

**Sociology Program
Department of Social Sciences
College of Arts and Sciences**

PROGRAM REVIEW REPORT

July, 2013

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**SOCIOLOGY
ACADEMIC PROGRAM REVIEW**

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Sociology Program Report 2013

INTRODUCTION

For most of its history, Sociology at Ferris State University has primarily functioned as a service provider for students needing to fulfill certain general education requirements. This is especially true for those GE requirements pertaining to “Social Awareness”, and “Race, Ethnicity, and Gender”. Sociology courses also have been a fundamental component of the curricula of many programs here at Ferris, both inside and outside of the Social Sciences Department. These curricula have included Social Work, Political Science/Public Administration, Criminal Justice, and Nursing.

The social sciences department began to offer a Sociology major in the fall of 2002. Although this was something we had hoped to accomplish for quite some time, we have found that building and growing the major, as well as continuing in Sociology’s established “service” role, have placed ever-growing demands upon our full-time program faculty. These increased demands have occurred while our overall full-time staff size has decreased significantly. In fact, our number of available full-time tenured and tenure-track faculty has decreased from 5 (at the inception of the major in 2002), to 3 at the present time. What’s more, it should be noted that most recently, these staffing shortages have been exacerbated further by the fact that Tom Behler has agreed to serve as Interim Social Sciences Department Head (effective July 1, 2012), and that Tony Baker has accepted the position of Director of the newly established Center for Latino Studies in Grand Rapids (effective July 1, 2012).

Despite these growing demands and staffing constraints, the Sociology full-time faculty have continued their dedication to the afore-mentioned service role, and have successfully implemented the Sociology major in a number of important respects. They have developed new courses, while still offering the courses that are needed to directly support the major. They have become actively involved in broader University projects, such as the Political Engagement Project, the Academic Service Learning initiative, and the Community Studies Institute. They also have supported the nationally-known Jim Crow Museum by tailoring many of their classes to incorporate tours of the facility, and by serving in other advisory capacities as needed. Our temporary and adjunct faculty have been active in the above-noted roles as well, and also have regularly participated in other initiatives such as the Criminal Justice program’s Justice Learning Community.

In light of the above-noted demands and responsibilities, Sociology faculty have found it difficult to devote the time and resources necessary for the recruitment of large numbers of program majors. As a result, the number of Sociology graduates is small, and the number of majors is still less than twenty. We firmly believe that we will see significant growth in the major in the coming years, especially if our staff shortages can be addressed.

This Academic Program Review will undoubtedly reflect our small numbers. However, it is felt that this review also will reflect our strengths, our current and future goals, and our overall value to the University and its students.

Section 1: An overview of the Sociology program

A. PROGRAM GOALS

- 1. State the goals of the program.**
- 2. Explain how and by whom the goals were established.**
- 3. How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?**
- 4. Have the goals changed since the last program review? If so, why and how? If not, why not?**
- 5. Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.**

Sociology at Ferris State University has developed in a manner that makes this program symbolic not only of what Ferris has meant historically, but also symbolic of what lies ahead for the future of the institution. Ferris has always offered students an experience-based, career-oriented education that is innovative, practical, and dedicated to “making the world a better place”.

This orientation is very clearly reflected in Ferris State University's mission statement:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

It is also quite clearly reflected in the University's Vision Statement:

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity
<http://www.ferris.edu/HTMLS/ferrisfaq/mission.htm>

Some would suggest that Sociology does not really fit the Ferris mission and vision statement, but we would argue that the program, in its current form, actually perfectly exemplifies these proclamations. We strongly feel that this point will be

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documented thoroughly in a multitude of ways throughout this Academic Program Review report.

As stated on the Sociology web page of the Ferris State University web site, Sociology is the study of society and social behavior. Individuals studying Sociology learn about the broader society in which they live by examining the groups, cultures, organizations, and social institutions people form. They also study the social, religious, political, and economic activities in which people participate, and try to make sense out of why things happen as they do. The field of Sociology has been listed by the Wall Street Journal as one of the top twenty career areas. <http://graphicsweb.wsj.com/documents/NILF1111/#term=> Sociology has very marketable job skills due to its methods and theory that allow its practitioners to offer insight into the complex realities of the rapidly changing world. It is the career that will be at the cutting edge of the many directions that society will take in the 21st Century. Our degree is an excellent preparation for the following careers:

- Criminology
- Education
- Health Care (Applied Sociology)
- Justice System work
- Law
- Marketing/Business Administration
- Traditional or Applied Sociologist
- Urban Planning/Public Policy
- Human services
- The Mass Media
- Public Administration

Many other Sociology graduates continue their education in graduate or professional school in a variety of fields.

<http://www.ferris.edu/htmls/colleges/artsands/Social-Sciences/programs/Sociology/>

As a field, Sociology offers the undergraduate student critical analytical skills, especially within the traditional liberal arts framework. Students take a variety of courses that develop overall analytic skills which help them understand the world around them. These students look at the broader social forces that shape both their daily lives, and the society in which they live. Furthermore, the Sociology program at Ferris State University recognizes that for graduates to be competitive in today's workforce they need to be able to apply their knowledge to both their professional and personal lives. Thus our Sociology program is an "Applied Sociology Program" which emphasizes a "Sociology that matters", and a "Sociology that prepares students to be practitioners of social science" immediately upon graduation.

More specifically, our current program offers a critical applied approach to the study of society, with specific regard to the persistent meaning of race and ethnicity in the United States and the changing American community. This critical applied approach is rare for undergraduate students and is usually reserved for graduate studies. Yet the Ferris

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model and the work of the sociologists in the department has created the positioning to “do Sociology”, even in the early stages of the student’s learning experiences.

We have a unique infrastructure at Ferris that lends support to this critical applied approach to Sociology. This infrastructure 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.

This emphasis on experience-based critical understanding of human societies and social life, readily leads to successful career placement in a variety of fields, including social service, government, business and legal careers. We will demonstrate this particular point in detail in later sections of this report.

Before continuing with the development of this agenda, we feel it is important for reviewers to consider the historical development of the Sociology program, and its associated applied direction. An understanding of these elements is crucial as the reader assesses the nature and significance of the program to Ferris State University.

The Sociology Program at Ferris State University has a short 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 occurred that became fundamentally important for promoting our “applied” emphasis. The Jim Crow Museum, established by David Pilgrim with much assistance from Social Sciences department faculty and staff, has grown from a local Ferris resource to a research and educational facility recognized at the state, national and international levels. 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. A second development is Ferris’s 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 consistently been linked to providing civic engagement opportunities 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 and political engagement. The curricula of our courses have been enhanced with experience-based research opportunities and exposure to a variety of rural and urban communities in West Michigan, as well as larger communities such as Chicago, and Detroit. This work has also led the resources of the Sociology unit to be tapped for leadership in two major University initiatives: the Political Engagement Project (Under the American Democracy Project), and the Academic Service Learning initiative. In addition, Tom Behler’s work at emergency communications and preparedness in the local community has become a full fledged offshoot of the Community Studies Institute, and has resulted in a highly successful new course entitled The Sociology Of Disasters And Emergency Preparedness. This course, which is now part of both the Political Engagement Project, and the Academic Service Learning initiative, has an intentional applied component that is designed to illustrate the importance of Sociology when it comes to understanding our level of preparedness for, and responses to, disasters or emergency situations.

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Once more, it is important to keep in mind that all of this has been accomplished with extremely limited resources. Even with our greatly reduced staffing, we have been quite successful at making Ferris State University, and the Sociology program visible beyond the halls of the social science department. These endeavors, added to the huge supportive roles the Sociology faculty continue to play in teaching general education courses, and in servicing the Social Work, Criminal Justice, Political Science/Public Administration, and other programs, all illustrate the indisputable fact that our program faculty are extremely productive.

The following list of goals for our graduates reflects the ways in which the 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. Apply quantitative and/or qualitative social science methods of inquiry by conducting sociological research with an expectation that solutions to social problems exist within careful, persistent and objective scientific research.
2. Apply the major theoretical perspectives of Sociology (functionalism, conflict theory and symbolic interactionism) to social issues of concern, and changing structures of society and will articulate this analysis in writing and/or field settings.
3. Apply research skills and theory to demonstrate more extensive expertise in the specialty areas of race/ethnic relations and/or community studies.
4. Take the role of the other in analyzing various forms of inequality and their implications for both the individual and society

These goals emerged from extensive discussions among the Sociology faculty about the role of Sociology at a university such as Ferris State, and from conversations with community members regarding the current demands of, and ongoing changes in the career marketplace for our future graduates. For the most part, the goals are very similar to those which were presented in our last Academic Program Review in 2006, with the exception of goal 4. This new goal of “taking the role of the other” in analyzing various forms of inequality, was established in response to the growing emphasis in the field of Sociology on the nature and implications of various forms of inequality, both for the individuals involved, and for the broader society.

Many people have been involved in helping us formulate and implement the above-noted program goals. Those who have been particularly helpful in this latter regard include the members of our current Program Review Panel, and our current Advisory Board. Our APR Review Panel consists of the three tenured members of the

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Sociology program unit; Dr. Michael Berghoef, Professor of Social Work; Dr. Andy Karafa, Associate Dean, College of Arts and Sciences; and Dr. Steve Reifert, Director of FSU Criminal Justice program. Our Advisory Board consists of Dr. Donna Giuliani, Associate Professor of Sociology, Delta College; Dr. Karen Lang Krause, Associate Professor of Sociology, Saginaw Valley State University; Bill Melcher, Mecosta-Osceola Department Of Health And Human Services; and Tom Hogenson, Director Of Public Relations, Mecosta County Medical Center.

Based on the feedback we have gotten from these individuals, and from our students, we feel confident that we are heading in a positive direction with our Sociology program. Our curriculum is very much the product of a tremendous amount of 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 as they step out into the world beyond the University. The stark reality, though, is that we will not be able to fully implement this curriculum, and grow the Sociology program to its full potential without the addition of at least two new tenure line positions. We currently have 13 declared majors, and 16 declared minors. Although we occasionally see students coming to Ferris as majors in the Sociology program for the first time, the bulk of our numbers come from students who arrive on campus undecided and change to the Sociology major or minor after their initial course work in the program has piqued their interest. In relation to this latter point, it is important to realize that the experience students have in their initial Sociology courses often is vital for recruitment into the program. This, of course, puts special emphasis on the added personnel resources that clearly will be needed in order to insure the ultimate success of our program.

B. PROGRAM VISIBILITY AND DISTINCTIVENESS

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

Ferris State University's Sociology program has a number of major distinguishing features which cause it to stand out when compared to other undergraduate programs in Sociology. More specifically, they are: 1. the unique **applied focus**; 2. the intimate connection to the University's **Jim Crow Museum**; and 3. the **Community Studies Institute**. The combination of these features creates an infrastructure that allows undergraduate students to begin doing actual applied research and sociological analysis in the field at a very early stage. These three distinguishing features will now be discussed in detail.

The Applied Program Focus

We recognize that using the term “applied” has implications beyond what we mean to portray. The use of the term is not a shift from an academic centered approach to a practical, less intellectual endeavor. Instead, we sincerely believe that 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

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within their careers, communities, and society. We expect our students to be engaged observers and participants in their world.

This shift to an “applied” focus also recognizes that the Sociology program at Ferris State University fits perfectly within the mission of Ferris, and its central goal of delivering an experience-based, career-oriented education that is innovative, practical, and geared toward creating productive and informed individuals who will be dedicated to making the world a better place.

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, Political Science/Public Administration, and Psychology programs have enthusiastically participated in the activities of the two organizations, 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. They also have brought together a unique infrastructure for our Applied Sociology Program.

It should be pointed out that an Applied Sociology Program, although uncommon, is not without some history, and has been supported by a number of major professional organizations. These professional organizations have included: The Society For The Study Of Social Problems <http://www.sssp1.org/>; the Society for Applied Sociology <http://www.appliedsoc.org/>; The Commission on the Accreditation of Programs in Applied and Clinical Sociology <http://www.Sociologycommission.org/>; and the Sociological Practice And Public Policy section of the American Sociological Association <http://www.asanet.org/sections/SPPS.cfm>. These organizations publish journals and/or newsletters, and several of them hold national and regional professional meetings where the latest efforts at sociological research and inquiry are shared.

Each of these organizations and their programs focus on the following themes, which fit perfectly within the goals of the Sociology curriculum stated in the first portion of this section:

1. Applying the sociological perspective, with a solid grounding in theory.
2. Developing skills for sociological research utilizing up-to-date technologies and software.
3. Promoting the idea that sociological practice should serve communities at some level, whether local, national or international.
4. Applying sociological knowledge at some level (society, community, government, or the workplace) through research activities, policy development, or other levels of action.
5. Providing students with some sort of non-classroom based experience with which to apply theory and methods. These experiences could include internships, applied research, or other “hands on” learning opportunities.

Another unique aspect of the applied approach of our program lies in our aforementioned emphases in the areas of Race and Ethnicity and Community Studies. With regard to Race and Ethnicity, in a review of the Sociology programs at the other State Universities it was discovered that two of the Universities offer specializations in

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Diversity with a focus on Race and Ethnicity. No other Sociology program offered a specific study of Race and Ethnicity in America nor, of course, has 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.

With regard to 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 position in the marketplace. Collaborations in the department with Geography and Political Science/Public Administration provide useful concentration for students who will go on into other careers, such as Urban Planning, Architecture, Youth Work and Education. The Community Studies Institute is primarily a research apparatus for undergraduate students to “do community Sociology”. We have developed great resources in the local community, and in larger communities such as Grand Rapids, Chicago, and Detroit. We expect to further expand these community relationships in the years to come, given available funding and other resources.

The Jim Crow Museum

Although the Jim Crow Museum is seen today as a larger entity within Ferris State University, it must never be forgotten that the museum had its genesis in the Sociology program unit, with the pioneering work of Dr. David Pilgrim, who taught for many years in our program unit prior to his becoming Ferris State University’s Chief Diversity Officer. The following statements represent the work of the museum as found in the Museum’s web page on Ferris State University’s web site:

<http://www.ferris.edu/jimcrow/index.htm#>

The mission of the Jim Crow Museum is to use objects of intolerance to teach tolerance and promote social justice.

Objectives of the Jim Crow Museum

The Museum's mission is achieved through the following objectives:

- Collect, exhibit and preserve objects and collections related to racial segregation, anti-black caricatures, civil rights, and African American achievement.
- Promote the scholarly examination of historical and contemporary expressions of racism.
- Serve as a teaching resource for Ferris State University courses which deal, directly or indirectly, with the issues of race and ethnicity.
- Serve as an educational resource for scholars and teachers at the state, national and international levels.
- Promote racial understanding and healing.
- Serve as a resource for civil rights and human rights organizations.

The Jim Crow Museum at Ferris State University strives to become a leader in social activism and in the discussion of race and race relations. This new facility will provide increased opportunities for education and research.

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In short, the Jim Crow Museum offers its own truly unique curriculum for helping students visualize very difficult concepts of Sociology. It provides the Sociology faculty with a very innovative way of teaching basic principles and methods of the field. Social learning, socialization, material and non-material culture are all evident in the space. Class conflict, stereotyping, imaging enemies and creating new ones out of friends are also processes that become very readily apparent in the various museum exhibits.

The Community Studies Institute

The following statements reflect the mission, value orientations, and goals of the Community Studies Institute, as established in the 2002/2003 Academic Year, by members of the Sociology Unit and by Dr. John Thorp, who was Social Sciences Department Head at the time.

Mission and Value Orientations

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. A minor in Community Studies is also offered through the Social Sciences Department in collaboration with the Institute.

This mission corresponds with the core values of the Community Studies Institute. Specifically, it is felt that the University is a significant part of the local community. Therefore, University staff, faculty, and students should be sitting "at the table", together with other community entities, sharing ideas, resources, and collective energy in an effort to build a better future for the wider community and society. In short, the founders of the institute believe that collaboration with members of our surrounding community is their civic duty.

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.

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

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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 to becoming Sociology majors or minors. We are fortunate that the students within our program appear to be of a higher caliber. According to the 2006 - 2012 data from the University's Institutional Testing and Research Office, our majors ranged from average to above average with a mean GPA of 3.2. The average minimum GPA was 2.5 and the average maximum GPA was 3.8.

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, with youth, community concerns, and 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. Their decisions to become majors or minors are mostly due to their experience with an introductory course, either at Ferris, or in high school.

