create computerized maps that can track information such as population growth, traffic patterns, environmental hazards, natural resources, and weather patterns, after which they use the information to advise governments on the development of houses, roads, or landfills.

*Historians* research, analyze, and interpret the past. They use many Sources of Additional Information in their research, including government and institutional records, newspapers and other periodicals, photographs, interviews, films, and unpublished manuscripts such as personal diaries and letters. Historians usually specialize in a country or region, a particular period, or a particular field, such as social, intellectual, cultural, political, or diplomatic history. Biographers collect detailed information on individuals. Other historians help study and preserve archival materials, artifacts, and historic buildings and sites.

*Political scientists* study the origin, development, and operation of political systems and public policy. They conduct research on a wide range of subjects, such as relations between the United States and other countries, the institutions and political life of nations, the politics of small towns or a major metropolis, and the decisions of the U.S. Supreme Court. Studying topics such as public opinion, political decision making, ideology, and public policy, they analyze the structure and operation of governments, as well as various political entities. Depending on the topic, a political scientist might conduct a public-opinion survey, analyze election results or public documents, or interview public officials.

*Sociologists* study society and social behavior by examining the groups and social institutions people form, as well as various social, religious, political, and business organizations. They also study the behavior of, and interaction among, groups, trace their origin and growth, and analyze the influence of group activities on individual members. Sociologists are concerned with the characteristics of social groups, organizations, and institutions; the ways individuals are affected by each other and by the groups to which they belong; and the effect of social traits such as gender, age, or race on a person's daily life. The results of sociological research aid educators, lawmakers, administrators, and others who are interested in resolving social problems and formulating public policy.

Most sociologists work in one or more specialties, such as social organization, stratification, and mobility; racial and ethnic relations; education; the family; social psychology; urban, rural, political, and



comparative sociology; gender relations; demography; gerontology; criminology; and sociological practice.

## **WORKING CONDITIONS**

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Most social scientists have regular hours. Generally working behind a desk, either alone or in collaboration with other social scientists, they read and write research articles or reports. Many experience the pressures of writing and publishing, as well as those associated with deadlines and tight schedules. Sometimes they must work overtime, for which they usually are not compensated. Social scientists often work as an integral part of a research team, among whose members good communications skills are important. Travel may be necessary to collect information or attend meetings. Social scientists on foreign assignment must adjust to unfamiliar cultures, climates, and languages.

Some social scientists do fieldwork. For example, anthropologists, archaeologists, and geographers may travel to remote areas, live among the people they study, learn their languages, and stay for long periods at the site of their investigations. They may work under rugged conditions, and their work may involve strenuous physical exertion.

Social scientists employed by colleges and universities usually have flexible work schedules, often dividing their time among teaching, research, writing, consulting, and administrative responsibilities.

## **TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT**

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## **EMPLOYMENT**

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**JOB OUTLOOK**[\[About this section\]](#)[▲ Back to Top](#)

Overall employment of social scientists is expected to **grow more slowly than average** for all occupations through 2014. However, projected growth rates vary by specialty. Anthropologists and archaeologists will experience average employment growth. Employment of geographers, historians, political scientists, and sociologists will grow more slowly than average, mainly because these workers enjoy fewer opportunities outside of government and academic settings.

Competition will remain keen for social science positions. Many jobs in policy, research, or marketing for which social scientists qualify are not advertised exclusively as social scientist positions. Because of the wide range of skills and knowledge possessed by the social scientists discussed in this *Handbook* statement, many compete for jobs with other workers, such as market and survey researchers, psychologists, engineers, urban and regional planners, and statisticians.

A few social scientists will find opportunities as university faculty, although competition for these jobs also will remain keen. Usually, there are more graduates than available faculty positions, although retirements among faculty are expected to rise in the next few years. The growing importance and popularity of social science subjects in secondary schools is strengthening the demand for social science teachers at that level.

Anthropologists and archaeologists will see the majority of their employment growth in the management, scientific, and technical consulting services industry. Anthropologists who work as consultants often apply anthropological knowledge and methods to problems ranging from economic development issues to forensics. Also, as construction projects increase, archaeologists will be needed to perform preliminary excavations in order to preserve historical sites and artifacts.

Geographers will have opportunities to utilize their skills to advise government, real estate developers, utilities, and telecommunications firms on where to build new roads, buildings, power plants, and cable lines. Geographers also will advise on environmental matters, such as where to build a landfill or preserve wetland habitats. Geographers with a background in GIS will find numerous job opportunities applying GIS technology in nontraditional areas, such as emergency assistance, where GIS can track locations of ambulances, police, and fire rescue units and their proximity to the emergency. Workers in these jobs may not necessarily be called "geographers", but instead may be referred to by a different title, such as "GIS analyst" or "GIS specialist." GIS technology also will be utilized in areas of growing importance, such

as homeland security and defense.

Historians, political scientists, and sociologists will find jobs in policy or research. Historians may find opportunities with historic preservation societies as public interest in preserving and restoring historical sites increases. Political scientists will be able to utilize their knowledge of political institutions to further the interests of nonprofit, political lobbying, and social organizations. Sociologists may find work conducting policy research for consulting firms and nonprofit organizations, and their knowledge of society and social behavior may be used by a variety of companies in product development, marketing, and advertising. Job growth will be very slow in the Federal Government, a key employer of social scientists.

## EARNINGS

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In May 2004, anthropologists and archaeologists had median annual earnings of \$43,890; geographers, \$58,970; historians, \$44,490; political scientists, \$86,750; and sociologists, \$57,870.

In the Federal Government, social scientists with a bachelor's degree and no experience could start at a yearly salary of \$24,677 or \$30,567 in 2005, depending on their college records. Those with a master's degree could start at \$37,390, and those with a Ph.D. degree could begin at \$45,239, while some individuals with experience and an advanced degree could start at \$54,221. Beginning salaries were slightly higher in selected areas of the country where the prevailing local pay level was higher.

## RELATED OCCUPATIONS

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Social scientists' duties and training outlined in this statement are similar to those of other occupations covered elsewhere in the *Handbook*, including other social science occupations: **economists, market and survey researchers, psychologists, and urban and regional planners**. Many social scientists conduct surveys, study social problems, teach, and work in museums, performing tasks similar to those of **statisticians; counselors; social workers; teachers—postsecondary; teachers—preschool, kindergarten, elementary, middle, and secondary; and archivists, curators, and museum technicians**.

Political scientists are concerned with the function of government, including the legal system, as are **lawyers; paralegals and legal assistants; and judges, magistrates, and other judicial workers**. Many political scientists analyze and report on current

events, much as do **news analysts, reporters, and correspondents.**

Along with **conservation scientists and foresters, atmospheric scientists,** and **environmental scientists and hydrologists,** geographers are concerned with the earth's environment and natural resources. Geographers also use GIS computer technology to make maps. Other occupations with similar duties are **surveyors, cartographers, photogrammetrists, and surveying technicians; computer systems analysts;** and **computer scientists and database administrators.**

#### **SOURCES OF ADDITIONAL INFORMATION**

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#### **DISCLAIMER:**

Links to non-BLS Internet sites are provided for your convenience and do not constitute an endorsement.

Detailed information about economists, market and survey researchers, psychologists, and urban and regional planners is presented elsewhere in the *Handbook*.

For information about careers in anthropology, contact:

- American Anthropological Association, 2200 Wilson Blvd., Suite 600, Arlington, VA 22201. Internet: <http://www.aaanet.org>

For information about careers in archaeology, contact:

- Society for American Archaeology, 900 2nd St. N.E., Suite 12, Washington, DC 20002-3560. Internet: <http://www.saa.org>
- Archaeological Institute of America, 656 Beacon St., 6th Floor, Boston, MA 02215-2006. Internet: <http://www.archaeological.org>

For information about careers in geography, contact:

- Association of American Geographers, 1710 16th St. N.W., Washington, DC 20009-3198. Internet: <http://www.aag.org>

Information on careers for historians is available from:

- American Historical Association, 400 A St. S.E., Washington, DC 20003-3889. Internet: <http://www.historians.org>

For information about careers in political science, contact:

- American Political Science Association, 1527 New Hampshire Ave. N.W., Washington, DC 20036-1206. Internet: <http://www.apsanet.org>
- National Association of Schools of Public Affairs and Administration, 1120 G St. N.W., Suite 730, Washington, DC 20005-3869. Internet: <http://www.naspaa.org>

Information about careers in sociology is available from:

- American Sociological Association, 1307 New York Ave. N.W., Suite 700, Washington, DC 20005-4712. Internet: <http://www.asanet.org>

**OOH ONET CODES**

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19-3041.00, 19-3091.01, 19-3091.02, 19-3092.00, 19-3093.00,  
19-3094.00

**Suggested citation:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, Social Scientists, Other, on the Internet at <http://www.bls.gov/oco/ocos054.htm> (visited June 21, 2006).

**Last Modified Date:** December 20, 2005

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**U.S. Bureau of Labor Statistics**  
Office of Occupational Statistics and Employment Projections  
Suite 2135  
2 Massachusetts Avenue, NE  
Washington, DC 20212-0001

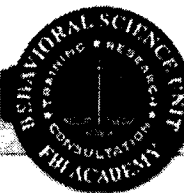
URL: <http://www.bls.gov/OCO/>  
Phone: (202) 691-5700  
Fax: (202) 691-5745

**Do you have a question** about the *Occupational Outlook Handbook*?

Do you have a **Technical (web) question**?

Do you have **Other comments?**

# The FBI Academy Behavioral Science Unit



The Behavioral Science Unit is one of the instructional components of the FBI's Training and Development Division at Quantico, Virginia. Its mission is to develop and provide programs of training, research, and consultation in the behavioral and social sciences in furtherance of the FBI's strategic priorities; in support of the law enforcement and intelligence communities' operational effectiveness. This work includes conducting high-impact research and presenting a variety of cutting edge courses on topics such as Applied Behavioral Science For Law Enforcement Operations, Bio-psycho Social Aspects of Criminal Behavior, Applied Criminology, Stress Management in Law Enforcement, Domestic Terrorism, Managing Death Investigations, Gangs, Developmental Issues, and Criminal Behavior, Counterterrorism, Grants: A Behavioral Approach to Grant Writing, National Academy Independent Study, National Academy Direct Study, and New Agents Training - Dangerous Individuals and Groups.

Training requests by duly authorized law enforcement agencies may be submitted in writing and coordinated with the local FBI field division. Behavioral Science Unit training commitments are based on FBI and divisional priorities and availability of resources.

The unit's personnel are primarily Supervisory Special Agents and experienced instructors and veteran police officers with advanced degrees in the behavioral science disciplines of psychology, criminology, and sociology. The Behavioral Science Unit professional personnel also include a clinical forensic psychologist, research analyst, a management analyst, and a technical information specialist.

The Behavioral Science Unit conducts specialized and applied training in the above disciplines as they pertain to law enforcement for New Agents, FBI inservices and symposia, as well as for the FBI National Academy Program, international police officers, field police schools, and criminal justice-related organizations and conferences consistent with goals and objectives, and available resources.

In its research, the Behavioral Science Unit focuses on developing new and innovative investigative approaches and techniques to the solution of crime by studying the offender, and his/her behavior and motivation. Some of this research is conducted in partnership with outside researchers and through interagency agreements with the Office of Justice Programs, and the Department of Justice. Some of the current research initiatives include: Intuitive Policing, Homicide Clearance, Law Enforcement Officers Killed and Assaulted, Structure of Hate Crime, Reliability and Validity of Official Crime Statistics, Gangs and Gang Violence, Emerging Technologies and Policing, Future of Law Enforcement, Guidelines for Interviewing Juveniles, Quantifying Lethal Injuries, Countering Terrorism, Use of Deadly Force, Juvenile Crime, Spirituality and the Law and Air Rage.

The Behavioral Science Unit also coordinates with and supports other FBI units, such as the National Center for the Analysis of Violent Crime (NCAVC), of the Critical Incident Response Group (CIRG), which provides operational assistance to FBI field offices and law enforcement agencies.

Another focus of the BSU is the Futures Working Group (FWG). The FWG is



collaboration between the FBI and the Society of Police Futurists International (PFI). Its purpose is to develop and encourage others to develop forecasts and strategies to ethically maximize the effectiveness of local, state federal and international law enforcement bodies as they strive to maintain peace and security in the 21 st century. Please refer to FWG homepage for further information, [www.fbi.gov/hq/td/fwg/workhome.htm](http://www.fbi.gov/hq/td/fwg/workhome.htm).