Question 2: When did you decide to become a sociology major or minor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before attending Ferris	2	11.8	11.8	11.8
	At Ferris State University	15	88.2	88.2	88.2
	Total	17	100.0	100.0	100.0

Student Evaluation Survey 2012

They also are likely to encounter Sociology through other entities, the Community Studies Institute or Jim Crow Museum exhibits, or other related majors or minors, such as Social Work or Community Studies.

Historically, the field of Sociology within Ferris has not provided a significant enrollment attraction. Ferris is, however, becoming a place that some look to for our expertise in the study of race relations. Likewise, as the Community Studies Institute matures, we expect Ferris to be recognized for our work in Community Sociology. We would 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 in introductory courses and through increased campus visibility, such as bulletin boards and revised campus promotional materials.

Ultimately, we need to have a strong web presence. We need to more fully develop the Sociology web page, and to establish links with the other ways that high school students encounter Ferris, such as through Jim Crow Museum materials. It is our hope to significantly increase the number of students choosing Sociology as a major or minor.

3) Identify the institutions that are the main competitors for prospective students in this program.

- a. How are these programs similar and different from the FSU program?**
- b. What can be learned from them that would improve the program at Ferris?**

It is presumed that our main competitors for students are other state universities in Michigan. However, it is also felt that our hands-on approach to Sociology offers the benefits that are characteristic of many small liberal arts colleges.

For comparison sake, we reviewed current internet websites for the other state universities in Michigan to determine what is generally offered and what our niche could or should be.

All programs at our competitors' universities place an emphasis on giving their students solid grounding in sociological theory and research methods. **Lake Superior State University, Wayne State University, Grand Valley State University, and the University of Michigan** focus on a generalist preparation, with no observed concentrations at the undergraduate level. **Grand Valley State University, Lake Superior State, Central Michigan University, and Michigan State University** offer a B.A. or B.S.

Our other competitors offer the following areas of concentration:

Northern Michigan offers a generalist tract and also a "Sociology in the Liberal Arts" emphasis.

Central Michigan University offers a generalist degree, as well as concentrations in Social/Criminal Justice and Youth Studies.

Western Michigan University offers a Sociology Major (generalist degree- with a variety of personally chosen concentrations) or a Sociology Major/Social Psychology Concentration degree. Either major requires 12 credit hours in their particular concentration.

Eastern Michigan University offers a degree in General Sociology or a degree in Applied Sociology. Each concentration requires an additional 15 credit hours.

Saginaw Valley State University offers two tracks of concentration: Diversity track or Applied track.

Michigan State University offers a Sociology program with a B.A. or B.S. degree. The B.A. degree has a generalist perspective with a one course emphasis on diversity. The B.S. degree has all the same requirements of the B.A. but then requires that the College's Natural Science requirement for a Sociology major be met by completing 15 additional credit hours in the natural sciences.

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Once again, the uniqueness of our Sociology program centers on an applied focus which is not evident in many of the schools listed above. More specifically, Eastern Michigan University, and Saginaw State University are the only two schools that clearly list an applied track in their curricula. As a result, the "applied" nature of our program provides us with a uniquely competitive edge, especially for the students we serve in the Central and Western parts of the state. Our program will continue to emphasize the afore-mentioned applied areas of race and ethnicity, and community studies. We also would like to further develop new areas of applied interest such as the sociology of disasters and emergency preparedness, social gerontology, medical sociology, the sociology of diversity, and the sociology of religion. These latter areas will add further unique foci for our students, if we are provided the needed staffing and resources to develop them in the future.

C. PROGRAM RELEVANCE.

1.) Provide a labor market demand analysis

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 large 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 21st Century.

Students majoring in Sociology at Ferris State University are counseled from their first inquiry that graduate school is probably in their future. One study from the American Sociological Association (2010) found that 51.9% of Sociology majors completed a graduate degree within four years of graduation, and that number does not include students who were still enrolled in PhD programs at the time of the survey. There are some exceptions to attending grad school, 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). This analysis 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, marketing research, and social science research as examples of how students use the 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'

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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. These students are given much of the material presented below and then are strongly encouraged to visit the ASA homepage to consider their options.

The ASA encourages students to consider the skills that come with a B.A. in Sociology, and how these skills apply to the workplace. One of the strengths 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. Almost three quarters of students who majored in Sociology reported “using computers to locate information” as a skill they learned in their undergraduate degree and used frequently on the job (American Sociological Association, 2010). More than half of graduated Sociology majors also said that sociological concepts about “Differences by race, class, gender, etc.” and “Viewing society from an alternative/critical perspective” were also “very useful” in their jobs (American Sociological Association, 2010).

Based on research of the ASA, students with a B.A. in Sociology tend to work in one of the following occupational areas:

TYPES OF OCCUPATIONS OF SOCIOLOGY BACHELOR’S DEGREE RECIPIENTS (2007)

Occupation	Example	%
Social Services, Counselors, Psychologists	Oversee AIDS outreach team	26.5
Administrative Support	Scheduler for state representative	15.8
Management	Handle employment and labor issues	14.4
Marketing	Planning/developing market strategies	10.1
Services	Crime scene technician	8.3
Teachers, librarians	Reference, research, database searching	8.1
Social Science, Researchers	Research climate change policies	5.7
Other professionals	Website design	6.8
Other	N/A	4.4

Source: ASA Research and Development Department, *What Can I Do With A Bachelor’s in Sociology? A National Survey of Seniors Majoring in Sociology*, Wave II, 2007

The ASA further 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 (n.d.) the Sociology B.A. has **“...a competitive advantage in today’s information society. The solid base ... in understanding social change – as well as in research design, data analysis, statistics, theory, and sociological concepts – enables [Sociology graduates] to compete for**

support positions... in research, policy analysis, program evaluation, and countless other social science endeavors.”

The above sampling of jobs does fit our understanding of the job market for Ferris’s future graduates. However, we strongly suggest and counsel 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. The following chart indicates the variety of graduate studies pursued by students with a Sociology bachelor’s degree.

WHAT DO THEY STUDY IN GRADUATE SCHOOL?

(in percents)

Professional Degree Fields	34.8
Social work/human services	18.3
Law, pre-law, or legal studies	8.4
Health professional and related sciences	8.1
Sociology	13.0
Other Degree Fields	24.6
Education	6.4
Psychology	5.0
Business	3.1
Criminology	2.7
Library Science	1.9
Political Science	1.6
Visual and performing arts	1.6
Languages, linguistics, and literature	1.5
Area and Ethnic Studies	0.4
Urban and religious services	0.4
Other/Joint Programs	27.6
Total	100.0

Source: ASA Research and Development Department, *What Can I do With a Bachelor’s Degree In Sociology?*, Wave III, 2009

It is important to note 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 21st 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*

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Class is one of many sources to understand these changes). These are all acquired skills that result from an undergraduate degree in Sociology.

U.S. Department of Labor

The Department of Labor expects that social sciences in general should exhibit “slower-than-average employment growth” in the near future (National Center for O*Net Development, 2010), due to the reliance on government sector jobs, particularly the Federal Government. However, this does not minimize the fact that Sociology graduates have many marketable skills to offer future employers.

The Bureau of Labor Statistics (2010) estimates 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”*** (Bureau of Labor Statistics, 2010). 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 research, Scientific Design, and Law.

Market and Survey Research

Both market researcher and survey researcher are positions a graduate with a BA in Sociology would be well qualified for. 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. These activities will be very familiar to the average Ferris Sociology graduate, especially with our applied emphasis.

Market researcher is a “Much faster than average” growth field, with expected national growth of 41% by 2020 ([Bureau of Labor Statistics, 2012a](#)). While survey researchers can expect only 24% growth, this too is a “Faster than average” growth career ([Bureau of Labor Statistics, 2012b](#)).

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 creation for the changing work world. The social sciences are really no different. The Bureau of Labor Statistics (2008) 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

The table above dealing with Graduate School Study indicates that 8.4 percent of 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 (2010) 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.”

The American Bar Association (2012) 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)

As is evident, these examples of career paths do not specifically mention Sociology as the required means to gain employment. However, the skills and resources brought to these fields, by our Sociology graduates, enable them to be competitive in the job market. This would be true in numerous other arenas as well. The Sociology major is an important, flexible career pathway for Ferris students.

Implications for the Ferris Major

To close this section, it must be stated 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 they do. They must be diligent in offering students the opportunity to be involved in research outside of the course rubric.

Students should also be encouraged to develop these skills independently of the faculty in self-directed research, internships, or other experiential learning opportunities; graduates who participated in such activities are more likely to find a job related to Sociology (American Sociological Association, 2009). The distribution of career choices across so many fields in the “Types of Occupations Table” 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. It is felt that our curriculum, with the help of expanded resources in the future, will provide our students with the keys to success.

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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. Our faculty are all well trained in these skills and continue their involvement in professional organizations, conferences, and the literature in order to maintain their familiarity with the field. They also enjoy collegiality that allows them to share and challenge each other with regard to relevant areas of interest. Most importantly, the faculty style at Ferris fits the kind of curriculum that is proposed for our students. Sociology faculty are Applied Sociologists who remain aware of, and actively engaged in emerging community and societal issues.

Consider the following examples:

As the Director of the Community Studies Institute, Tony Baker has continued his work in applied community Sociology on a number of levels. He has maintained many of the relationships to Chicago's diverse communities that originally formed his dissertation research. He and his students continue to explore these communities two to three times a year. He is also involved with various local communities throughout West Michigan. These include small communities in the area surrounding Ferris, but also larger communities such as Grand Rapids, where he lives and serves as an elected member of the Board Of Education. Dr. Baker uses these community relationships to benefit his students, as they do applied research in his lower-level courses, and in his applied community research course. Tony has been involved in the University's Political Engagement Project and the broader American Democracy Project. Most recently, he was appointed Interim Founding Director of the Center for Latino Studies in Grand Rapids. This has allowed him to take his interest in applied sociology in new directions.

Bonnie Wright specializes in a number of substantive fields in Sociology, including race and ethnicity, gender issues, the study of disadvantaged populations, diversity, and the sociology of religion. She is an active participant in various University learning communities associated with the University's Academic Service Learning initiative, and has participated in Ferris's Political Engagement Project. She is an External Member of Aquinas College's Institutional Review Board, and has held key positions (including the Presidency) in the Michigan Sociological Association. She also holds memberships in the Society for the Study of Symbolic Interactionism, and the

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North Central Michigan Sociological Association. Bonnie does much to engage her students in research out in the local community, whether it is in various types of neighborhoods, or on a local Indian reservation. She also has done beneficial research for the University in the areas of racial inclusion and special needs student groups such as students with dependent children. She has done collaborative work with a Psychologist in the department and several students on patterns of racial segregation in Detroit. Most recently, Bonnie received an Exceptional Faculty Merit Award for a project proposal on Integrating Peer Interaction and Community Collaboration into Online Learning with Video. The grant money from this award has supported her SOCY 271—Qualitative Research Methods course during the Fall 2012 semester. The course aims to introduce new Sociology majors and minors to the nature and dynamics of sociological research far earlier than usual, in an attempt to better prepare them for more advanced future research opportunities. Bonnie has also served as the long-term Faculty Advisor for the Sociology and Anthropology Student Organization (SASO).

Tom Behler, a Sociology faculty member for over 20 years has become an expert in the Sociology of Disasters. He has developed and offered a course entitled The Sociology of Disasters and Emergency Preparedness. This course has been supported by the University's Political Engagement Project, and Service Learning Initiative. One particularly noteworthy outgrowth of the class has been Ferris State's certification as a StormReady University by the National Weather Service. In addition, from August 2009 through July 2010, Dr. Behler served as a Visiting Scientist at the National Center for Atmospheric Research in Boulder, Colorado. In this position, he coordinated the Weather and Society * Integrated Studies (WAS*IS) Program. His duties included planning and implementing workshops, promoting the program at relevant professional meetings, and conducting/organizing webinars. Dr. Behler has presented and published his work in this area, and continues to do so presently. Dr. Behler also remains very active in local emergency management. He is Mecosta County's Amateur Radio Emergency Communications Coordinator, and the appointed amateur radio Skywarn Weather Spotter Coordinator for both Mecosta and Osceola counties. Finally, Dr. Behler has continued his service to the University by advising relevant stakeholders on current adaptive technology for people with disabilities, and by assisting with the installation and maintenance of that technology for major University facilities.

In general, the Sociology faculty members are very committed to facilitating each other's growth in the above-noted areas. They guest lecture in each others' classes and share books and articles in the field. Their skills also help them to analyze the changing economic and social realities that can impact their students' ability to be prepared for the work force and later life. They also share ideas on how to better reach the students. More importantly, the "applied" nature of Ferris's program shapes the relationship between students and faculty in ways that are infinitely healthier than can be found in traditional Sociology programs with traditional classroom approaches. Their students become "apprentices", rather than simply being vessels for knowledge. It is indeed this applied approach to teaching and learning that will allow Ferris's Sociology program to stay relevant in the future.

3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

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a) How well does the program meet student expectations?

b) How is student sentiment measured?

Relevant data for this section of the report was obtained from two major sources: 1. A student exit survey for graduating seniors, followed by a focus group interview conducted by a faculty member outside of the program; and 2. A survey of current Sociology majors and minors. Both surveys were conducted during the Spring, 2012 semester.

As will be seen in the following discussion, these surveys have provided extremely valuable data regarding how our students have experienced, and perceived our program and its various components. As a result, we will continue to administer the surveys regularly in future academic years.

Exit Interview Surveys and Focus Group Results:

We had one graduating senior in 2013; however, an exit survey has not yet been completed by this student. There were two graduating seniors in 2012, and they had many positive things to say about our program. For example, both students appreciated the wide variety of courses that were offered, despite severe staffing shortages. They also felt that collaboration between Sociology and Anthropology was a good thing, and encouraged increased efforts in this regard in the years to come. Both students felt that the program had prepared them adequately for graduate school (Masters and PhD) and/or employment opportunities. (For example, one of the students already has acquired a summer internship and possible long-term job at Oakridge National Laboratories in Tennessee.) Both students also are planning to pursue at least a Masters Degree, one incorporating Community Disaster Planning and the other Health Illness and Society via Medical Anthropology. Both students felt the Community Studies Honors course gave them excellent preparation for writing professional field notes. The senior capstone course also was thought to be beneficial, and the in-depth help with creating competitive resumes was appreciated. Both students felt that the program did a very good job at communicating about race issues from an advocacy perspective and that this was very beneficial. Finally, both were enthusiastic about the GIS content they learned. They suggested advisors promote it earlier and put it on the check sheet to increase awareness and visibility. Both stressed the importance of an early orientation by the advisor concerning current and future degree options.

Here are a few select quotes from the exit interview surveys that capture the essence of what was said:

“In the many years that I have been here I have been able to participate in a number of things. Currently with the Disasters and Emergency course I’m taking everything is hands on. I have truly enjoyed this course for that reason. We are directly able to apply the knowledge we have in real life situations. I also participated in the trip to Detroit with my community studies class, this was also very helpful in applying my knowledge and seeing how it can be used in real world situations. I know that this program and the experience I have gained from it will be useful for the rest of my life. The professors in the program are all unique in their own way, and all seem genuinely interested in the

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education of their students. They are not just there to present information, they are there to make sure you learn and understand it. ... This is what has made my experience, and shaped my future plans.” (Spring, 2012)

Regarding the strengths of Ferris State’s Sociology program, one interviewee said the following:

“The small class sizes and availability of professors. I got to know almost every professor on a more personal basis, which gave me a great foundation for my education. Also, the professors were always more than willing to help me outside of the classroom.” (Spring, 2012)

The two surveyed graduates did have a number of significant criticisms of the program, and of their experience as Sociology majors. These criticisms are as follows:

1. It was felt that the foreign language requirement, though important, was a deterrent to getting students to take the major. It was suggested, for instance, that any foreign language course should be “conversational” and “survival-oriented” in nature, rather than focusing on grammar, sentence structure, etc. It also was felt that foreign language offerings need to be broadened to include more options. Spanish, French, and German are simply too limited. In particular, American Sign Language was felt to be a valuable addition for those who might wish to work with the hearing impaired. The students’ negative view of the foreign language requirement was reinforced further by their perception that some students choose the Sociology minor over the major due to the language requirement! Increased emphasis on applied “Study Abroad” opportunities was also mentioned as a way to expose students to other languages and cultures, although it was acknowledged that many students do not have the financial resources to afford such opportunities.