The BSU is offering full time unpaid internship opportunities to qualified students during spring, and fall semesters. The BSU also participates in the FBI's Honors Internship Program. Please refer to these postings listed under the employment section of [www.fbi.gov](http://www.fbi.gov).

### **BSU Publications:**

The following publications can be obtained by using your assigned FBI Virtual Academy login identification and password:

- \* Suicide and Law Enforcement
- \* Domestic Violence by Police Officers
- \* Critical Incidence in Policing
- \* Law Enforcement Families: Issues and Answers
- \* Psychological Services for Law Enforcement

Instructions to download Behavioral Science Unit (BSU) Publications appearing on the FBI Virtual Academy via the Internet:

Registration for access into the FBI Virtual Academy by outside organizations or individuals:

1. Enter: <https://fbiva.fbiacademy.edu> - Hit Go
2. At the login screen, submit an agency application (as seen in the red bar across the top of the page)
3. There is usually a 24-hour waiting period prior to approval
4. Your agency will receive e-mail with login ID and Password

### ***Once you receive a login ID and Password:***

- A. After entering your login ID and password and enter the Virtual Academy, click on the Library Building.
- B. Click on the word "References" as seen on the double doors.
- C. In the "Keywords" box, type in the selected publications as follows:
  - a. If searching for the Suicide and Law Enforcement publication, type the word *Suicide* and hit search button.
  - b. If searching for the Domestic Violence by Police Officers publication, type the word

*Domestic* and hit search button.

c. If searching for the Organizational Issues publication, type the word *Organizational* and hit search button.

d. If searching for Critical Incidence in Policing publication, type the word *Critical* and hit search button.

e. If searching for Law Enforcement Families: Issues and Answers publication type the word *Families* and hit search button.

f. If searching for Psychological Services for Law Enforcement publication, type the word *Psychological* and hit search button.

D. Click on the title as it appears on the page. It takes a few minutes to open the publications.

\*Any difficulties in accessing the above can be addressed by calling Becky Romano at (703) 632-3317 .

Qualified candidates for the Behavioral Science Unit are selected from employee applicants. The Behavioral Science Unit does not presently recruit from outside the FBI.

If you have specific questions regarding FBI employment opportunities, you may contact the Applicant Coordinator of the nearest FBI Field office.

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| [FBI Academy](#) | [Investigative Programs](#) | [FBI Home Page](#) |

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Homeland  
Security

## DHS Scholarship and Fellowship Program

### 2006 Competition Guidelines

**The 2006 Competition is closed.**

The U.S. Department of Homeland Security (DHS) realizes that the country's strong science and technology community provides a critical advantage in the development and implementation of counter-terrorist measures and other DHS objectives. The DHS Scholarship and Fellowship Program is intended for students interested in pursuing the basic science and technology innovations that can be applied to the DHS mission. This education program is intended to ensure a diverse and highly talented science and technology community to achieve the DHS mission and objectives. Areas of study that are eligible include: physical sciences, mathematical sciences, computer and information sciences, life sciences, social sciences, psychology, selected humanities, and engineering.

The DHS Scholars and Fellows are supported by the Science and Technology Directorate, Office of Research and Development (ORD), University Programs. For more information on the DHS Science and Technology enterprise which will be useful in completing your application, use the following links:

Office of Research and Development

Office of University Programs

Office of National Laboratories

The Science and Technology Directorate supports research, development, testing and evaluation programs in a wide array of areas related to homeland security. For an abstract of these research portfolios, click here.

There have been three competition cycles for this program and the following table provides information on the number of applications received in the most recent cycle and on current DHS Scholars and Fellows.

#### FY 2005 DHS Applications and Awards

Disciplinary Panels	Undergraduate		Graduate	
	Applications	Awards	Applications	Awards
Computer & Information Science	23	3	46	8
Civil, Computer, Electrical, Materials Eng	44	7	71	10
Bio, Chemical, Mechanical, Aerospace Eng	51	8	90	18
Life Sciences	46	7	50	11
Mathematical Sciences	13	4	16	5

Physical Sciences	20	6	38	5
Psychology	19	5	19	7
Social Sciences	57	10	53	15
<i>Grand Total</i>	273	50	383	79

**[2005 DHS Scholars and Fellows Press Release](#)**

**[2004 DHS Scholars and Fellows Press Release](#)**

**[2003 DHS Scholars and Fellows Press Release](#)**

**For more information visit:**

- [Undergraduate Scholarships](#)
- [Graduate Fellowships](#)

**To view a DHS Scholarship application [click here](#).**

**To view a DHS Fellowship application [click here](#).**

**To edit an application you have already started [click here](#).**

**More Questions?**

- E-mail: [dhsed@orau.gov](mailto:dhsed@orau.gov)

**More Information on DHS?**

- Visit: [www.dhs.gov](http://www.dhs.gov) and click on Research and Technology

[Contract Acknowledgement](#)

## FBI Academy Nonpaid Internship

FBI Behavioral Science Unit--Research Internship  
FBI Budget and Program Management Unit--Accounting Internship  
FBI College of Analytical Studies Professional Development Unit--Research Internship  
FBI Investigative Training Unit--Research Internship  
FBI Law Enforcement Communication Unit--Research Internship  
FBI Leadership Development Unit--Internship Program  
FBI Multi-Media Resource Unit--Internship

The FBI Academy is located on the Marine Corps Base, Quantico, Virginia, about 35 miles south of Washington, D.C. The FBI Academy's Nonpaid Internship Program was founded with the desire to bring together exceptional men and women along with their diverse academic disciplines and talents into a professional experience that will benefit both the student and the FBI.

The FBI Academy is responsible for training current and future members of the law enforcement community. The Academy is viewed as one of the world's premier law enforcement institutions. As such, the FBI strives to stay on the cutting edge of technology, instruction, and operations and seeks for qualified people to help further meet the diverse needs and goals.

Current needs are for students majoring in: Accounting; Adult Education - (Adult Learner and Instructor Development); Behavioral Sciences & Sociology; Hotel Management; English; Criminal Justice, International Relations, International Business, Communications - (Interviewing and Interrogations), Media and Television Studio Productions, Physical Education - (Nutrition, Exercise, Fitness and Health Management, Personal Trainer and Sports Medicine).

All positions within the FBI Academy's Nonpaid Internship Program are completely on a volunteer basis. All interview expenses, transportation, housing/lodging, meals and incidentals are the sole responsibility of the student. Academic credits for such internships are to be determined by the academic institution and the working hours can be negotiated with each respective unit as assigned within the FBI Academy. **Spring** internships start the second week of January. **Summer** internships start the third week of May. **Fall** internships start the second week of September.

### Student Qualifications

The Nonpaid Internship Program is a 12-week (minimum), full-time program available to qualified students, both undergraduate and graduate, during the Spring, Summer and Fall terms. The student must be academically rated as a junior or above to be eligible for the program and must complete the internship prior to graduating. The student must have at least a 3.0 grade point average and must be at least part-time enrolled at an accredited university or college. The student must be in good standing academically eligible to continue as an enrolled student in his/her respective institution. The student must be a minimum of 18 years of age and a U.S. citizen. All applicants must meet FBI employment suitability standards, to include employment policy regarding current and prior usage of illegal drugs, and be able to pass a comprehensive background check to include polygraph and drug testing.

### Application Procedures

Those wishing to participate in the FBI Academy's Nonpaid Internship Program must have their application materials submitted at least twelve months prior to the anticipated internship. The following must be submitted as part of the application process:

- A completed SF-86, Questionnaire for National Security Positions, ("opm.gov," under forms)
- A letter of faculty sponsorship from your college or university and two letters of recommendation.
- An essay no more than two pages indicating your background, interests, goals, and reasons for wanting to participate in the FBI Academy Nonpaid Internship Program.

- Your resume outlining your educational background, work experience, and awards/achievements.
- Current transcripts of college credits earned (original copy; include all academic years).
- Copy of a college term paper, thesis or other writing example written by the applicant.
- A "2 x 2" photograph of yourself.

**Application Deadlines**

SPRING SESSION - application materials must be received by January 1st of the previous year.

SUMMER SESSION - application materials must be received by May 1st of the previous year.

FALL SESSION - application materials must be received by September 1st of the previous year.

Please forward your application materials to:

Mr. Gary Holmes  
FBI Academy  
Quantico, Virginia 22135  
(703) 632-1144

**[Employment Homepage](#) | [Privacy and Policies](#)**

## Sociology

### CAREERS IN SOCIOLOGY

by E. Christiansen

Are you interested in how our society works? Is your ideal job one in which you can affect positive social change? Then a job in the sociology field may be right for you.

Sociology is the study of patterns of social life and how people organize their activities and environment. Sociologists generally specialize in a specific area of social study, such as social organization, racial and ethnic relations, education, or gerontology. Common jobs in this field include social service administrators, personnel managers, regional or community planners, or market researchers.

Sociologists primarily engage in performing research in their area of sociological interest. The knowledge that comes from this research is then applied to community and organizational problems that fall under their job description. Sociologists spend much time reading sociological journals, collecting and analyzing data, and writing reports, articles or books. Even sociologists who are not employed by an academic institution are still heavily involved with academic sociological work, through the use and sharing of data among sociologists in the same field.

Although most sociologists work in academic research or teaching settings, a few thousand are employed by government agencies and private corporations. Other types of sociological jobs are: counseling, research, population and demographic analyst, city and urban planning, parole agent, public administrator.

The largest non-academic employers of sociologists are: local departments of health, research institutes, health services organizations, and community welfare organizations.

The minimum education level for most research and community college level or lower teaching positions in this field is an MA. Upper-level government administration positions or college-level teaching positions require a Ph.D. and several years of field experience. Some companies will hire people with BAs for entry-level administration and research positions, but further education is required for advancement. Computer science and statistics training will open up more job opportunities in the private sector.

Certification in applied social research by The American Sociological Association, at the master's level can provide an opportunity for advancement, and may be required for doctoral level positions. Earning certification generally takes one year of clinical sociology experience, a Ph.D. or MA from an ASA accredited school, and demonstrated competency at training workshops and conferences.

Successful sociologists will have a curiosity about the inner workings of our society, and a genuine interest in applying sociological principles to solve social problems. The ability to be objective in research and presentation of data is also essential.

Sociologists must work well with other people, and have above average written and oral communication skills in order to present data and implement effective plans for social change.

The areas of sociology that are projected to have the most job growth include demography, criminology, and gerontology. The growing marketing and public relations fields will create the most jobs for demographers. An increased demand for criminologists is predicted due to the increasing prison population, and an increased interest in effective rehabilitation of criminals. The aging baby boomer population and their parents account for the increasing interest in the gerontology field.

The average base salary for a government-employed sociologist with a BA was \$18,300-\$22,700 in 1993, depending upon education and work experience. Sociologists holding an MA made an average of \$27,800 per year. Doctoral degree holders started at \$33,600 or \$40,300, with advanced professional experience the key to higher salaries. The average salary for all sociologists in all positions in the federal government in 1993 was \$53,300.

For more information on careers in sociology, or certification, write to the following organizations:

The American Sociological Association, 1722 N St. NW., Washington, DC 20036.

Population Association of America, 1722 N St. NW., Washington, DC 20036.

Sociological Practice Association, College of Arts and Sciences, South Eastern Louisiana University, Hammond, LA 70402.