2. It was suggested that the program needs to have its own research methods courses, and that research methods need to be emphasized more strongly throughout the curriculum. This would be especially beneficial to those majors who will be going on to graduate school. Their suggested solution was to break the research methods sequence into two courses: one portion being an introduction to research methods; and the other portion involving the design and completion of an applied project. The basic methods portion should be placed earlier in the sequence of courses and the applied project portion should be scheduled later on.

3. The involved students supported the program’s emphasis on diversity (particularly racial diversity), but stressed the need for more emphasis on communicating about that diversity in various everyday personal and professional settings. In other words, having courses which emphasize diversity is good, but those courses also need to focus on the best ways to communicate about that diversity.

4. It was suggested that better career-oriented advising of majors is needed from the beginning, in order to help students figure out what directions they should be taking as they plan their Sociology curriculum.

Student Program Evaluation Survey and Summary of Result:

Our Student Program Evaluation Survey was done for the first time during the Spring, 2012 semester. Respondents consisted of current Sociology majors and minors, the names of whom were obtained from official lists from the Registrar's office. The

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surveys were given to students in classes taught by Sociology faculty members or, in several cases, were done via email. Responses were received from 17 out of the 24 students officially listed as majors or minors.

Several major findings clearly emerge from these survey results. First, it is important to note that the decision of the majority of our students to become Sociology majors or minors follows a similar pattern to those of Sociology majors and minors at other universities. The typical student awareness of Sociology occurs in some general high school social studies class, or a college or university Introductory Sociology class. The following statements reveal these sentiments:

"We are required to take a few classes in Sociology of the Criminal Justice degree, and I really enjoyed those classes."

"There wasn't a certain source. I just became interested after taking my first couple Sociology classes."

"The first intro class I took at my community college.... I do recall hating the class at first and loving it by the end..."

"My high school course in Sociology sparked my interest. My intro to soc class my freshman year of college went well. I thought it fit well with my major in Psychology so I decided to pursue it as my minor." (Spring, 2012)

In addition, 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. As is evident in the following table, approximately 70% of the students surveyed had a strong idea of what they will do with their Sociology degree.

Question 23: I have a strong idea of what I will do with my Sociology degree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	4	23.5	23.5	29.4
	Agree	11	64.7	64.7	94.1
	Strongly Agree	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Spring 2012 Student Survey

These results provide a very important message. Both the Sociology program, and the University, need to more effectively inform potential students that a Ferris Sociology major or minor is a worthwhile option. As a result of these increased efforts, we should see substantial growth in enrollment.

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Finally, regarding the degree to which the program meets students' expectations, Question 26 clearly illustrates their satisfaction with the program.

Question 26: Overall, I am content with the Sociology program here at Ferris State University.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.9	5.9	5.9
	Agree	9	52.9	52.9	58.8
	Strongly Agree	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

Spring 2012 Student Survey

The students also recognize and appreciate the applied hands-on nature of the program and its various course offerings. Question 20 illustrates their acknowledgement of the many hands-on learning opportunities.

Question 20: The Sociology program offers hands-on learning opportunities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.9	5.9	5.9
	Agree	12	70.6	70.6	76.5
	Strongly Agree	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

Spring 2012 Student Survey

The following two tables clearly indicate that the students feel comfortable in their ability to acquire information resources and use the scientific method.

Question 15: The Sociology program prepares students well in the ability to acquire information resources.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	52.9	52.9	52.9
	Strongly Agree	8	47.1	47.1	100.0
	Total	17	100.0	100.0	

Spring 2012 Student Survey

Question 16: The Sociology program prepares students well in the use of the scientific method.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	2	11.8	11.8	17.6
	Agree	11	64.7	64.7	82.4
	Strongly Agree	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

Spring 2012 Student Survey

However, these positive outcomes are often seriously compromised by a very major issue of concern—the lack of consistent availability of upper-level courses required for the major. Due to small numbers of students, the Research Methods and Theory courses are offered very infrequently, perhaps only once every two years. Not only is this inconvenient for many students, but it also does not contribute to the sustained growth and development of the program. In several instances, independent studies have had to be arranged quickly in order to meet immediate student needs. This over-burdens the already thinly-stretched faculty. Students also justly see this as a significant loss in their college experience, since hastily-arranged independent studies often cannot adequately emulate the normal classroom situation. Clearly there is a need to provide more consistent offerings of upper-level classes which will require two changes:

- We must have more tenure-line staff members who can readily assume these teaching needs; and
- College and/or University course minimum enrollment policies will need to be relaxed, at least initially, so that the courses that are offered are actually taught when scheduled.

D. PROGRAM VALUE.

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

The contributions of the Sociology program are evident throughout the University. In many ways, the work of the members of the Sociology department has increased the visibility and recognition of the University. The Sociology faculty has contributed greatly with their involvement in the Jim Crow Museum. This is also true for the establishment of the Community Studies Institute.

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Personnel have benefited the University in framing, implementing and modeling the very concept of **The Engaged University**. Faculty have:

- Actively participated in the American Democracy Project and the Political Engagement Project
- Coordinated community safety and the StormReady preparedness program
- Assessed the needs of student parents and their use of the Students With Children Program for the University College.
- Collected and analyzed data on Ferris's inclusivity of racial minority faculty for the Diversity and Inclusion Office
- Been instrumental in the creation of the Ferris Hispanic Center Initiative

The Sociology program will offer even more benefits as it grows. The 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.

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, student demographics show that students are at Ferris, because of Ferris, its history, mission and accessibility. The opportunity for this type of student to be directed into the field of Sociology is a crucial one. Therefore, benefit number one 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. These 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 at an internationally known museum of Race in America. They will be producing public research on the community. They will explore the field of Emergency Preparedness and the social dynamics of disaster situations. 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.

Unfortunately, assessment of our program in the area of future employment has been limited. We have not been able to stay in touch with many of the graduating majors. Efforts in this regard need to be increased, systematically performed, and documented. A system has been put in place for the completion of this assessment and our goal is to have much greater survey results in the future. In the meantime, however, the curriculum has been specifically organized to be more beneficial to future employers by increasing the students' research and statistical skills; by broadening the scope of

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sociological topics offered for study; and by stressing the hands-on nature of their sociological studies.

4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University.

Again, the Sociology faculty members are very much public participants in the academic and local communities. Faculty members have served Sociology professional organizations; provided consultation; assisted community based organizations; and provided trainings for the Jim Crow Museum. Here is a partial list of contributions to external entities:

- A faculty member collaborated on a major cultural exhibit in Grand Rapids.
- A faculty member served as a one year Visiting Scientist at the National Center for Atmospheric Research in Boulder, Colorado.
- Faculty members have participated in presentations for the Jim Crow Museum.
- A faculty member produced a major multi-county assessment of social service needs for the Mid-Michigan Community Action Agency.
- A faculty was elected and is serving on the school board of the Grand Rapids Public Schools.

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.

- A faculty member, acting as Mecosta County Emergency Coordinator, is a consistent contributor to the local community and its emergency services.
- Faculty members 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. The SOCY 497 class in 2007-2008 also worked with the Mecosta and Osceola County Department of Human Services to assess the needs of foster youth aging out of the foster care system.

Section 2

Section 2: Collection of Perceptions.

A. Graduate follow-up survey:

According to the alumni office, 17 students have graduated with a Sociology major since the Fall of 2006. Students on the list with available contact information were called personally by a member of the Sociology faculty. To date, 7 phone calls have resulted in successful survey completions. Though the number of students is small, we do feel there is sufficient information to present at this time. The following is a statistical overview of pertinent questionnaire items:

Graduate Surveys		
Question #	Question	Avg Score *
q6	The sociology program offered an adequate range of courses	3.43
q7	Courses in the sociology program were readily available	3.57
q8	The facilities were adequate	3.80
q9	Advising for the sociology program was readily available	3.57
q10	The sociology program prepares students well in the ability to acquire information	3.57
q11	The sociology program prepares students well for working and living in a racially diverse society	4.00
q12	I am able to apply sociological knowledge to daily experiences in my personal life	3.86
q13	I felt I was adequately prepared for graduate school after completion of the sociology program	3.33
q14	I apply my sociology degree in my current employment/education experience	3.71
q16	Overall, I rate the quality of instruction in the sociology program as	3.86

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q17	Overall, I rate the sociology professors' knowledge of their fields as:	4.00
q18	Overall, I was content with the sociology program at Ferris State University	3.86

* 1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

As is evident from the above data, the overall evaluation of the program, the facilities, the courses, the instructors, and the usefulness of the degree were consistently in the Agree to Strongly Agree range. Our students do view the Sociology major as a well-rounded, adequate, and useful area of concentration. The graduates were very enthusiastic about the knowledge of the Sociology professors, as well as their availability and willingness to help. Another clear area of strength is what the students perceived to be the usefulness of their education in working and living in a diverse society; along with their ability to apply sociological knowledge to the daily experiences in their personal lives. As was mentioned before, a uniqueness of Ferris's program lies in its hands-on nature. Although several students mentioned this aspect as a strength, they also highly encouraged an increase in this type of research experience and exposure to real-world situations.

There were, of course, areas needing improvement or strengthening. Several students mentioned the need for a Sociology statistics course. At the current time the statistics requirement is fulfilled via the Psychology statistics course. One student even mentioned that this same thing occurred at their graduate school as well. Another area of concern was the foreign language requirement. Although this proved to be a challenge to some, it was mentioned that when one student left Ferris and was gainfully employed, the foreign language requirement was then seen as highly valuable.

The following comments were taken in their entirety directly from the completed graduate surveys.

Q2 Experience getting work/grad school based on degree in sociology?

- Ferris State Univ. helped with program. I felt prepared with core courses. Theory/Methods (Qual and Quant) were the same core courses. In Research Methods we used the same type of text.
- The program prepared me with research skills and with society/people to do ministry. I am tutoring a few undergrads in Sociology and Anthropology.

Q3 Sources of encouragement

- Dr. Baker. I had him for Intro to Soc. He helped me to come back to school after I dropped out awhile. He helped me with a research job as his research assistant.
- Had a high school teacher.

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- My mentor – Hall Director.
- Elisha Marr for Intro – I wanted to be an FBI agent with Hollywood view. But realized in Criminology class that she didn't fit in and realized she was more into helping than punishment. Interested in Crim Justice, but liked the way Sociology looked at it – critical in academic way.
- It was my discernment. Originally I was in Pharmacy. Then after 6 weeks I almost left to go to seminary. Sociology was the closest thing to seminary school.
- I was in music industry management. Then I took a year off and re-evaluated. I realized that I liked my sociology classes the best – then I switched majors.
- I took a required course at the community college and then Bonnie Wright at Ferris. I loved the course. I took others and loved them too. I was a psych major and felt social basis of psych was best studied with sociology.

Q6 Program offered an adequate range of courses

- Liked criminology class. Liked gender.
- (Would like to have) Sociology of religion
- Now that I'm in corporate America, I wish there were a Sociology of Corporate America – ethnography of business culture.

Q7 Courses in sociology program were readily available

- Statistics in Sociology not available. I had to take psych/soc. I would have liked stats focused on sociological aspects
- Tough to get stats and research methods. I had to use psych stats and waited for SSCI 310.

Q8 Facilities are adequate/any specific facility that needs improvement

- Wish we had a Community Studies Institute to house our research projects
- Would have liked classrooms with SPSS computers.
- Could be more.

Q9 Advising for sociology program readily available

- Advisor difficult to locate.
- Lots of advice.

Q10 The program prepares students well in ability to acquire information resources

- We could have had more work with using stats programs.

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Q11 Preparation to work and live in racially diverse society.

- I took 340 from Baker with my now husband who was a Crim. Major. It was tough. By the end of the class he was more willing to look at and change his conservative views.

Q13 Preparation for grad school

- Compared to classmates I feel very well prepared. They haven't even been to conferences. Bonnie helped me attend conferences.
- I needed more exposure to longer writing of papers. I didn't have a capstone. Others I speak to who were majors had a capstone. I would have benefited.

Q15 Too few or too many courses

- Too many – foreign language
- I would like the opportunity to do more work in my area of race relations and social movements, i.e. Klan and Civil rights. Too few – just the number outside of the degree. Sociology needs some more math and such. But it should be more focused like grad school.
- With a double major my experience was unique. I had to take an extra communications class. I believe this should be omitted. The comm class was taught by a young blonde guy who was sexist. He was a CMU grad.
- Too many – I was annoyed at the foreign language at the time – but now I am glad because I am in Texas and just married a Mexican American man.
- Too few – a gen ed – intro to business would have helped.
- Too many – language, interpersonal communications and speech were required. I could not fit in Stratification and other major courses. I think either speech or interpersonal communications should have been enough.

Q16 Overall rate the quality of instruction in the sociology program

- I loved going to school there. I could always get a hold of the teachers – Wright and Baker and they knew me and how I learned.
- I was comfortable with them.

Final comments

- Ferris definitely prepared me for grad school and I see myself as a leader in the program because of my knowledge. Quality outstanding.
- I think that some sociology classes should be required for all students.

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- It would be nice to have a sociology stat class, rather than psych. The same thing happened in M.A. I do not feel I have exposure to stats with sociology. I liked Crim class (Wright), Gender (Bonnie), Race (Bonnie). I enjoyed the work I did in my Chicago internship.
- I really liked Dr. Behler's Sociology of Disasters and Emergency. I cannot think of anything bad about the program. I wish the Stats was stronger.
- Overall my experience was really great. There was a small community of students where you got to know people very well. I even knew each person's writing style. Very comfortable. We were diverse and accepted.
- I think there should be more hands-on research for everyone. I was able to do a lot of research with Bonnie Wright and Tony Baker and hope others had/can have similar opportunities. There should be more required readings. The extra readings I had in some courses profoundly affected me. I liked the extra readers.

B. Employer follow-up survey:

We have no data available for this section. It is our future goal to produce a survey instrument to administer in the next few years that would aid in the evaluation of this aspect.

C. Graduating student exit survey:

Unfortunately, graduating student exit surveys were not done during the past 6 years. The information available at this time comes from the surveys of the two graduating seniors in 2012 and the one in 2013. The information garnered from the surveys is presented in its entirety below. Emphasis has been added to the responses as a means of highlighting the critical areas of evaluation. Changes are currently in place to assure that future graduating student exit surveys are done each semester.

Sociology Major Exit Survey Focus Group Questions

1. What do you imagine will be your immediate plans post-undergraduate?

I'm planning on moving to Colorado to be closer to family. I'm going to get a job while I explore my options for obtaining my masters.

I have a summer internship at the Oak Ridge National Laboratories working in the GIS Technologies group as an anthropology researcher. I may have a possible job offer there as well.

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My immediate plan after undergraduate is to go on to graduate studies at Grand Valley State University. I currently work at the Hispanic Center of Western Michigan for the summer until I state graduate studies.

2. What are your long term career plans?

Ultimately, I would like to be a professor in either Sociology or Communication.

My long term plans include moving to Australia for an extended period of time and then gaining my master's degree in an anthropology specialization.

My long term career plans are working in higher education in Multicultural Student Affairs.

3. Has your experience with the Sociology program thus far prepared you for these expected goals?

I feel that this program has prepared me to be able to do well with a number of different things. The professors that I have had also inspired me to want to become one myself.

I believe it has prepared me for many of the things I will have to encounter. My knowledge of Sociology and Anthropology theory, and the application of a different lens to societal problems is quite sufficient. I will say that my knowledge of Sociology methodology and research techniques seems to be severely lacking.

The sociology program has prepared me to work in diverse fields and apply what I have learned in class to what I will be working with in the future. The program helped me look at communities and learn how they function in order to thrive. A lot of the work I am doing now is community based in helping Latino/a students gain access to higher education. Without my sociology background, I would have a difficult time understanding how the community works and identifying class struggle, oppression, and community involvement whether that be a positive or negative influence. The program has done great to prepare me for graduate studies and my future career.

4. Other than classroom experiences, list and discuss any other learning opportunities you have participated in, related to the Sociology program (i.e. Jim Crow Museum, Chicago trip, independent study, research, internship or other campus events).