You may also subscribe to the DEMOGR-H list, a Spanish-language email discussion list for people who are interested in population-related issues, such as population growth, disease, hygiene and Public Health, the labor market, history of the Family, population theory, and Population Projection. To subscribe to this list, send the message **SUB DEMOGR-H yourfirstname yourlastname** to [LISTSERV@LISTSERV.REDIRIS.ES](mailto:LISTSERV@LISTSERV.REDIRIS.ES)



## Department of Sociology

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# Recent Graduates

## WHERE HAVE OUR RECENT SOCIOLOGY GRADUATES GONE?

Many of our recent majors have gone to graduate school in the following areas: medicine, law, business, social work, public health, public policy, criminal justice and journalism. Here is a sampling of the schools recent sociology graduates have attended:

- Medical School: Penn, Tulane, Rochester, Robert Wood Johnson Medical School, Medical College of Virginia, University of Illinois
- Business School: Wharton School of Business, Goizueta Business School, Anderson School of Management at UCLA
- Law School: UVA, SUNY Buffalo, Emory, Georgetown, NYU, University of Georgia, American University's Washington College of Law, Loyola, University of Miami, University of Michigan, University of Pennsylvania
- School of Public Health: Harvard, Johns Hopkins, University of North Carolina at Chapel Hill, University of Alabama Birmingham, Emory (Behavioral Science and Health, International Health), University of South Carolina at Columbia
- School of Social Work: Columbia, Penn, George Warren Brown (for social work and law)
- Social Policy: Oxford-Comparative Social Policy in Applied Social Science, Boston U
- Environmental Programs: School of Natural Resources and Environment : University of Michigan
- Journalism: Graduate School of Journalism at Berkeley (concentration in Documentary Film, Video, and Television), Columbia School of Journalism
- Political Management: George Washington
- Physical Therapy: Emory

Other of our recent graduates have gone to graduate school, believe it or not, in sociology. They attend schools such as Northwestern, UCLA, University of Michigan, Indiana University, Florida State, University of San Francisco, and University of Kentucky.

Many of our majors also secure jobs in the areas of marketing/public relations, environmental organizations, investment banking, law firms, public health, computer technology, social services, and media.

Here are some of the organizations our recent graduates have secured positions at:

Americans for Democratic Action in DC, American Museum of Natural History in NY, Respiratory Diseases Branch of CDC, U.S. Attorney's Office in Litigation Support, Emory Women's Center, Northwest Cable News, The Sports Business Daily, MindSpring Enterprises, Radar Finn public relations firm in NY, Intersound Records, Office of Evaluations and Inspections-Health and Human Services in Chicago, National Institute for Community Empowerment, GVC Financial Services, Inner City Teaching Corps, Corporate Projects Coordinator for Cooley

Godward LLP in San Francisco, Hands-On Atlanta, Development Dept. of PBS Television, White House Intern, Youth Development Organization, WasteCap, Aid Atlanta, ABT Associates, Ameri-Corps, Teach for America, Director of Communications for Dekalb Rape Crisis Center, Ministry of Health in Thailand, Holiday Hospitality, IBM, and Ha-Lo Marketing and Promotions, New England Center for Children, Communications 21 (a public relations firm in Atlanta).

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**Page design and updated by [Teresa Loftin](#).**  
**Last Update: 11/24/99**

Sociology is the study of human social interaction. Courses in sociology will help students to gain a general understanding of human society, to understand how individuals' lives are shaped by social forces, to develop theoretical and analytic skills appropriate for graduate or professional school programs, to prepare for careers in social service or allied fields, and to acquire theoretical and practical knowledge for careers in business and industry. Recent graduates have gone on to professional or graduate schools in sociology, anthropology, law, teaching, and social work. Graduates have found employment in those fields; and also the Peace Corps, counseling, corrections, the armed services, banking, public relations, human resources management, and other management positions.

### **The sociology major**

Sociology 101 is prerequisite for the major in sociology. Additionally, prospective majors should complete at least two of the following courses by the end of their sophomore year: Sociology 212, 213, 221, 240, 341, 350, and Mathematics 109 or Psychology 309.



### **Required for the major in sociology**

Nine courses: Sociology 101, 303, and 306; Mathematics 109 (Statistics) or Psychology 309 (Statistics and Experimental Design); and five additional courses in sociology. With prior permission of the chair, students may substitute the research methods course of another social science discipline for Sociology 306. An additional sociology/anthropology course will then be required. Students may substitute either ANT 105 Introduction or PSY 321 Social Psychology for one of the five additional courses. In addition to the required courses, all majors in sociology complete a major research paper to satisfy their Senior Obligation.

### **Concentrations within the sociology major**

Students interested in social work should take the following courses: Sociology 212, 240, 341, 347, 382, 483, and 484; Anthropology 105, 236, and Psychology 302. Students planning to do graduate work in sociology should take the following courses: Sociology 221, 350, and 356. All students, of course, should strive for insight into the nature of human society. Additional courses in the program should be planned in consultation with the chair to meet individual needs and interests.

Sociology and anthropology majors may become certified to teach social studies in secondary schools. To assure proper scheduling, students interested in this program should inform the chairs of both the Sociology and Education Departments as early as possible in their college careers.

### **Required for the minor in sociology**

Six courses, of which Sociology 303, 306, and either Mathematics 109 or Psychology 309 are required; and three additional courses in sociology.\*



UNIVERSITY OF NORTH CAROLINA AT WILMINGTON  
UNIVERSITY OF NORTH CAROLINA WILMINGTON



## CAREER SERVICES

Sociology

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Department of Sociology & Criminal Justice <http://www.uncw.edu/soccrj/>

### Career Titles -- Major Skills -- Web Sites

Many occupations today require a college educated individual who can write and speak well, solve problems, learn new information quickly and work well with others on a team. This means that college graduates use their education in a wide variety of fields, and your future career may relate more to your personal career interests, work values and transferable skills than any specific academic major. Some careers will require education beyond a bachelor's degree.

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### Common Career Paths for Sociology Majors Include:

- Social Services in rehabilitation, case management, group work with youth or the elderly, recreation, or administration.
- Community Work for social service organizations, nonprofits, child-care or community development agencies, or environmental groups.
- Corrections in probation, parole, or other criminal justice work.
- Business in advertising, marketing and consumer research, insurance, real estate, personnel work, training, or sales.
- College Settings in admissions, alumni relations, or placement offices.
- Health Services in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies.
- Publishing, Journalism, and Public Relations in writing, research, and editing.
- Government Services in federal, state, and local government jobs in such areas as transportation, housing, agriculture, and labor.
- Teaching in elementary and secondary schools, in conjunction with appropriate teacher certification.

### Forensic Science Information

## RELATED CAREER TITLES

### ENTRY-LEVEL JOB TITLES

*Admissions Counselor	*Data Analyst	*Mental Health Worker
*Adoption Agent	*Day Care Worker	*News Correspondent
*Advertising Assistant	*Delinquency Counselor	*Parole/Probation Officer
*Aging Specialist	*Family Guidance Clinic Worker	*Peace Corps/VISTA Worker
*Alcohol and Drug Case Worker	*Foster Care Worker	*Personnel Interviewer
*Case Aid Worker	*Fund-raiser/Development Officer	*Personnel Specialist
*Child Welfare Officer	*Human Resources	*Program Assistant

	Assistant	
*Community Service Agency Worker	*Independent Living Trainer	*Public Relations Specialist
*Compensation/Benefits Worker	*Insurance Agent/Broker	*Reporter
*Congressional Aid	*Job Analyst	*Research Assistant
*Consumer Advocate	*Labor Relations Representative	*Public Opinion Surveyor
*Consumer Survey Advisor	*Marketing Research Analyst	*Recreation Therapist
*Convention Organizer	*Shipping Operations Manager	*Claims Representative
*Cooperative Extension Agent	*Social Movements Organizer	*Veterans Affairs Specialist
*Correctional Case Worker	*Social Scientist	*Welfare Counselor
*Corrections Officer	*Social Welfare Examiner	*Writer/Author
*Cottage Parent	*Social Worker	*Sales Representative
*Secret Service Agent	*Teacher	*Technical Writer

***JOBS REQUIRING ADDITIONAL EDUCATION OR EXPERIENCE***

*Career Services Counselor	*City Planner	*Clergy
*Researcher	*Social Scientist	*Trainer
*Resident Assistant	*Rehabilitation Counselor	*Recreation Director
*School Counselor	*Social Worker	*Urban Planner
*Marriage and Family Therapist	*Medical Social Worker	*Veterans Affairs Specialist
*Professor	*Nutritionist	*Welfare Counselor
*Criminologist	*Financial Aid Director	*Dietitian
*Public Administrator		*Gerontologist
*Public Health Educator	*Community Relations Director	*Consultant
*Secret Service Agent	*Technical Writer	*Program Director

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**RELATED MAJOR SKILLS**

Analyze,  
Synthesize &  
Interpret  
Information  
Interpersonal  
Communication  
(oral & written)

Knowledge  
of Social  
Structures  
and Change  
Interact well  
with Diverse  
Cultures/  
Groups

Knowledge of  
Community  
Resources  
Statistical  
Abilities  
Ability to  
Understand &  
Improve  
Human  
Relationships  
insight into  
Group  
Dynamics  
Computer  
Skills (data  
processing &  
analysis)

**Research  
and Planning  
(sociological)**

**Critical  
Thinking**

**Resolve  
Conflicts/  
Counseling**

**Work Well  
Under  
Pressure**

## Career Services...*Your link to the future*



### Career Opportunities for Majors in *Sociology*

#### Introduction

Sociology is the study of social life and focuses on the interaction between human groups and institutions and their influences on each other. Sociology ranges from the study of relationships in family units in the most primitive cultures to the research of large bureaucratic institutions in major industrialized nations. Among the specialties within sociology are criminology, demography, cultural traditions, family relations, gerontology, social welfare, race relations, social status, and social change.

Sociology majors find jobs in social service agencies, non-profit organizations, government agencies, educational institutions, hospitals, rehabilitation centers, and correctional institutions. They also find jobs in business and industry in market research, public relations, customer service, management, advertising, human resources, and sales.

While many sociology graduates work in a related occupation and obtain an advanced degree, others choose another direction. Many careers do not require a specific major but rather a wide range of demonstrated skills and accomplishments. Regardless of your career choices, increase your marketability through internships, responsible work experience, good grades, and involvement in college activities.

#### A Sample of Related Occupations

Advertising Manager	Human Resources Admin.	Psychologist
Admissions Counselor	Labor Relations Specialist	Public Relations Manager
Career Counselor	Market Research Analyst	Rehabilitation Counselor
Child Welfare Worker	Marriage Counselor	Sales Representative
Comm. Serv. Agency Dir.	Mental Health Worker	Social Worker
Customer Service Director	Nursing Home Administrator	Sociologist
Gerontologist	Personnel Manager	Speech Pathologist
Guidance Counselor	Probation/Parole Officer	Substance Abuse Counselor
Hospital Administrator	Psychiatrist	Youth Counselor

# Types of Employers

## Private and Non-Profit Organizations

Adoption and Child Care Agencies	Newspapers, Magazines
Advertising Agencies	Personnel Agencies
Banks	Publishing Companies
Correctional Institutions	Radio and TV Stations
Educational Institutions	Real Estate Agencies
Financial Service Companies	Religious Organizations
Hospitals	Resort Hotels
Labor Unions	Retail Stores
Management Consulting Firms	Substance Abuse Clinics
Market Research Firms	Social Service Agencies
Mental Health Institutions	

## Government Agencies

Civil Rights Commission	Foreign Service
Consumer Affairs Office	Health and Human Services
County Probation Department	Labor Department
Division of Youth & Family Services	National Science Foundation
Federal Bureau of Prisons	Peace Corps/VISTA
Federal Communications Commission	Veterans Administration

# Jobs Obtained by Rutgers Graduates

## Jobs of Recent Graduates

Accountant, First Fidelity Bank	Lead Telemarketer, NJ Blood Services
Administrative Assistant, World Health Comm.	Mutual Funds Processing Agent, Merrill Lynch
Bank Teller, United Jersey Bank	Personnel Administrator, Johnson & Johnson
Child Care Worker, Catholic Charities	Public Affairs/Media Research Associate,



	Opworld
Coordinator of Social Services, United Auto Workers	Recruitment Specialist, Spencer Gifts, Inc.
Customer Service Manager, Empire Blue Cross/Blue Shield	Retail Manager, Battleview Orchard, Inc.
Department Investigator, Middlesex Cty. Probation	Sales Representative, New Jersey Bell
Director of Welfare, Mt. Olive Township	Sales Representative, MetLife Insurance
Group Teacher, Douglass Psych. Child Study	Substance Counselor, Rutgers University
Human Resources Coordinator, Easter Seals of New Jersey	Teacher, Helping Hands School
Income Maintenance Tech., Union Cty. Human Services	Webmaster/Reporter, Otsuka Oiaa Co., Ltd.
Juror Clerk, DC Superior Court	