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*In the many years that I have been here I have been able to participate in a number of things. Currently with the Disasters and Emergency course I'm taking, everything is hands on. I have truly enjoyed this course for that reason. **We are directly able to apply the knowledge we have in real life situations.** I also participated in the trip to Detroit with my community studies class. **This was also very helpful in applying my knowledge and seeing how it can be used in real world situations. This program and the experience I have gained from it I know I will use for the rest of my life.** Currently, I'm finishing up my independent study and I'm hoping that I will be able to demonstrate my sociological understanding and be able to contribute something to a new generation of sociologists.*

I have taken a trip to the Jim Crow museum; practiced writing field notes during fieldtrips to both Grand Rapids and Chicago; helped conduct group interview sessions for research; practiced field work as a lunch buddy at the elementary school; and been part of an independent study with Kali Majumdar.

*I took the Spanish Club and Hispanic Student Organization to Chicago for 3 days to learn about Latino/a communities and the services that exist for each community. It was a learning experience to show students how communities of specific populations function in diverse communities. My independent study was working with Professor Bonnie Wright on **creating videos to put sociology in action** for an online intro to sociology class learning tool. My internship was with the new Center for Latin@ Studies at Ferris State University. **I gathered data on Latino/a populations in Van Buren County and West Michigan, planned events and organized support for the multicultural student organizations on campus.** My research was on International Student Experience at Ferris State University. The research identified issues that international students experience in a new community, American society, and academics. **The Office of International Education used the research to better their program to help make a more positive experience for the International Students.***

5. With regard to classroom experiences, how would you describe the learning environment? Such as: class size, proportion of non-majors to majors, variety in learning styles of various professors, challenge, etc.

I feel that every class I have had has been different, and has challenged in a variety of ways. I have looked forward to each new professor I had because I enjoy seeing their different teaching styles and approaches to Sociology, and the interesting questions that arise. I am usually much more interactive than most students with either questions or comments. I wish that this was different because I feel like discussing your ideas is the only way to understand how things fit within a social world.

***The classes tended to be small (20-40 students) and generally included a wide variety of majors, including social work and criminal justice students.** The teaching methods tended to be either lecture or class discussion, although the one class where the students taught different subjects seemed to be quite effective.*

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*The class sizes were average, **not too big or not too small**. Most of the classes had more non-majors because of the small student population of sociology majors. The learning styles of the professors were beneficial as most applied their own experience through lecture and then **created projects to apply what we were learning in the lectures**. It was a great way to learn and apply since students learn at the university and will need to apply their knowledge in their future careers.*

6. The Sociology program has a strong emphasis on community Sociology. How did you feel about this emphasis?

*After being at Ferris for a few years, I have seen it transition. I feel like **it is getting much more involved with the community than when I initially started**. I enjoy it and I think the community will begin to feel more invested in us as well.*

*I feel that **Community Sociology is a very important subject to study and sets up many Sociology students to take the available jobs that emphasize local areas**. The issue may be when students wish to work on a larger scale. For example, the community focus may have been an issue for me in my current endeavors at Oak Ridge National Laboratories. Luckily, my studies in anthropology prepared me for this.*

*I felt like there was a strong emphasis on community sociology. All the sociology classes I took reflected this emphasis and I think **it really helped all students understand their own lives and role within their community and society as a whole**.*

7. The Sociology program has a strong emphasis on race in America. How did you feel about this emphasis?

After completing this program it has changed my view on race in America, but I think that they need to improve on helping the students in their ability to communicate these ideas outside of the classroom. These issues are things they will face as a student at Ferris, and need to be able to communicate affectively to influence positive relationships with their peers.

This is also a good emphasis. While some may argue that race is not a large issue in the US anymore, anyone who has spent time studying social issues knows it is.

Race was expressed in all of my classes. Part of community involves race and the many conflicts dealing with race. The program was great in teaching students about race as it raises awareness of current issues in our society that applies to everyone.

8. Are there any other substantive areas that you would like to see emphasized more in the Sociology Program in the years to come?

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Sociology of Aging, I think this class could be expanded, and it is something we definitely need to focus on for the future.

Sociology methodology and research methods. I only had one class dedicated to this area and I feel like it is lacking.

*I think the areas that are currently present are great for the current state of the program. They fit the needs of non-majors as well as majors. **If the sociology program was to increase majors then there may need to be more areas available**, not sure what that would look like but that is what surveys are for.*

9. Was anything missing from your Sociology Major experience?

I enjoyed that hands on trips that I was able to take in my community studies class, it would be nice to have more opportunities like that.

No, not really.

*For the most part I think I got everything I wanted to out of the program. My only suggestion is maybe **emphasize more on research structure, proposal writing, and possible another statistics class for majors**. I had a basic understanding but when it came down to the capstone research, it was a little difficult to put everything together. Luckily my research advisor was great at helping but that is harder to do if you have more students entering the program. This would also help for students applying to graduate studies as well.*

10. What are the strengths of the Sociology program?

As stated earlier the application in real life situations, also the professors are all unique in their own way, and all seem genuinely interested in the education of their students. They are not just there to present information, they are there to make sure you learn and understand it. From the other courses I have taken I feel safe to make this generalization of Sociology professors, and it is what has made my experience and shaped my future plans.

The small class sizes and availability of professors. I got to know almost every professor on a more personal basis, which gave me a great foundation for my education. Also, the professors were always more than willing to help me outside of the classroom.

The strengths include community study with professor that have a variety of backgrounds on the subject matter as well as race studies. The faculty and staff are

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understanding and go above and beyond to help you. There is a decent option of sociology courses offered that can be applied to almost every career field.

11. What resources would you like to see added, or improved upon?

The Funds for more interactive trips or community involvement would be beneficial.

I feel like there should be more opportunities to do Sociology research, as this will give a more real-world knowledge of how this process works.

Refer to question 9.

12. Did you feel students had the opportunity to provide input in the Sociology program?

I feel the opportunity is there, but with so few Sociology majors it makes it difficult to create a real change.

No, not really.

I feel students always had the opportunity to give input through class surveys and indirectly by talking to professors.

13. Did you major in any other program as well?

No, but I have a minor in Communication.

No.

No, if there was a Spanish Major I would have dual majored in that as well instead of the Spanish minor.

Any other considerations or comments?

*The only suggestion I would make is **to take a look at the foreign language requirement.** I know why it's important to be able to communicate with people from another culture, but it should also be a choice. I struggle with a learning disability and the way the languages are taught here makes it difficult for me to learn them. I almost switched my major and wasted a year and a lot of money doing so, and I know it has made others do the same. I would like to see this program grow, but **I feel that this requirement is a major deterrent.***

The program was great and I really enjoyed being part of it. I learned very useful tools and knowledge that has helped me in my current job and will help me with my graduate studies.

When the information from the above survey is compared to that collected from previous graduates, we see many areas of similarity. Some of the positive aspects mentioned by both groups dealt with:

- The feeling that their degree from Ferris prepared them well for their future endeavors – whether work related or graduate studies
- The perceived ability to apply the knowledge they acquired and relate it to real-life situations
- The value of the hands-on nature of many courses
- The highly beneficial low student-faculty ratio
- The presence of faculty members who were highly competent, available outside of class, and genuinely interested in their students

Some areas of concern were also similar between the two groups:

- The need for a more Sociology-centered experience with research and methods
- A questioning of the need for a foreign language requirement
- The perceived need of more funding to facilitate an increase in the availability of interactive trips, community research projects, and hands-on experiences.

D. Student program evaluation:

During the spring of 2012, surveys were hand delivered to all 24 current majors and minors. This was done to assure a higher than normal return rate. Unfortunately, these surveys are the only ones that were collected during the past 6 years. We were fortunate that 17 surveys were returned. Due to the small number of respondents, we have chosen to include all statistical results from these surveys.

2011-2012 Statistical Survey Results

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Sources that encouraged SOCY maj/min	17	0			
q2 Decide to become SOCY major/minor	9	8	1.33	1.00	.500
q2a Which year	15	2	1.93	2.00	.884
q2b Other specified	17	0			
q3 Have 2nd major/minor	17	0			
q4 Number of SOCY courses at this point	17	0			
q5 Offers adequate range of courses	17	0	3.29	3.00	.588
q5a Courses/topics feel missing	17	0			
q6 Courses readily available	17	0	3.35	3.00	.786
q7 Facilities are adequate	17	0	3.53	4.00	.514
q7a Specific facility that needs improvement	17	0			
q8 Courses offered summer are adequate for degree completion	16	1	2.69	3.00	.602
q9 Advising is readily available	17	0	3.65	4.00	.493
q10 Advising accurately reflects program needs	17	0	3.18	3.00	.393
q11 Resources at library are adequate	17	0	3.41	3.00	.618
q12 Regarding gen ed courses, program requires	16	1	2.06	2.00	.250
q12a Which should be deleted	17	0			
q12b Which should be added	17	0			
q13 Overall, rate quality of instruction as	17	0	4.35	5.00	.862
q14 Overall, rate professors' knowledge as	17	0	4.82	5.00	.529
q15 Prepares students well in ability to acquire info	17	0	3.47	3.00	.514
q16 Prepares students well in use of scientific method	17	0	2.94	3.00	.748

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	N		Mean	Median	Std. Deviation
	Valid	Missing			
q17 Prepares students well in communication skills	17	0	3.18	3.00	.529
q18 Prepares students well in critical thinking	17	0	3.41	3.00	.507
q19 Prepares students well for working/living in diverse society	17	0	3.71	4.00	.470
q20 Offers hands-on learning opportunities	17	0	3.18	3.00	.529
q21 Able to apply soc knowledge to daily experiences	17	0	3.53	4.00	.514
q22 Feel adequately prepared for grad school	17	0	3.12	3.00	.485
q23 Strong idea with what I will do w/ degree	17	0	2.71	3.00	.686
q24 More involved in student activities than avg FSU student	17	0	2.29	2.00	.772
q25 More politically involved than avg FSU student	16	1	2.19	2.00	.655
q26 Overall, content w/ prog here at FSU	17	0	3.35	3.00	.606
q27 Additional comments	17	0			

1 Strongly Disagree 2 Disagree 3 Agree 4 Strongly Agree

The following comments were included on the student surveys:

- A couple of the professors were disorganized in teaching. One professor didn't even give exams.
- I haven't taken many Sociology courses at this time, however, the 3 courses I have taken have been great! Has given a different thinking on way of looking at things.
- I really enjoyed the courses I have taken in the sociology program.
- I understand why it is important to know a foreign language, however, I feel that it deters people from becoming Sociology majors. I have talked to a few people who changed their major because of this, and I almost did myself. I also hope future students will be able to gain a better idea of what to do after they graduate. If graduate school is not an option it's important to know what is, so they can begin to market themselves towards something else. Overall I have enjoyed this

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program and have learned a lot from all the professors. They have made me want to become one myself.

- Many classes work mainly with the people who are in the sociology classes for their sociology major. Many are not, and we feel confused sometimes. I feel some professors should understand that we take the classes with a different angle than those seeking sociology degrees or social work degrees.
- More of an emphasis needs to be placed on sociology research methodology. I feel like my knowledge of research methods is lacking and concerns me for future experimental research I might do.
- Since Sociology is a SCIENCE, it should be changed to a B.S. instead of a B.A.. Writing, theater, music, art are ARTS, Sociology is a SCIENCE.
- The questions I disagreed with, I did so because I do not have knowledge about it.

If the above ratings and comments are examined carefully, it becomes evident that many of the opinions expressed by current students are similar to those expressed by the students who completed the afore-mentioned exit interview surveys. Noted strengths of the program include: the applied and “hands-on” nature of courses; the successful preparation of students for either future employment or graduate school; and the highly qualified and caring professors. Once again, common areas of concern include: the lack of a consistently available sociological research methods course; and the foreign language requirement.

E. Faculty perceptions

The following is the exact Faculty Survey as requested from each tenured faculty member. Additional surveys were also given to two Adjunct Faculty members since the number of tenured faculty is very small (3). Names have been included when appropriate.

Academic Program Review Sociology Faculty Survey

The following questions and concerns pertain to items in the Program Review that relate to our perceptions of the Sociology program; the resources provided by the department, college and university; and any other issues that we feel should be addressed. This is quite lengthy, so do not feel you must respond to everything. **YOU MUST** respond to items 8 and 9, since I need this information for our APR document. Also, please respond to those items in which you have a special interest, and those items that you want me to emphasize in our next program review.

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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. This is especially true when applied areas such as Race/Ethnicity, Community Studies, and The Sociology Of Disasters are considered.*

**The sociology program at Ferris State University offers training to students on the interconnections between parts of society, such as law, company policy, and their role on the job. We also offer instruction in cultural diversity. We teach courses that are required for majors, such as architecture, nursing and social work. Our faculty are active in service learning, community research, and contribute to the campus community. For example, I advise the Sociology and Anthropology Student Organization and organize the Tombstone Project to raise awareness on domestic violence.*

** See the answer in question 2. When sociology benefits the students, it benefits the university as a whole.*

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 everyday personal lives.*

**Students in our program are offered the opportunity to apply sociology through research and practice. For example, I take students to professional conferences, create the opportunity for them to participate in the tombstone project on campus, and offer internships in the community. Dr. Behler and Dr. Baker participate in service learning, partnering with local communities, and oversee student interns.*

**Sociology provokes thought and provides an understanding of social theories in relation to social dynamics. This understanding is a link between self-identity and diversity in society. Further it provides data on how social class, race, and gender, among others are socially constructed rather than divinely manifested. Since knowledge and power go hand-in-hand, an education which includes sociology synthesizes the need for justice and fairness if we expect to live in a healthy society.*

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

**Employers need employees who are culturally sensitive enough to work in a diverse workforce. Our program offers such training.*

** Good employers value students that have integrity and a solid foundation in how the society, within which they live, functions. Employers often need to be reminded of sustainable wages and good environmental practices. Sociology students have the data to motivate employers to consider changes that will establish a fair and equitable workplace.*

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. I have been 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.*

**I am on the Institutional Review Board at Aquinas College in Grand Rapids, the executive board of the Michigan Sociological Association (MSA), and the Faculty Union at Ferris (FFA). Additionally, I am conducting research for the Mid-Michigan Community Action Agency (MMCAA). I meet with the Aquinas board most months to review student and faculty applications for research, in order to judge their ethical appropriateness in meeting federal standards. The MSA, meets six times a year to organize an annual conference and journal publication. I am also an editor of the journal. The FFA meets monthly to describe workplace issues. Finally, the MMCAA requires a community needs assessment to prioritize community needs. Tony Baker and I are doing this work.*

**See the answer for question 3. Societies that function well maintain an integrated whole. For instance, education is good for the individual. It is good for the family. It is good for the community. It is good for the state, and so on. The discipline of sociology provides data that explains the correlation between conflict and inequality. Currently, we can see the significance of that relationship on all the continents. The great disparity*

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between the wealthy/powerful and the rest of the society that leads to conflict and violence is presently ubiquitous. Sociology provides the knowledge that leads to change.

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

**The 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 50 majors.*

**I am currently the only remaining tenure track sociologist at Ferris. There are two other full-time temporary professors, who are not required to do committee work to benefit the university. I plan to continue my efforts at advising the student association and taking students to the Michigan Sociological Association, and national sociological meetings. I have worked to increase our numbers by requesting that Sociology merge with anthropology. I requested this when there were three full-time sociologists. I felt that together, we could build the program for students wishing to go into either field and thereby enabling them to move toward graduate school successfully. Further, we could develop a medical specialty. Medical sociology and anthropology are growing fields.*

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

**Despite our current staff limitations, we have managed to offer a wide variety of course formats and learning platforms for our students. We offer traditional, "mixed delivery", and totally "on line" courses. We also have offered a growing number of courses under the auspices of the Political Engagement Project (PEP), and the Academic Service Learning (ASL) initiatives.*

**Our program offers online, as well as in-class learning. This semester I am working with Connie Morcom in Media Studies to build videos of students applying sociology for online teaching.*

We use many applied methods, and get students into the field. Dr. Behler has students working in the community on emergency response. Dr. Baker takes students to Chicago, Grand Rapids, and Idlewild to study communities and oversees many internships. I take students to Detroit and the Saginaw Chippewa reservation to study community, and take students to professional conferences to present research. We have all used service learning approaches in our classrooms.

**Sociology needs more faculty, especially tenured professors.*

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**I teach mixed delivery courses where students are required to complete between one-half and two thirds of the course work online and where there is reduced face-to-face contact time in class.*

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.

**After a brief hiatus, a new Sociology/Anthropology RSO 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, the dynamics of “grass roots” community participation, and basic emergency preparedness/response efforts. 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.*

** I brought the Michigan Sociological Association to our campus for an annual meeting. Ferris students and faculty presented papers and attended the program.*

During the past two years, the Tombstone Project brought students together to raise awareness on domestic violence. The Social Work Student organization and Multicultural Student Services worked together on this.

During the last year, I worked with a student to revive our student organization. It was successful. The Organization was reinstated at the end of the semester in Spring 2012. Over the summer they have worked at creating an event for Sept. 10th to raise awareness on human trafficking. I have met with the students and religious community organization leaders.

8) Please list your promotions, merit awards and major professional activities since our last Academic Program Review in 2006.

BEHLER:

- *Ferris State University Merit Increase—March, 2008*
- *Development and successful offering of a new course entitled The Sociology Of Disasters And Emergency Preparedness, with course being designated as both a Political Engagement Project (PEP) and Academic Service Learning (ASL) course—Spring 2007 - present*
- *Key organizer National Weather Service StormReady Certification effort, 2009 – present*

Major appointments:

- *Appointed Mecosta County RACES Officer, Radio Amateur Civil Emergency Service 2011 – 2013, 2003 – 2009*

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- *Appointed Mecosta County Emergency Coordinator for the Amateur Radio Emergency Service 2011 – present, 2003 - present*
- *Appointed Mecosta/Osceola County SKYWARN Amateur Radio Communications Coordinator 2010 - present.*

Major Professional Consultations:

- *Chapter manuscript reviewer for: Morss, Rebecca E. “Evaluating societal benefits of a meteorological program: The CALJET and PACJET field experiments.” Weather and Society: Integrated Studies, compendium. 2009.*
- *Invited Social Science consultant, National Weather Service, Revising “Call To Action” Statements in Severe Weather Situations, 2009.*
- *Appointed Adaptive Technology Consultant, FSU Disability Services Office for FLITE Adaptive Technology Lab and “My Degree” Program 2010 – present*

Recent Major Publications:

- *“StormReady Comes to The Classroom” paper co-authored with Ferris State University Student, Weather and Society Watch. Volume 4, Number 3, April, 2010, pp. 3, 12.*
- *“Can You See What I’m Saying? Some Thoughts on a Modified Basic SKYWARN Training Program for the Blind. Weather and Society Watch. Volume 4, Number 1, October, 2009, pp. 2, 8 – 11.*
- *“Theoretical Perspectives in Modern Sociology as Useful Tools for Meteorological, Hydrological, and Societal Impacts Work.” Weather and Society Watch. Volume 3, Number 2, January 9, 2009, pp. 4, 5, 15.*
- *“Bringing a Sociological Worldview to Weather and Society * Integrated Studies (WAS*IS) Work.” Weather and Society Watch. Volume 3, Number 1, October 30, 2008, pp. 3, 9, 11.*
- *“Role of Blind Volunteers in Emergency Management and Response”. The REACTer. September – October, 2007.*

WRIGHT: I went from Assistant to Associate Professor and received tenure since the last review. My vita contains a full list of all my professional activities.

DEROSIA: Since 2006 I have become a trained facilitator for the Jim Crow Museum on campus.

I have also facilitated the 12 week Transforming Learning through Teaching (TLTT) seminar for faculty at Lansing Community College TLTT description

I have developed and presented Teaching Tips and Workshops for the Center for Teaching Excellence at Lansing Community College

9) List any activities that you have received release time for since our last Academic Program Review in 2006.

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BEHLER:

*8/2009-7/2010 Received one-year un-paid leave of absence to take Visiting Scientist position at the National Center for Atmospheric Research/Research Applications Laboratory, Boulder, Colorado. Coordinated the Weather and Society * Integrated Studies (WAS*IS Program as part of the Societal Impacts Program (SIP). Duties included: planning and implementing workshops; promoting the program at professional meetings, on-line and through other mechanisms; and conducting/organizing webinars.*

2/2011-5/2012 Received ¼ release time to be Sociology Program Coordinator and work on the program review document.

WRIGHT: ZERO

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 make any salary increases negligible, and could certainly serve as a deterrent for future recruits to tenure track positions.*

**I do not know of any effect here.*

**Yes.*

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.*

**Everything here is working to promote the goals of the university.*

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.*

**Our program goals are to create a quality social scientific program where our graduates are able to read and apply sociology to better understand and participate in science and society. This promotes critical thinking. In addition we work to increase*

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students' knowledge of cultural diversity to prepare students for a diverse world. Our goals meet with Ferris' goals of quality hands on education that is applied, supports career development, life-enhancing, involves collaboration, and critical thinking. Our teaching engages students in collaboration and promotes an ethical community.

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

- The Sociology curriculum (consider our recent changes)
 - *Excellent*

 - *High quality*

 - *Excellent*

- Resources
 - *Fair—Need at least two new tenure track positions, and more support for our new curriculum development.*

 - *High quality*

 - *Very Good.*

- Admissions standards
 - *Adequate*

 - *As it should be*

 - *Good.*

- Degree of commitment by the administration to the Sociology program
 - *Unsatisfactory—As noted above, certain important fundamental resources, such as an adequate number of full-time tenured and tenure-track faculty positions, are lacking. This prevents the program from growing in any meaningful way.*

 - *Low. There is a lack of investment in faculty hiring, and little effort to support our merger with anthropology.*

 - *Poor in the uppermost echelon.*

- The Sociology program's ability to prepare students for graduate school and/or the job market.
 - *Adequate—see results of graduate and employer surveys.*

 - *Grad school: of the highest quality*
 - Job market: adequate for worker citizenship, could be better toward applied positions.*

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**Very good, but we need more faculty.*

- 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.*

**So varied that it is difficult for me to label. Because our major is so small this changes quickly.*

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. Andy Karafa, 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.*

**Adequate to awesome*

**The uppermost echelon responds poorly to the effectiveness for the sociology program.*

- Class and teaching schedule arrangements.

** Again, Dr. Karafa has been very effective and accommodating in these regards.*

**Adequate to awesome.*

**We do not have enough faculty.*

- Student access to needed courses and qualified instruction.

**Andy 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.*

** Shifts*

**We do not have enough faculty.*

- Adequate Classroom resources. (Please include suggestions for improvement).

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**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.*

**Classrooms are nice. I recommend world maps in all classes that teach sociology and anthropology.*

**Very good.*

- Adequate preparation for future program needs.

**Andy is doing the best he can here, under very challenging conditions.*

**We do not have adequate faculty to teach courses needed by majors in other fields. Nor do we have the faculty needed to build a major.*

- Other Instructional or Library resources.

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 sociology program does a lot of service for the university and community. Each individual sociologist has a long list of contributions. We participate in service learning, the political engagement project, and teaching communities. We serve on multiple committees, and participate in academic organizations off campus. Through us students are offered a great variety of hands on learning experiences. Yet, we have never really worked together to build our major. Part of this is due to faculty attrition, slowness of administration to respond to our request to merge with anthropology, and that assessment took the front seat. Another part of it is that we didn't make it the priority of the unit. I see a feed back loop here, with a lack of support and lack of priority as interconnected. As a single faculty member I will continue my commitment to the Sociology and Anthropology Student Association. Beyond this, I do not know what I can do to build our program without leadership support.*

In summary, the results of the faculty survey are clear. The Sociology program has a great potential to become very significant, not only in the Department of Social Sciences, but throughout the entire University. The main problem is a lack of tenure-line faculty who can provide consistent support for program continuation and development. This becomes truly ironic when it is realized that the Sociology program is a very low-cost program. It is low-cost in that it does not require specific facilities to be created and maintained. Furthermore, in addition to the teaching of the Sociology curriculum to majors and minors, Sociology faculty contribute greatly to the teaching of courses that fulfill General Education requirements for a majority of Ferris students.

F. Advisory committee perceptions

The Advisory Board for the Sociology Program consists of the following individuals:

- **Bill Melcher**

Bill has been with the Department of Human Services for 25 years; working in DHS management for the past 15 years. Bill earned an MPA (Masters of Public Administration) from Grand Valley State University and has experience working with courts, contract agencies and community resources as well as implementing regional initiatives at DHS. Currently Bill is working on a quality foster parent initiative. His work with Ferris has included serving as a resource for intern placements; working alongside the Office of Diversity on higher education for foster youth; coordinating events on campus; and involving RSO's in the work of the DHS.

- **Donna C. Giuliani**

Donna has her M.A. and is a tenured Associate Professor of Sociology at Delta College. Delta is a community college that serves more than 11,000 students annually and is a charter member of the League for Innovation. Delta collaborates with Ferris State University on several different three-plus-one and two-plus-two degrees. She works most closely with the Criminal Justice three-plus-one students and faculty but routinely has students from other collaborative degree programs in her classes as well.

Currently president of the Michigan Sociological Association, Donna was a past-president of the National Council of State Sociological Associations. Donna is also the new chair of the North Central Sociological Association's Community Colleges Committee. For the past two years she has served on the board of Women's Aid Service, INC, a non-profit that provides domestic violence shelter and sexual assault services to Clare, Gratiot, and Isabella counties. As an originator of the Tombstone Project and an instructor of Sociology of Marriage and Family, Donna has been involved in domestic violence and sexual assault issues as an educator, an advocate, and an activist.

- **Karen Lang/ Krause**

Dr. Karen Lang/Krause is an Associate Professor of Sociology at Saginaw Valley State University. She received her Doctorate degree in Sociology from the University of Denver in 1991, her Masters degree in Sociology from North Dakota University in 1974, and her Bachelor of Science Degree in Sociology-Social Sciences with a Teachers' certification from Moorhead State University in Minnesota in 1972.

Dr. Lang/Krause has taught a wide variety of courses, not only at Saginaw Valley State University, but at several other schools where she held previous teaching positions. Courses taught include "Principles of Sociology", "Social Problems", "Research Methods", "Sociology of Gender", "Environmental

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Sociology”, “Sociology of Aging”, “Sociology of the Family”, “Perspectives on Racial and Ethnic Minorities”, “Social Psychology”, “Sociological Theory”, “Social Stratification”, “Computers in Social Research”, and “Senior Thesis”.

Dr. Lang/Krause has engaged in a substantial amount of research and scholarship throughout her tenure at Saginaw Valley State University. Most notable among her efforts include her participation in two separate Fulbright Hays Summer Seminar Abroad Programs; and her role in developing and administering a community experience and attitudinal survey on Death and Dying, and “end of life services”, at SVSU’s Mid Michigan Social Sciences Teaching/Research Center. In the late 1990’s she also served as a research consultant for the “Gender Specific Program for Female Offenders in the Juvenile Justice System in Bay County, MI.”

Dr. Lang/Krause also is a member of a number of professional organizations, including The American Sociological Association, The Society for Applied Sociology, The Michigan Sociological Association, The Michigan Women’s Studies Association, and The Association of Gerontology in Higher Education”.

Finally, Dr. Lang/Krause has held a variety of positions at SVSU. The most relevant to the Academic Program Review process include her role as Sociology Department Chair, her role as Assessment Officer for the Sociology Department, her role as Chair of the Faculty Association Scholarship Committee, her role as Director of SVSU’s Social Science Teaching And Research Center, her service on Sociology Assessment Committee for General Education, and her position as Sociology Club Advisor.

- **Thomas J. Hogenson**

Thomas Hogenson, RN, currently serves as Executive Director of the Mecosta County Medical Center and as Community Relations Director for MCMC. He is a 1975 graduate of the Ferris State College Nursing Program. He also serves as a Big Rapids City Commissioner and participates both professionally and privately in a number of non-profit and member service organizations and activities.

A survey was administered to the Advisory Board members in order to gain knowledge of their perception of the Sociology program. Part of the survey involved rating six items on a Likert scale where 1 was Strongly Disagree, 2 was Disagree, 3 was Neutral, 4 was Agree, and 5 was Strongly Agree. The following is a recap of the scores for those items.

q1	The Sociology program serves a valuable function at FSU	5
q2	The Sociology program courses are based on a solid and reputable academic foundation	4.25
q3	The Sociology baccalaureate is a quality degree comparable to other baccalaureate degrees in Sociology at similar institutions	4
q4	The Sociology program provides the knowledge and expertise that is needed for successful involvement in relevant professions	

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	in today's job market	4.25
q5	The Sociology faculty have adequate academic credentials and experience	5
q6	The Sociology program has an adequate number of faculty to insure overall program adequacy and effectiveness	2.625

The scores indicate that there is agreement in the areas of quality program and quality faculty. The area where significant improvement is necessary is in the “adequate number of faculty to insure overall program adequacy and effectiveness.” This is a recurring observation that was stated in the last Program Review of 2006. As the following comments will further clarify, the areas noted above that were in the 4 – 4.25 range, also involve the need for additional advanced classes that would more fully round out the Sociology study, as well as provide adequate experience for those majors pursuing employment in today’s job market. Unfortunately, these additional courses cannot be taught without adequate tenure-line faculty members.

q7 What are the strengths and weaknesses of the program?

The curriculum is well-rounded and faculty seems very good and committed, based on working with some on internships and two projects in the community. "Real world" experience continues to be gained by some of the faculty. Internships are followed well by faculty. For its size, I am unaware of weaknesses. It's been my perception that many of the classes offered are populated by non-majors.

The strengths of the Sociology program include the provision of a sound curriculum and the development of useful assessment procedures to measure the effectiveness of the program. The Sociology department can be commended for providing a strong curriculum that covers the basic foundations for a major in Sociology as well as a sufficient range of electives with a relatively small number of faculty members. In addition to the current objectives for the department, I would suggest that the next step should be to incorporate goals for increasing student’s awareness of diversity issues and globalization processes.

*The strengths of the program are that students participate in applied research, internships, and a capstone project. Few BA programs have this level of application. This program is impressive, on paper, in part because of the two research methods courses and the theory course. Ferris has a reputation for applied degrees/programs, and it seems that the Sociology program nicely lines up with this ethos. If all of the research courses were actually taught by sociologists, this would be a degree that really prepared students to go into Soc. graduate programs. **However, the weakness of this program is that there are not enough Sociology faculty to adequately cover the diversity of courses that this program offers. It would seem that in order for a student to actually move through this program, every class would need to be taken on rotation. Not only does this limit the flexibility of a student’s schedule, but it also limits the connections***

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that faculty and students can make between theory and practice, between the sociological literature and the research. (emphasis added)

It appears that care has been taken to ensure relevance and applicability of the curriculum. Structure and course elements are comprehensive, useful and stimulating. I can perceive no weakness, unless faculty size itself creates scheduling issues.

q8 Do our current course requirements for the major adequately cover the most important areas of Sociology? Should those requirements be increased, decreased, or modified in any way?

I believe the requirements cover the most important areas of Sociology. To interest students in available work with DHS, FSU could offer more human behavior aspects or behavioral testing, structured decision making concepts, investigative steps. These are likely covered in social work and CJ already.

*Traditionally, intro., theory and sociological methods are the cornerstone classes of a BA major. I like the two methods course approach and the senior capstone project. Again, in order for this rigor to be effective, **these courses must be taught by sociologists. The capstone project should be a cumulative learning experience that is shared with classmates through presentation and collaboration.** An independent study project does not adequately push or incentivize students who are being trained to analyze group dynamics. If the capstone cannot be a regular class that includes the above, this requirement should be replaced with an alternative that incentivizes both the faculty member and the students to achieve exemplary (capstone) work.* (emphasis added)

*The basic requirements for the major in Sociology include Introductory Sociology, Sociological Theory, Sociological Methods/Qualitative, Sociological Statistics, and Senior Capstone Project. These requirements are similar to the requirements in similar universities. These courses have been the traditional core curriculum for Sociology majors. More recently, diversity courses and courses dealing with globalization have been added to the core curriculum in Sociology. Many departments have added these courses or have attempted to integrate this subject matter into most courses in the curriculum. **Although the Sociology department at Ferris State includes some diversity courses, such as Gender Roles in Society, Minority Groups in America, and Black Images in Pop Culture, there are no courses that examine intersectionality, such as Race, Class and Gender. Similarly, a course is offered in World Urban Sociology.** However, it is not clear whether globalization issues and perspectives are included in the course. The BA core consists of one COMM course and proficiency in a foreign language through the 200 level. Both of these requirements are commendable. Although many universities no longer require foreign language skills, these skills will become more important in the future as globalization trends continue. Similarly, the development of communication skills is necessary to be competitive in academic and professional pursuits.* (emphasis added)

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From my perspective, they do. In general, practical applications and analysis of actual practice are always informative and timely.

q9 In terms of our more general course offerings, do we offer adequate number and variety of courses? Any missing? Any eliminated?