### **Jobs of Experienced Alumni**

Assistant Chief of Staff, Office of NJ Governor (MS Planning & Policy)	Manager, Human Resources, American Express (MS Human Resources)
Assistant Director Foster Care/Adoption, Lutheran Community Services (MSW)	Marketing Manager, AT&T Network Systems (MBA)
Associate, J.P. Morgan	Marketing Research Executive, Pfizer Inc.
Director of Activities, Morris Hills Multicare Center	News Reporter, CBS Inc.
Director of Development, St. Mary's Church	Pricing Analyst/Conference Rep., Maersk (MA Org. Comm. & Pub. Admin.)
Director of Psychological Services, Dept. of Corrections (PsyD Clinical Psych.)	Psychiatric Social Worker, Child Guidance Clinic (MSW)
Hearing Officer, Family Court of Philadelphia	Senior Consultant, Peat Marwick (MS Applied Psych.)
Human Factors Scientist, IBM (MS Psych.)	Sr. Research Analyst, Prudential (MA Appl. Res. Meth.)
Internal Revenue Agent, IRS (MA Psych.)	Special Agent, FBI
Librarian, Middlesex County College (MLS)	



# Sociology

Indiana University

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## Description of Major

Sociology is the study of human behavior and social forces which influence people's beliefs and actions. The Sociologist looks beyond individual psychology and unique events to the broad patterns of interaction that shape individual and social life.

## Skills & Knowledge Developed in this Field of Study

A degree in sociology is an excellent springboard for entering the world of business, organizations and social service. The sociological perspective is crucial for working in today's multi-ethnic and multinational business/government/ social service environment. An undergraduate sociology major provides valuable insights into social factors such as race, ethnicity, gender, age, education and social class that affect work and how organizations operate.

Students will be given the opportunity to develop qualitative skills through the use of interviews, focus groups, and conflict, policy and social impact analysis. Additionally, students will be given the opportunity to develop quantitative skills including survey design, statistical analysis, and management of large-scale data. Upon graduation students can participate in strategic planning, trend analysis, market analysis, survey design and research, systems analysis, and interviewing projects.

Two minors in Work and Business and in Social Science and Medicine allow students seeking careers in business or health-related fields, respectively, to acquire a sociological background specific to these fields. Internships are strongly encouraged.

## Minors and Second Majors that Expand Career Options with this Major

African-American and African Diaspora Studies, criminal justice, economics, English, international studies, journalism, Latino studies, math, and psychology are excellent additions. A Business Minor or Humanics Certificate through SPEA are encouraged.

## Career Options

### Careers Specific to the Bachelor's Degree

Sociology graduates are well prepared for working in social agencies and social services. Some are caseworkers with programs in food stamps, child welfare, child abuse, juvenile services and adoption. Others are probation officers, employed as administrators in community

## Major Related Resources

Department of Sociology  
Ballantine Hall 744  
American Sociological Association

## Career Related Resources

Career Resource Library  
625 North Jordan Avenue  
Phone: 855-0576  
Career Development Center  
Arts and Sciences  
Career Services  
625 North Jordan Avenue

Phone: 855-0576

IUB Libraries Career Resources  
 Advertising/PR Careers  
 Criminal Justice Careers  
 Nonprofit/Social Change Careers  
 Liberal Arts Careers  
 10th Street & Jordan Avenue  
 Phone: 812-855-0100

development programs, family counseling agencies, outpatient clinics for mental hospitals, and neighborhood centers. Still others work in drug treatment centers and vocational rehabilitation facilities, or in education as teachers and school social workers. Internships in private or public sector are strongly encouraged.

### **Other Career Possibilities with a Bachelor's Degree**

Sociology majors are well prepared for working in social service agencies. Some are caseworkers with programs in food stamps, child welfare, child abuse, juvenile services, adoption and spouse abuse. Others are probation officers, employed as administrators in community development programs, family counseling agencies, outpatient clinics for mental hospitals, parks and recreation programs, and neighborhood centers. Still others work in drug treatment centers and vocational rehabilitation facilities, or in education as teachers.

### **Careers that Normally Require a Graduate Degree**

Most professional work requires graduate education. Undergraduate majors in sociology frequently go on to graduate study in sociology. Many IU sociology graduates also undertake advanced studies in areas such as social work, education, public health, business administration, urban planning, law, medicine, and in divinity school. Many careers in these fields require a graduate degree, and opportunities are certainly enhanced in all cases with an advanced degree.

### **Employment Opportunities**

#### **Job Outlook**

According to the Department of Labor's Occupational Outlook Handbook, sociologists interested in practice (applied and clinical) settings, will find that positions outside academia are rapidly expanding. Demand is expected to be stronger for sociologists with training in practical rather than theoretical sociology. Internships are strongly encouraged. According to Arts and Sciences Career Services undergraduate sociology majors are quickly placed.

#### **Salary Information**

Starting salaries of the most recent IU graduates range from \$20,500 to \$42,000.

#### **Potential Career Growth**

The average annual salary for all sociologists in the federal government is about \$53,000. Sociologists working in private industry or at colleges and universities may have higher potential, especially those with a Ph.D.

#### **Placement Statistics for IU Graduates with this Major**

Some examples of places where recent graduates are employed are: ATC Health Care-staffing coordinator, Planned Parenthood-counselor, CDW Computer Centers-account rep., Mervyn's California-Asst. Buyer, Banc of America-Business Analyst, Bank One-Business Analyst, Elkhart

Welfare-caseworker, Indiana Methodists-childcare worker, Attebury Job Corps-career advisor, Aerotek-technical recruiter, Bases Worldwide-market analyst, Kohl's Department Stores-market analyst, American Ger Finance-mngmt trainee, Andersen Consulting-market analyst and human resources. About 90% of the undergraduates seek employment after graduation. 10% of our graduating seniors seek a graduate program in law, medicine, social work, public health, or sociology.

### High School Preparation

Students should meet the general admission requirements to IU.

### Special Opportunities

The sociology department at IU is nationally and internationally known for its research, and also takes great pride in offering high-quality instruction, with several faculty members having won university-wide teaching awards. Our undergraduate program in sociology recently ranked in the top 3 percent of undergraduate sociology programs in this country, according to a national report. Our department offers a minor in the Sociology of Work and Business. This allows students in any liberal arts major to certify that they have completed an integrated course of study on the organization of business and its place in contemporary American society. Our honors program enables seniors to carry out research on a topic of their own choosing under the guidance of a faculty member. Many students are able to present their work at national conferences. Students may gain practical experience in a number of ways through our department: limited opportunities exist to join a research team as a research assistant; our department offers internship opportunities so students can both gain practical experience and receive credit for their work; because statistics and methods are taught in computer classrooms, students become familiar with commonly used statistical software, thereby gaining a skill in high demand among employers; a number of undergraduates also acquire valuable experience by working as interviewers in IU's Survey Research Center.