*There are a number of sources in the curriculum that are valuable to a career with the Dept of Human Services - Child Protection and Foster Care. Indeed, a Sociology degree is a qualifier for DHS. **Adding some human conflict, behavioral testing, study of behavioral continuums might be helpful in sparking an interest in investigations/treatment thru DHS child welfare case management.** I would be happy to visit a class and share an overview of work accomplished at DHS. (emphasis added)*

*Race, class, gender, deviance and social problems are individually addressed in separate courses, which is to be expected. **I did notice that there only seems to be one class topical to major institutions of socialization (Marriage and the Family). I did not notice a Sociology of Religion or a Sociology of Education course, although there are Sociology faculty at Ferris who specialize in these areas.** These are expected courses in BA programs. GEOG 311, SOCY 411 and SOCY 491 are great courses for an applied degree. Some of the other more localized interest courses do not seem to fit this overall applied degree pattern, but perhaps I am misinterpreting the intent to the program. The number and variety of directed electives listed in the catalogue are adequate for a Sociology degree. **However, the course listings in the Fall 2012 schedule are very limited.** (I was not able to access course offering information for any other semester). There were thirteen sections of Introductory Sociology, four sections of Marriage and the Family, and five sections of Minority Groups in America offered. Also offered were The American Community, Gender Roles in Society, Sociological Theory, Health-Illness in Society, Sociology Internship and two levels of Special Studies in Sociology. **In order to build the major, it would be useful to provide all of the core courses every semester.** In the fall semester, only two of the major required courses, Introductory Sociology and Sociological Theory, are offered. Sociological Methods, Sociological Statistics, and the Senior Capstone Project are not offered. **Also important for building the major is the provision of a range of elective courses. The course listings for fall semester 2012 indicate that the department is providing a large number of service courses, such as Introductory Sociology, for the university, while providing only four or five class based electives in the discipline.** (emphasis added)*

The array of courses is impressive. I don't perceive notable gaps, but this is not my expertise.

q10 Do we offer adequate opportunities for student research and/or internship experiences? Any ways to increase or improve upon these opportunities?

I have an experience of one intern at the DHS. The project completed involved interpreting DHS data and was well researched with significant input from the faculty rep. Improvement could only be thru an increase in interested interns.

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If you want to improve the opportunities for Sociology students to do more research, you need more researchers. You need more full-time faculty who like both research and students. It appears that your program consistently offers students opportunities to “do” Sociology, although often in the form of electives. With the capstone project, it looks like Soc. BAs actually need to “try out” Sociology at least once (perhaps more if they are doing actual sociological research in the methods classes). The few faculty that you have seem very committed to giving students experiences at conferences and in the community. Your Soc. department actually brought a professional Sociology conference to FSU, but it is challenging to run a program on the energy of so few people, no matter how committed. (emphasis added)

There are several courses listed in the catalogue for students to pursue research and internships (Sociological Methodology/Qualitative, Senior Capstone, Applied Community Research, and the Sociology Internship). The American Community (taught by the Director of Ferris State’s Community Studies Institute) and Community Studies courses appear to provide a great opportunity for students to acquire research skills and fieldwork experience. ***Research and service learning opportunities could also be incorporated into lower-level classroom-based courses so that students could learn about and develop skills useful for conducting research and/or participating in internships.*** (emphasis added)

Yes. The success of this element hinges on individual student commitment and interest to a great degree, but the program appears to offer a variety of opportunities to deepen students’ understanding and provide insight through performance.

Even though the Advisory Board has not formally met with the Sociology faculty, it is obvious that the members have a keen interest in the program and will be available to help promote the program in the years to come. However, it is equally apparent that the Board members mirror many of the concerns that have previously been expressed in the student, graduate, and faculty surveys. Quite simply, the program will not be able to grow and meet its goals effectively without adequate tenure-line faculty staffing.

Section 3: Program Profile**A. PROFILE OF STUDENTS****1) Student Demographic Profile.**

The following table reflects data of declared majors from August, 2007 through August, 2012.

Term	Gender		Race		Enrollment		MI	Average Age
			Black/ Multi	White	Full Time	Part Time	Resident	
200708	9	5	2	12	14	0	13/14	22
200808	9	3	2	10	10	2	11/12	24
200908	6	1	1	6	6	1	7/7	23
201008	5	3	1	7	7	1	8/8	25
201108	3	5	2	6	8	0	8/8	26
201208	4	5	4	5	8	1	9/9	28

The program has attracted a mix of “traditional” and “non-traditional” college students. The program initially appeared to attract a much greater proportion of women to men, but this has changed in recent years. The most recent data also shows a higher percentage of white students who are mainly from the State of Michigan.

2) Quality of Students.

The following table contains ACT and GPA scores for Sociology graduates from 2007 to the present. It is apparent that Sociology 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.

	ACT			FSU GPA		
	Avg ACT	Min ACT	Max ACT	Avg GPA	Min GPA	Max GPA
2007-2008	21.00	18.00	24.00	3.17	2.78	3.62
2008-2009	24.50	20.00	29.00	3.05	2.22	3.88
2009-2010	22.75	16.00	32.00	3.21	2.21	4.00
2010-2011	21.00	17.00	25.00	3.38	2.80	3.95
2011-2012	26.00	26.00	26.00	3.49	3.49	3.49

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The Sociology curriculum becomes more writing intensive after the introductory course, so the better students also tend to be better prepared writers. Students are advised to take their English 150 and 250 courses seriously and that this work will be important for their success in the overall program.

Again, the numbers are small so it is difficult to conclude much. 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 the 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 the graduates are few, they have been academically successful. Admissions standards have not been instituted 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 students who complete the introductory course prior to becoming majors.

3) Employability of students.

Follow-up efforts with our graduates have not been consistently performed. The program did not do graduate surveys or employ other methods of analysis before the Spring of 2012. To date, seven graduate interviews have been performed. The results of those interviews are included in Section 2 Part A of this program review document. Consequently, the small number of interviewed graduates makes it difficult to formulate relevant trends. Of the seven graduates interviewed, only two sought employment after their Ferris graduation.

It should be noted that reference is often made to graduate school during typical class instruction. This is due, in part, in order to compensate for the general student impression that graduate school is out of reach. However, encouragement and preparation are also provided for other applications of their major. This is done in two ways:

First, 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 Sociology faculty has assisted students in the official creation of a professional Sociology student organization. This organization provides faculty a place to meet students in an informal setting and to provide guidance and encouragement to those students as they formulate their future plans.

B. ENROLLMENT.

1) Anticipated fall enrollment for the program?

We would love to see 20 students enrolled as Sociology majors at the beginning of the 2013 fall semester. We have a total of ten students at the current time who have

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declared a major in Sociology. Unfortunately, this number has not steadily increased as we had hoped. We feel that the economic downturn of the past few years has steered students into fields with more lucrative employment prospects. Also, our continued lack of teaching resources has curtailed our ability to expand our course offerings in ways that would encourage a larger number of 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 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<i>1st Year#</i>			<i>0</i>	<i>1</i>	<i>1</i>	<i>2</i>
1 st SCH			0	16	13	26
<i>Soph #</i>			<i>1</i>	<i>1</i>	<i>1</i>	<i>3</i>
Soph SCH			13	12	13	40
<i>Junior #</i>			<i>3</i>	<i>4</i>	<i>1</i>	<i>1</i>
Junior SCH			38	54	17	13
<i>Senior #</i>			<i>3</i>	<i>2</i>	<i>5</i>	<i>3</i>
Senior SCH			41	25	68	37
<i>Total #</i>	<i>14</i>	<i>12</i>	<i>7</i>	<i>8</i>	<i>8</i>	<i>9</i>
Total SCH			92	107	111	116

The enrollment figures noted above show an interesting trend about which we can be cautiously optimistic. Even though the number of majors has decreased from a high of 14 in 2007, the number of majors is once again increasing. As of the Spring, 2013 there were 13 declared majors in the program. There is every reason to believe that this trend will continue especially if the program staffing needs are addressed. In addition, a concerted advertising campaign on campus would be of great benefit to the program. 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. If consistent and widespread marketing is performed, and if the Sociology program is given the faculty support it needs to grow, there is reason to believe that these numbers could reach at least 20 students within the next two to three years.

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

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 declaration of a Sociology major does not involve a formal application and review process. The majority of the students in the program declare their major after they have been at Ferris for several semesters. They are accepted as majors at that time.

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. It is hoped that with the increased marketing of the program's applied focus; the Community Studies emphasis; and the implementation of new areas of interest such as The Sociology of Disasters, the number of majors could be at least 20 students in two to three years time. In order to fulfill these curriculum changes and enrollment goals, more College and University resources must be invested in the program.

C. 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?

Appropriate program capacity

Faculty: The Sociology program is operating beyond capacity even if one takes into account the small number of majors. There have been three tenure-line faculty in the Sociology unit for the past several years. During the 2012-2013 academic year this number effectively has been reduced to one. Dr. Bonnie Wright is the only tenure-line faculty teaching full time during the current academic year. As of July, 2012, Dr. Thomas Behler assumed the Interim Department Head position for Social Sciences. Dr. Tony Baker was granted a leave of absence in order to become the founding executive director of the newly established Center for Latino Studies in Grand Rapids. To illustrate the seriousness of this situation, in the Fall of 2012, 76% of the Sociology classes were taught by Adjunct Instructors. In the Spring of 2013, the percentage was 79%.

These are astounding statistics. During the past few years this percentage was approximately 45%. This is also part of the reason why our major is not growing as expected. The sociologists' other commitments (the Community Studies Institute and the Political Engagement Project) have reduced the time dedicated to the Sociology program for several of our faculty as well.

The following are verbatim comments made by the advisory panel upon reviewing our program.

- “However, the weakness of this program is that there are not enough sociology faculty to adequately cover the diversity of courses that this program offers. It would seem that in order for a student to actually move through this program, every class would need to be taken on rotation. Not only does this limit the

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flexibility of a student's schedule, but it also limits the connections that faculty and students can make between theory and practice, between the sociological literature and the research."

- "If you want to improve the opportunities for sociology students to do more research, you need more researchers. You need more full-time faculty who like both research and students."
- "In order to build the major, it would be useful to provide all of the core courses every semester. In the fall semester, only two of the major required courses, Introductory Sociology and Sociological Theory, are offered. Sociological Methods, Sociological Statistics, and the Senior Capstone Project are not offered. Also important for building the major is the provision of a range of elective courses. The course listings for fall semester 2012 indicate that the department is providing a large number of service courses, such as Introductory Sociology, for the university, while providing only four or five class based electives in the discipline."

Given these constraints the Sociology unit is still a highly productive area of instruction, at 762.07 SCH/FTE in 2006-2007, and 786.46 in 2011-2012. It also is extremely cost-effective, at \$141.71/SCH (cf. the FSU average of \$188.10/SCH).

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

Accreditation: There is no accrediting body for Sociology.

Physical Resources: The faculty feel comfortable here with the physical resources made available to us. Students also did not find this area lacking. We do feel that a dedicated classroom with a resource cabinet could offer more flexibility and creativity with courses.

Funding: The major limitation found with funding is related to faculty. This limitation has already been stated in various sections of this report. An additional limitation involves the current inability to offer upper level required courses with fewer than fifteen students enrolled. A change in this area would require a commitment to greater flexibility on the part of the university. An increase in the number of student majors would also eventually alleviate this concern.

The Department of Social Sciences, the College of Arts and Sciences, and the University in general have been fairly generous in requests for support of the expansion in "applied activities". Illustrations of this include funding for the Chicago program, the Political Engagement Project, Service Learning Initiative, and occasional support for transportation to research activities in the field. It is hoped that this funding support will continue to grow and become further institutionalized in the future.

D. 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 students who declare a Sociology major typically stay through graduation. We do not 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 up to this point by arranging independent studies. Were it not for the faculty making accommodations in these circumstances, significant delays would have occurred.

E. ACCESS

The Sociology program has maintained a fairly traditional schedule of courses although off-campus and on-line courses are also available to our students. Starting in the Spring of 2007, the Sociology program offered its first mixed delivery class. Since that time our fully on-line and mixed delivery classes have increased to the point of offering an average of between 7 and 8 classes a semester.

				Total Summer Courses Offered
Semester	Mixed Delivery	Fully On-line	Off Campus	
Fall 2006	0	0	0	
Spring 2007	1	0	0	
Summer 2007	1	0	1	7
Fall 2007	0	1	1	
Spring 2008	0	1	0	
Summer 2008	1	0	1	8
Fall 2008	3	4	0	
Spring 2009	4	2	0	
Summer 2009	0	0	0	6
Fall 2009	4	0	1	
	Mixed	Fully	Off	Total

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	Delivery	On-line	Campus	Summer Courses Offered
Semester				
Spring 2011	6	4	0	
Summer 2011	3	0	0	4
Fall 2011	3	4	0	
Spring 2012	6	2	0	
Summer 2012	0	3	0	4
Fall 2012	4	3	1	
Spring 2013	6	2	0	
Summer 2013	0	4	0	4

Our off-campus offerings have been limited to the Traverse City Area and are sporadic at best. Along with increasing the frequency of off-campus offerings, we hope to increase the number of summer courses offered. The above table shows that the summer offerings have, in fact, decreased over the last six years. Again, with a push to increase the number of our majors and minors, as well as a push to increase the number of our fulltime tenure-line faculty, we hope to be able to offer more in the way of summer courses and off-campus courses.

F. CURRICULUM

- 1) **Program requirements. Describe and assess the program-related courses required for graduation.**
- 2.) **Has the program been significantly revised since the last review, and if so, how?**
- 3.) **Are there any curricular or program changes currently in the review process?**
- 4.) **Are there plans to revise the current program within the next three to five years?**

PLEASE REFER TO APPENDIX B for copies of all program course syllabi. The program check sheets have been updated as of August, 2012 and also appear in Appendix B.

In its current form, the Sociology program is designed to concentrate on the acquisition of skills, knowledge and experience. Described here are the core Sociology courses that *all* Sociology majors will need for graduation.

Core Sociology Classes.

Sociology majors are required to complete a total of **30** hours of courses within the Sociology curriculum. They are **not** directed in any way 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 five required core courses: **SOCY 121 Introductory Sociology; SOCY 270 Sociological Theory; SOCY 271 Sociological Methods/Qualitative; SOCY 371 Social Statistics; SOCY 472 Directed Research Experience.**

SOCY 121 – Introductory Sociology

This course studies human behavior as affected by group situations and relationships. It includes a brief study of the scientific method, an examination of culture, and an investigation into the nature of social groups and social institutions. Central to this introductory class is a presentation of the principles and major theoretical perspectives basic for understanding human societies.

SOCY 270 – Sociological Theory

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 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 by preparing the students to understand and do social science research in general. It 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 – Social Statistics

Social Statistics introduces the use of descriptive and inferential statistics in social scientific analysis: measures of central tendency, variability, probability, correlation and

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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. This course is taught in a manner consistent with statistics used in other social sciences, including psychology, economics and political science.

SOCY 472 – Directed Research Experience

This course serves to provide students the opportunity to experience research in sociology hands on. Specifically, students are supervised while working on all aspects of a research project, including its initial development (e.g. literature review), data collection (e.g. running/supervising interviews), data analysis, and the reporting of the research. Students should develop the following knowledge, skills, and/or abilities:

- Demonstrate knowledge of the specific research area (e.g. past research, theories, etc.)
- Integrate various research findings and theoretical approaches
- Provide appropriate data analyses
- Communicate research in an organized manner.

In most cases, the above outcomes will be assessed by evaluating a final product, such as a research paper, research presentation. Progress throughout the semester will typically be assessed via smaller assignments, such as discussions, literature review summaries, etc.

G. 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 surveys (current students and alumni). The reader should note that, in general, conclusions are difficult to draw at this time due to the small numbers of majors and respondents. (N=24) 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
(15)	(7)	(1)	(1)	(0)

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

Excellent	Good	Average	Below Average	Poor
(22)	(1)	(1)	(0)	(0)

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

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Strongly Agree (12)	Agree (12)	Disagree (0)	Strongly Disagree (0)
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The Sociology program prepares students well in the use of the scientific method.

Strongly Agree (3)	Agree (11)	Disagree (2)	Strongly Disagree (1)
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The Sociology program prepares students well in communication skills.

Strongly Agree (4)	Agree (12)	Disagree (1)	Strongly Disagree (0)
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The Sociology program prepares students well in critical thinking.

Strongly Agree (7)	Agree (10)	Disagree (0)	Strongly Disagree (0)
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The Sociology program prepares students well for working and living in a racially diverse society.

Strongly Agree (19)	Agree (5)	Disagree (0)	Strongly Disagree (0)
------------------------	--------------	-----------------	--------------------------

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

Strongly Agree (5)	Agree (17)	Disagree (1)	Strongly Disagree (0)
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As has been indicated previously in our survey results discussions, our students and alumni do view our program and the quality of instruction in a positive light. This is encouraging and we hope to see a continuation of these trends as our numbers grow.

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

The Advisory committee was surveyed in the Spring of 2012. Overall, the review was favorable and the program was viewed as providing a quality education to Ferris students. The following are the average ratings provided through this survey. A rating of 5 is the highest.

Questions 2: Sociology program courses are based

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on a solid and reputable academic foundation	4.25
Question 3: Sociology baccalaureate is a quality degree comparable to other baccalaureate degrees in sociology at similar institutions	4
Question 4: Sociology program provides the knowledge and expertise that is needed for successful involvement in relevant professions in today's job market	4.25
Question 5: The sociology faculty have adequate academic credentials and experience	5

As was indicated previously, we currently have no systematic employer perceptions data. This deficiency will be addressed for the next program review cycle.

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 Community Studies Institute has been persistently creating learning opportunities in the surrounding communities. Tony Baker built upon his relationship with the Urban Life Center in Chicago and was able to take Sociology majors and non-majors to this significant urban center. These excursions occur annually. They not only have become a key part of the Sociology major, but have also impacted other areas of the social sciences department and even the University's Honors Program. Sociology faculty promote service learning; lead workshops at national conferences in teaching pedagogy; and provide leadership roles in the University's endeavors for racial diversity, the American Democracy Project, and the Political Engagement Project.

4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment.

Our faculty members 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.

Tom Behler is 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

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this work to the advantage of the classroom, but also has developed an entire course in disaster studies. Tom spent a year as a Visiting Scientist at the National Center for Atmospheric Research in Boulder, Colorado. While there, he coordinated the Weather and Society * Integrated Studies Program which aims to integrate the social sciences and the meteorological sciences to provide better communication in times of weather emergencies.

Tony Baker developed the Chicago Program, and the Community Studies Institute. He also was a key organizer of the University's Political Engagement Project. He is one of the campus liaisons to Michigan Campus Compact, a service learning advocacy organization. Tony has recently become involved with the Latino community of Grand Rapids and was chosen to serve as the founding executive director of the Center for Latino Studies in Grand Rapids.

Bonnie Wright has been involved with the Political Engagement Project since 2006. She has also been an active participant in the Academic Service Learning community. Bonnie is deeply engaged in student activities such as the MLK planning committee and Tunnel of Oppression, the Tombstone Project dealing with domestic violence, and the Students with Children Program for the University College. Bonnie has also been diligent in bringing to her classroom, the results of her various research projects and sociological endeavors.

5) What efforts have been made to increase the interaction of students with faculty and peers?

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. The Sociology/Anthropology Student Organization (SASO) has also provided numerous opportunities for faculty and students to interact and share ideas. The most recent among these have been the EXODUS CRY program on human trafficking and the aforementioned Tombstone Project dealing with domestic violence. (Please refer to Appendix E for SASO Constitution and event publicity.) The travel and conference opportunities provided through the Community Studies Program have allowed faculty and students to interact in a more informal setting as well.

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

The hands-on and community emphasis of our program encourages and provides numerous opportunities for our students to be representatives of the University in the wider community. We are deeply involved in the efforts of other departments and the broader University to ensure an inclusive pedagogy for all concerned. This is illustrated best by the fact that, in virtually all of our courses and activities, we stress the importance

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of diversity and coming to terms with that diversity as professionals and as engaged citizens.

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 of which we are a part. 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 tenure-line faculty members needs to be increased.

H. 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 G. Thomas Behler, Ph.D.
Professor Anthony Baker, Ph.D.
Associate Professor Bonnie Wright, PhD.

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

Professor G. Thomas Behler, Ph.D.	Merit Promotion 2008
Professor Anthony Baker, Ph.D.	Professor 2011
Associate Professor Bonnie Wright Ph.D.	Associate Professor 2009 Tenure 2011

c) Summarize the professional activities of program faculty since inception or the last program review.

See Attached Vitas, Appendix 1.

2) Workload

a) What is the normal, annualized teaching load in the program or department?

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 at times when courses were needing to be offered, and on occasion when other faculty have been ill.

b) List the activities for which faculty receive release time.

Anthony Baker received .25 FTE annually from 2007-2011 for Sociology Program Coordination

G. Thomas Behler received .25 FTE each semester during 2011-2012 for Sociology Program Coordination

3) Recruitment

a.) 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 2011-2012 academic year, the unit included the following faculty members: two white males, one of whom has a disability, and one female. The two white males were on other assignments during the 2012-2013 academic year.

4) Orientation. Describe and assess the orientation process for new faculty.

New faculty attend a full week of orientation before the start of classes each year. An informal mentor for the new faculty member may be assigned if this is the desire of the new faculty member. There are also numerous training opportunities provided by the Faculty Center for Teaching and Learning in areas that would be of benefit to new teaching faculty.

5) Reward Structure

a) Describe the reward structure in the program/department/college as it relates to program faculty.

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?

In the Department of Social Sciences, 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. It is hoped that these figures will be used as criteria for hiring future Sociology tenure-line faculty. In addition, the market adjustment provisions of the faculty contract are aimed at raising the salary level for senior faculty.

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service?

The Dean's Office in the College of Arts and Sciences distributes faculty development funds to each department. The department also receives funds that can be used for faculty development and other purposes from the EIO office as rewards for off-campus teaching.

d) Is enhancing diversity and inclusion a component of the reward structure?

No, enhancing diversity and inclusion is not a component of the reward structure. However, diversity and inclusion are hallmarks 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.

2012-2013

Full-time Adjunct:

Melissa DeRosia, MA 1.0 FTE both semesters Continuing since 1999
Carole McKenna, PhD 1.25 FTE in Fall, 1.0 FTE in Spring Continuing since 2009
Shahram Parastesh, PhD 1.0 FTE both semesters

Part-time Adjunct:

Kaltum Ahmed, ABD .50 FTE in Fall, 1.0 FTE in Spring
Zane Davidson, MA .25 FTE in Fall, 1.0 FTE in Spring
Min Li, PhD .50 FTE in Fall Continuing Off-Campus Since 2001
Diane Emling PhD .25 FTE in Fall

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Non-tenure track faculty had been very consistent for the last several years. However, most recently, an unusual number of additional adjuncts have been necessary in order to cover the two tenure-line faculty who are in other positions within the University.

**b) What percentage of program courses is taught by the faculty in (a)?
What courses are they teaching?**

In the Fall of 2012, adjunct faculty taught 80% of the Sociology courses offered. In the Spring of 2013, adjunct faculty taught 78% of the Sociology courses offered. Courses taught by adjunct faculty have included: Intro Sociology, Marriage and the Family, Gender Roles in Society, Race and Ethnicity in the US, The Field of Aging, Health-Illness in Society, Social Stratification, and Sociology of Deviant Behavior. As is abundantly evident, we need more tenure track faculty members. We cannot promote and grow a program with over half of our courses being taught by adjunct faculty. We recognize that the higher than normal level of adjunct faculty is due to the reassignment of 2 out of the 3 tenure-line faculty (namely, Tony Baker and Tom Behler). However, even if they were teaching full-time, the percentage of adjunct taught classes would still be 52 % in the fall and 48% in the Spring.

c) Describe the required qualifications (academic and experiential) for faculty listed in (a).

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?

Yes, the use of adjunct faculty is appropriate under certain conditions. However, the long-term, continuation of certain adjunct positions without any promise of their becoming tenure-line positions has been a true detriment to our program. That this situation has existed since 1999 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. ASSESSMENT AND EVALUATION. Describe and evaluate the program's assessment mechanisms

1. List and describe student learning outcomes at the course level.

Although we clearly recognize the importance of developing and assessing course-level learning outcomes, we have not been able to systematically address this issue at the time of this writing. This has been due to the previously-noted fact that we currently only have one full-time tenured faculty member teaching in our program--namely, Dr. Bonnie Wright. Dr. Tony Baker has been serving as the Interim Director for the University's Center For Latino Studies since the Summer of 2012, and will be continuing in this position for the coming academic year. In addition, Dr. Tom Behler's dual roles as Social Sciences Interim Department Head, and Sociology Program Coordinator, have placed severe limitations on his ability to more effectively coordinate these needed assessment efforts. We hope to more adequately address this issue within the next one to two years, especially if changes in our overall staffing situation occur that will provide us with the needed resources to do so.

2. List and describe student learning outcomes at the program level

Refer to information below.

3. Submit a curriculum map and an explanation of how program outcomes are achieved through course curriculum.

Refer to information below.

4. Identify how learning outcomes at the course level are measured.

We have not systematically addressed this issue at this time; however, it is planned to be addressed within the next one to two years.

5. Identify how learning outcomes at the program level are measured.

Refer to information below.

6. Describe how assessment results at the course and program levels have assisted in making decisions about pedagogy, learning outcomes, and other course and/or program level actions.

Although we are clearly only beginning the assessment efforts for our program, it has become extremely clear that these efforts give us much valuable information. They can help us determine whether our courses are meeting both the program and course outcomes that are established and what changes we may need to make should any of our outcomes not be met effectively.

7. List and describe what variables are tracked and why, when assessing the effectiveness of the program.

Refer to information below.

8. Provide trend data for the variables listed in (1.).

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We have not systematically addressed this issue at this time; however, it is planned to be addressed within the next one to two years.

9. Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.

As will be seen in the program major and minor check sheets, the courses required for the degrees relate either directly or indirectly to the four major program goals/outcomes noted below. The assessment data should be able to indicate whether these requirements are appropriate or inappropriate, as more data are gathered and analyzed.

10. Describe how the trend data in (2) is used to assess the extent to which program goals are being met.

Our curriculum and its associated outcomes are at the core of what Sociology, as a discipline, is all about. Do students understand the theoretical perspectives that make up Sociology? Do they know how to conduct and evaluate research that is done in the field? Do students understand core concepts such as inequality, and its effects upon society and its members? Finally, are students able to apply their sociological knowledge to the study of communities and racial/ethnic minorities in everyday life situations?

These are core areas of inquiry within Sociology. If our assessment data do not indicate adequate student performance with regard to these areas of concern, we clearly would need to reexamine what we are doing and how our outcomes might be better achieved. Fortunately, as will be seen below, this does not appear to be the case. In fact, as the data will show, we appear to be successful in achieving and assessing our outcomes, at least on the basic program level

****Unit Assessment Report Program - Sociology (B.A.)**

Mission Statement: Sociology at Ferris is designed to be a Sociology that matters. Through theory, methods and academic coursework combined with community based experiences, students learn skills and receive experience to apply these skills.

Advisory Board/Committee Meetings: Less than once every two years

Next FSU Academic 2012-2013

Accreditation Body: None

College: CAS

Outcomes

Program - Sociology (B.A.) - Outcome #1 - Students will apply quantitative and/or qualitative social science methods of inquiry by conducting sociological research with an expectation that solutions to social problems exist within careful, persistent and objective scientific research.

Start Date:

05/09/2011

End Date:

05/07/2012

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Outcome Status:

Active

Means of Assessment & Criteria for Success / Tasks**Assessment Method:**

Research Project - SOCY 121 Grade

Criterion for Success:

80% of students will get a C or better

Results

05/14/2012 - 94% of students got a C or better
(N=479)

Classification: Criterion Met

Action: 1 - No Action Required

Means of Assessment & Criteria for Success / Tasks**Assessment Method:**

Course Grade - Sociological Methods SOCY 271

Criterion for Success:

80% of students will achieve a C or better

Results

05/14/2012 - 94% of students achieve a C or better (N=33)
Cross-listed as SSCI 310

Classification: Criterion Met

Action: 1 - No Action Required

Program - Sociology (B.A.) - **Outcome #2** - Students will apply the major theoretical perspectives of sociology (functionalism, conflict theory and symbolic interactionism) to social issues of concern and changing structures of society and will articulate this analysis in writing and/or field settings

Outcome Types: Learning

Start Date:

05/09/2011

End Date:

05/07/2012

Outcome Status:

Active

Means of Assessment & Criteria for Success / Tasks**Assessment Method:**

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Individual or group project in SOCY 121

Criterion for Success:

80% of students will achieve a C or better

Results

05/14/2012 - 92% of students achieved a C or better (N=883)

Classification: Criterion Met

Action: 1 - No Action Required

Means of Assessment & Criteria for Success / Tasks

Assessment Method:

Course grade - SOCY 270

Criterion for Success:

80% of students will achieve a C or better

Results

05/14/2012 - 72% of students achieved a C or better (N=18)

Classification: Criterion Not Met

Action: 2 - Pending Action

Action & Follow-Up

05/14/2012 - Will monitor future course offerings for additional student data and will review course materials/assessment strategies to determine if they are contributing to the shortfall.

Program - Sociology (B.A.) - **Outcome #3** - Students will apply research skills and theory to demonstrate more extensive expertise in the specialty areas of race/ethnic relations and/or community studies

Outcome Types:

Learning

Start Date:

05/09/2011

End Date:

05/07/2012

Outcome Status:

Active

Means of Assessment & Criteria for Success / Tasks

Assessment Method:

Final Course Grade Senior Capstone Project SOCY 472

Assessment Method Category:

Written Product (essay, research paper, journal, newsletter, etc.)

Criterion for Success:

80% of students will achieve a C or better

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Note: no data was available for this outcome due to the fact that SOCY 472 has not been regularly offered.

Program - Sociology (B.A.) - **Outcome #4** - Students will take the role of the other in analyzing various forms of inequality and their implications for both the individual and society.

Outcome Types:

Learning

Start Date:

05/09/2011

End Date:

05/07/2012

Outcome Status:

Active

Means of Assessment & Criteria for Success / Tasks

Assessment Method:

SOCY 121 Research Project

Criterion for Success:

80% of students will achieve a C or better

Results

05/14/2012 - 92% of students achieved a C or better (N=765)

Classification: Criterion Met

Action: 1 - No Action Required

Means of Assessment & Criteria for Success / Tasks

Assessment Method:

SOCY 270 Research Project

Assessment Method Category: Project/Model/Invention

Criterion for Success:

80% of students will achieve a C or better

Results

05/14/2012 - 72% of students achieved a C or better (N=18)

Classification: Criterion Not Met

Action: 2 - Pending Action

Action & Follow-Up

05/14/2012 - Will monitor future course offerings for additional student data and will review course materials/assessment strategies to determine if they are contributing to the shortfall.