### Noted Alumni

The sociology department is proud of its alumni. Many alums have gone on to careers in Teach for America, Peace Corps, government and other social action positions. Many alumni have productive employment in private sector. Famous sociology majors include Rev. Martin Luther King, Rev. Jesse Jackson, Saul Bellow, Joe Theisman, Ronald Reagan, Dan Aykroyd, and Robin Williams.

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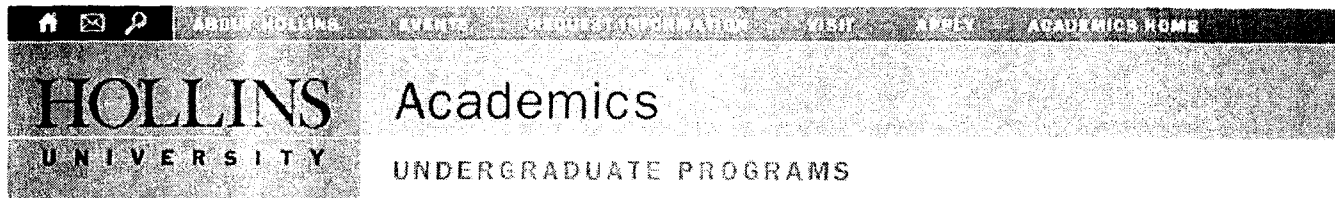
## University Division

### Majors and Careers Series

Thomas Kenyon, Coordinator

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## Sociology

At Hollins, sociology begins with an interest in people: how we cope; how society influences our behavior; how, together or as individuals, we preserve or change the social order. The study of sociology develops a deeper understanding of the world in which we live and provides a foundation that can lead to a variety of interesting careers.

The Hollins sociology curriculum explores broad social questions and issues. In classes and in the field, you'll consider such questions as: How does society work? How does it affect the individual? How can individuals and groups initiate positive personal and social change?

All majors select a specialized concentration of courses and complete a common core of foundation studies in the history, research methods, and theoretical perspectives of the discipline. In classes and internships, students have opportunities to apply sociological concepts and methods of inquiry to contemporary issues and social problems.

### Test the Career Waters with Hands-on Internships

Internships, an integral part of a Hollins University education, will give you entrees into careers. Most students do internships, particularly during the January Short Term. Recent internship sites have included:

- CNN, Atlanta
- Child Protective Services, Columbia, S.C.
- Cradle of Hope, Silver Spring, Md.
- Council for Community Services, Roanoke
- Offenders Aid and Restoration, Richmond
- Legal Environmental Assistance Foundation, Tallahassee
- Palm Beach (Fla.) Community United Way
- Total Action Against Poverty, Roanoke
- Turning Point (battered women's shelter), Roanoke
- West End Center, Roanoke

### Faculty



**LeeRay M. Costa**, ([homepage](#)) assistant professor of anthropology & women's studies. B.A., University of California, San Diego; M.A. New York University; Ph.D. University of Hawai'i at Manoa.

Professor Costa's geographic focus is Thailand and her special interests include gender and sexuality, cultural and national identity, critical theories of development, globalization, and the anthropology of food.



**William P. Nye**, ([homepage](#)) professor of sociology; B.S., Tufts University; M.A., Ph.D., New School University

Professor Nye specializes in race and minority relations, crime and deviance, the sociology of education, and social theory.

PHOTO: Oil painting of Professor Nye, titled "Bill and Henri," by Professor of Art Bill White.

**Arthur R. Poskocil**, associate professor sociology; B.S.,



Loyola College; A.M., Ph.D., University of Michigan  
Professor Poskocil's special interests include social communication, sex-role behavior, current social problems, and personal adjustment.

### Hollins Graduates: Where are they now?

Hollins graduates with a major in sociology have entered graduate programs in social work and related human service fields, as well as in sociology. Sociology majors commonly find employment as case workers, administrators, or analysts in social welfare agencies or other nonprofit organizations, and in education and government.

An analysis of graduates of the department of sociology reveals that 35 percent have completed graduate programs at such institutions as the University of Virginia, the University of North Carolina at Chapel Hill, and the New School for Social Research. Others have obtained master's of social work degrees from such schools as Columbia University, UNC Chapel Hill, and Washington University. The data on employment show that 27 percent of graduates are employed in human services, 14 percent in education, 11 percent in public relations, and 8 percent in human resources.

Recent sociology graduates include:

- Director of human resources at the McLean Hilton
- Publisher of a magazine for college-bound students
- Practicing psychotherapist
- Head of counseling services for a Roanoke middle school
- Vice president for government affairs for the Business Council of Georgia
- Management trainee, Tiffany & Co.
- Online coordinator, CNN

### What our Graduates Have to Say About Sociology at Hollins

**Clarissa Johnson '00** recalls her first experience in the real classroom of life. The subject was social work, and her Hollins-arranged internship was at a domestic violence shelter for women and children. Clarissa also volunteered and interned with two group detention homes and a program for mentally retarded youth. Her senior practicum was with the Roanoke County Department of Social Services. Clarissa spent her last semester working for the county's Adult Protective Services team, investigating claims of adults who were being abused -- sometimes even conducting the home visits by herself.

"It was an awesome responsibility because I was really dealing with people's lives more than I thought I'd be.

Clarissa is doing graduate work in counseling at Virginia Tech.

**Nina Pagadala '00** interned her junior year at the U.S. Department of Labor in the women's bureau. She worked on a project studying the implementation of child care into businesses. The summer before her senior year, she interned with the National Organization for Women, where she was able to shadow NOW's lead attorney/lobbyist. "I did research on different candidates to see if they went along with NOW's views."

Both internships helped pave the way for Nina's first post-college job, as an International Program Fellow for the U.S. Agency for International Development, a federal government agency that implements America's foreign economic and humanitarian assistance programs.