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SOCIOLOGY PROGRAM CURRICULUM MAPPING

Outcome	SOCY REQUIRED COURSES				
	SOCY 121	SOCY 270	SOCY 271	SOCY 371	SOCY 472 (now 480)
1. Students will apply quantitative and/or qualitative social science methods of inquiry by conducting sociological research with an expectation that solutions to social problems exist within careful, persistent and objective scientific research.	I/A	R	M/A	M/A	M/A
2. Students will apply the major theoretical perspectives of sociology (functionalism, conflict theory and symbolic interactionism) to social issues of concern, and changing structures of society and will articulate this analysis in writing and/or field settings.	I/A	M/A	R	R	M/A
3. Students will apply research skills and theory to demonstrate more extensive expertise in the specialty areas of race/ethnic relations and/or community studies.	I/A	R	M/A	R	M/A
4. Students will take the role of the other in analyzing various forms of inequality and their implications for both the individual and society.	I/A	R	R	R	M/A

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

Section 3

Outcome	SOCY Directed Electives Part I					
	SOCY 122	SOCY 190 (now 141)	SOCY 225	SOCY 230	SOCY 242	SOCY 340
1. Students will apply quantitative and/or qualitative social science methods of inquiry by conducting sociological research with an expectation that solutions to social problems exist within careful, persistent and objective scientific research.	I	I	R	R	R	R
2. Students will apply the major theoretical perspectives of sociology (functionalism, conflict theory and symbolic interactionism) to social issues of concern, and changing structures of society and will articulate this analysis in writing and/or field settings.	I	I	R	R	R	R
3. Students will apply research skills and theory to demonstrate more extensive expertise in the specialty areas of race/ethnic relations and/or community studies.	I	I	R	R	R	R
4. Students will take the role of the other in analyzing various forms of inequality and their implications for both the individual and society.	I	I	M	M	M	M

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

Section 3

Outcome	SOCY Directed Electives Part II					
	SOCY 341	SOCY 344	SOCY 345	SOCY 347	SOCY 350	SOCY 361
1. Students will apply quantitative and/or qualitative social science methods of inquiry by conducting sociological research with an expectation that solutions to social problems exist within careful, persistent and objective scientific research.	R	R	R	R	R	R
2. Students will apply the major theoretical perspectives of sociology (functionalism, conflict theory and symbolic interactionism) to social issues of concern, and changing structures of society and will articulate this analysis in writing and/or field settings.	R	R	R	R	R	R
3. Students will apply research skills and theory to demonstrate more extensive expertise in the specialty areas of race/ethnic relations and/or community studies.	R	R	R	R	R	R
4. Students will take the role of the other in analyzing various forms of inequality and their implications for both the individual and society.	M	M	M	R	R	R

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

Section 3

	SOCY Directed Electives Part III				
Outcome	SOCY 373	SOCY 411	SOCY 443	SOCY 450	SOCY 491
1. Students will apply quantitative and/or qualitative social science methods of inquiry by conducting sociological research with an expectation that solutions to social problems exist within careful, persistent and objective scientific research.	R	M	R	R	M/A
2. Students will apply the major theoretical perspectives of sociology (functionalism, conflict theory and symbolic interactionism) to social issues of concern, and changing structures of society and will articulate this analysis in writing and/or field settings.	R	R	R	R	M/A
3. Students will apply research skills and theory to demonstrate more extensive expertise in the specialty areas of race/ethnic relations and/or community studies.	R	M	R	R	M/A
4. Students will take the role of the other in analyzing various forms of inequality and their implications for both the individual and society.	R	R	M	R	M/A

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

J. 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.

All of the Sociology courses with the exception of Sociological Theory, Sociological Meth/Qualitative, Sociological Statistics, Sociology Capstone Course and Sociology Internship 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 the addition of only five 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.

K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. Submit Institutional Research and Testing data. Comment on the data.

As stated above in Section C1, the Sociology unit is a highly productive area of instruction, at 762.07 SCH/FTE in 2006-2007 and 786.46 in 2011-2012. (cf. the FSU average of 454.51 SCH/FTE). It also is extremely cost-effective, at \$141.71/SCH (cf. the FSU average of \$188.10/SCH).

It is obvious from the data above, that the Sociology faculty is highly productive for Ferris State University. In fact, it is evident that our productivity has increased significantly over the past few years, and we have every reason to believe that these trends will continue into the future.

L. ADMINISTRATION EFFECTIVENESS

1) Discuss the adequacy of administrative and clerical support for the program.

The faculty have more or less accepted their role in providing their own clerical support, syllabi typing, etc. Increases in available technology have assisted in the completion of these duties. However this does not mean that our jobs could not be made easier with sustained clerical support. Many tasks such as management of class schedules; assisting with student registration; processing travel request; and other related areas of concern take numerous hours of faculty time which could better be spent on instruction.

2) Are the program and/or department run in an efficient manner? Please explain.

It is felt that, especially in light of our on-going staff shortages, the Sociology program is run as efficiently as can be expected. We hope that additional tenure-line faculty and possibly clerical support will allow us to become even more efficient in the future.

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 when the interest dictates.

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 report. For the most part students have been able to get the courses that are required and that interest them. However the reduced number of faculty has made it increasingly difficult to offer these courses in a timely manner. Often students must wait for future semesters or request that the required course be performed as an independent study. It is our sincere hope that this situation is alleviated within the near future.

Section 4: Facilities and equipment

A. INSTRUCTIONAL ENVIRONMENT

- 1.) Are current classrooms, lab, and technology adequate?**
- 2.) How does the condition of current facilities impact program delivery?**
- 3.) Describe the program's projected needs.**
- 4.) Describe current plans for facilities improvements/status?**
- 5.) Describe how proposed changes or improvements would enhance program delivery.**

Classrooms – Traditional

Currently the faculty have nearly full use and access to two classrooms in the Starr Building, STR 324 and STR 223. Other classrooms are provided as needed. Faculty have made use of Computer labs and rooms in F.L.I.T.E. when needed. Andy Karafa (former department head) and Tom Behler, department head, have 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 for both STR 324 and STR 223.

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, perhaps STR 324, 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.

Community. We spend quite a bit of time visiting communities outside of the classroom. Travel to Grand Rapids, Idlewild, Chicago, and Detroit 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 is beginning to be prohibitive and with a projected growth in the number of majors this will become an even greater problem.

Research Space. F.L.I.T.E. has been useful in providing provisional spaces with computer labs and interviewing rooms for our student research endeavors in the Applied Community Research course. If our program begins to grow more quickly, we will soon need a more dedicated space and some investment in software, such as qualitative data analysis.

B. COMPUTER ACCESS AND AVAILABILITY

- 1.) Identify the computing resources allocated to the program.**
- 2.) Discuss how these resources are used.**
- 3.) Discuss the adequacy of these resources and identify needed additional resources.**
- 4.) Does an acquisition plan to address these needs currently exist?**
- 5.) Discuss the efficacy of online services.**
- 6.) Discuss the adequacy of computer support.**

The classroom technology needs appear to be adequately met. As stated above, both classrooms have the necessary technological equipment to provide for classroom instruction. However, the increased emphasis on applied research and the expectation that our program will expand, may require additional software investment in the near future. These software demands will arise with updated and improved research and statistical programs.

With regard to on-line computer services, it appears that our needs are being met for the most part; however, there have been some issues with the latest Blackboard course delivery system and we are hopeful that these will be resolved in future semesters.

There are concerns with the quality and timeliness of TAC computer support; however, these concerns are broader, University-wide concerns which go well beyond the scope of this discussion.

C. OTHER INSTRUCTIONAL TECHNOLOGY

- 1.) Identify other types of instructional technology allocated/available.**
- 2.) Discuss how these resources are used.**
- 3.) Discuss the adequacy of the resources and identify additional needs.**
- 4.) Does an acquisition plan to address these needs currently exist?**
- 5.) Discuss the impact of adequacy of other types of instructional technology resources.**

The faculty do not find the purchase of other resources to be necessary at this time. The primary instructional resources, other than computers, are the Museum, the transportation issues and also flexible scheduling of classrooms.

We anticipate future needs for the advancement of applied research, but at this time these needs have not been specifically identified. As we grow, resource needs will increase. We feel comfortable that these needs will be met within the current framework for requesting and allocating resources.

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

- 1.) Discuss the adequacy of the print/electronic/other resources.**
- 2.) Discuss the service and instruction availability provided by FLITE.**
- 3.) Discuss the impact of the budget allocation provided by FLITE.**

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.

Section 5: Conclusions

A. RELATIONSHIP TO FSU MISSION (AND DISTINCTIVENESS)

The introductory paragraphs of Section 1 state 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 members 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 is an applied hands-on program. It provides students with real-world arenas within which they can learn how to apply the basic principles and methods of the field

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 consists of the wide variety of learning opportunities afforded Ferris State University students. Our applied nature of these learning opportunities will not only benefit our students, but also will be beneficial to the broader community as a whole.

D. ENROLLMENT

Our enrollment numbers have historically been low. However, this does not need to continue to be the case. We strongly believe that with increased tenure-line staffing and more systematic advertising and recruitment efforts at all levels of the University, significant growth in enrollment can occur within a relatively short period of time. We would like nothing more than to see this become a reality by the time of our next Academic Program Review.

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 in developing solutions to society's problems. Our students range from average to above average 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 their acquisition of 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. 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.

Many of the students will go straight into careers related to social service delivery, state and local governments, or business or other agencies.

F. QUALITY OF CURRICULUM AND INSTRUCTION

Our current curriculum has a persistent focus of applying or "doing" Sociology. This is evident even in our beginning introductory courses. Our curriculum expects students to observe the usefulness of Sociology, and will provide the graduate with extensive experience and skills that are 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 board.

G. COMPOSITION AND QUALITY OF THE FACULTY

We are very fortunate to have the quality and diversity of professionals that currently exist within our staff. As stated many times here, this is an engaged faculty which 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 be successful, we must an increased University investment in our faculty.

H. FUTURE DIRECTIONS

We currently are pursuing two possible directions for the Sociology program. These are outlined briefly below.

First, we would like to implement a merger between the current Sociology and Anthropology programs within the Social Sciences Department. This has been discussed at various levels over the past few years and preparations are now being made to submit a formal merger proposal in this regard.

PLEASE REFER TO APPENDIX C for a rough draft of this proposal.

A Sociology/Anthropology program merger will not only broaden the exposure of Sociology to students with a wide variety of interests, but also will allow for increased staffing in the areas of Sociology and Anthropology. This increased staffing should ease the time and resource constraints on the current Sociology faculty to at least some degree.

Second, in addition to combining the Sociology and Anthropology programs into a new consolidated major, discussions have begun with Rick Kurtz, Dean of the College Of Arts and Sciences, and Andy Karafa, Associate Dean of the College Of Arts and Sciences regarding some other ways to revamp our Sociology major. These efforts have centered on the idea of consolidating Sociology with our Political Science, Anthropology, and Geography programs. The Sociology faculty have viewed this consolidation approach as an exciting possibility, especially in terms of how this consolidated program might become a center piece for the newly-envisioned School Of Culture And Heritage on the broader University level.

Talks regarding these latter two innovative possibilities began during the Spring, 2013 semester, and will continue throughout the next academic year. We look forward to these deliberations, and see them as representing a beginning step in providing even more exciting possibilities for our program in the years to come.

VITA
DR. G. THOMAS BEHLER, JR.

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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

Weather and Society Integrated Studies
The Sociology of Disasters and Emergency Preparedness
The Sociology of Disability
Social Gerontology
Marriage and Family
Race and Ethnic Relations

Appendix A – Curriculum Vitae

Courses Taught / Prepared

Introduction to Sociology
The Sociology of Disasters and Emergency Preparedness
Marriage and the Family
The Field of Aging
Social Deviance
Criminology
Communities: Rural and Urban
Social Psychology
History and Theory of Social Thought
Juvenile Delinquency
Introduction to Social Work
Sociological Research Methods
Social Problems
The Sociology of the Handicapped
Senior Seminar in Sociology and Psychology
Futuristics
The History of World Civilizations I and II

Academic and Research Experience

7/2012 – present Interim Department Head, Department of Social Sciences
8/1999 - present Professor of Sociology,
8/1993 - 8/1999 Associate Professor
9/1990- 8/1993 Assistant Professor
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 Sociology Of Disasters And
Emergency Preparedness; Marriage and the Family; The Field of
Aging; Criminology; Social Problems; and The Sociology of the
Handicapped.
The position also involves other standard responsibilities such as
student advisement, and participation on Department / College /
University committees.

8/2009-7/2010 Visiting Scientist
National Center for Atmospheric Research/
Research Applications Laboratory
Boulder, Colorado
Coordinated the Weather and Society * Integrated Studies
(WAS*IS) Program as part of the Societal Impacts Program (SIP).
Duties included planning and implementing workshops;
promoting the program at professional meetings, on-line and
through other mechanisms; and conducting/ organizing webinars.

Appendix A – Curriculum Vitae

Academic and Research Experience (continued)

- 8/1985 - 7/1990 Assistant Professor of Sociology,
Psychology/Sociology Department,
Olivet College
- 1982 - 1985 Visiting Instructor, Department of Sociology,
Moravian College
- 1981 - 1982 University Fellow, 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

- Elected Coordinator - Sociology Curriculum Unit 2011 – present, 1994 - 1996
- Active participant in FSU Academic Service Learning Project 2010 – present
- Appointed Member, FSU Emergency Response Team 2007 – present
- Active participant in FSU Political Engagement Project (PEP) 2007 – present
- Appointed Second Tier ICS Responder and ARES/RACES Advisor, FSU Emergency Response Team 2005 – present
- Appointed Member - Ferris State University Liaison Committee for Students With Disabilities 1992 - present
- Appointed member of subcommittee on Adaptive Technology 1998 – present.
- Appointed member of Professional Development Subcommittee 1998 - present
- Elected member of numerous Personal Tenure Committees for new tenure-track faculty 1999 – present
- Invited Outside Faculty Reviewer, Department of Social Sciences, Social Work Student Portfolios 1995 – present

Appendix A – Curriculum Vitae

Elected Member - Ferris State University, Department of Social Sciences Faculty Development Committee 1990 - present. Chair 1992 - 2008

Academic Appointments/ Committee Work (continued)

Departmentally Elected Member - College of Arts and Sciences Faculty Support and Development Committee 2006 – 2009, 2001 – 2003, 1991 -- 1997. Chair 2002 – 2003, 1993 – 1994

Appointed Faculty Co-Chair, Presidential Security Infrastructure Assessment Team For Large Scale University Incidents 2007 – 2008

Elected Member - Department of Social Sciences Tenure Executive Committee 2004 - 2008, 1995 - 1998. Chair 2006 – 2008, 1997 – 1998

Appointed Member, Tenure Track Geography Faculty Search Committee 2004 – 2006

Appointed alternate representative for people with disabilities, Ferris State University Mainframe Computer Upgrade Committee 2002 – 2004

Appointed Faculty Participant - Ferris State University, Structured Learning Assistance Project For At-Risk Students 1994 – 2005

Invited Member - Search Committee for Ferris State University, Special Needs Student Counselor 1997

Member - Department of Social Sciences Ad Hoc Committee concerning the formulation of the Human Development Minor 1992 - 1994

Appointed Member - Ferris State University, Ad Hoc ADA Transition Plan Facilities Committee on Starr and ASC Construction 1993 - 1996

Appointed Member - Department of Social Sciences, Social Awareness General Education Outcome Assessment Team 1995 - 1996

Appointed Sociology Unit Representative - Ferris State University, Department of Social Sciences Library Committee 1994 - 1995.

Appointed College of Arts and Sciences Representative - Ferris State University Affirmative Action Council 1992 - 1993

Professional Development / Training Activities

American Red Cross – Fulfilling Our Mission: Translating Your Compassion Into

Appendix A – Curriculum Vitae

Community Action (DSGEN200A), 2008
American Red Cross – Fundamentals of Disaster Assessment (DSIMS200B) 2008
American Red Cross CPR Certification August, 2007
American Red Cross First Aid Certification July, 2006

Professional Development / Training Activities (continued)

Federal Emergency Management Administration courses—
IS 197SP Special Needs Planning Considerations for Service & Support Providers
2009
IS 300 Intermediate ICS for Expanding Incidents 2008
IS 400 Advanced ICS Command and General Staff –Complex Incidents 2008
IS 271 Anticipating Hazardous Weather & Community Risk 2007
IS 800 National Response Plan, and Introduction 2006
IS 200 ICS for single Resources and Initial Action Incidents 2006
IS 100 Introduction to the Incident Command System 2006
IS 700 National Incident Management System and Introduction 2006
IS 2 Are You Ready 1999.

Courses sponsored by Mecosta and Osceola County Emergency Management Offices
Unified Incident Command 2005
Emergency Response To Terrorism 2005

American Radio Relay League on line courses
Emergency Communications Level I 2004
Emergency Communications Level II 2004
Emergency Communications Level III 2005

National Weather Service Enhanced Fujita Scale/Wind Damage Seminar, Central
Michigan University, 2007
Advanced Skywarn Training, Big Rapids, MI 2010
National Weather Service Annual Basic Skywarn Training, Big Rapids, MI 1999 –
present

Michigan State Police Emergency Management Division Training/Workshops
Emergency Planning & Special Needs Population 2009
CERT Train the Trainer 2009
Community Emergency Response Team (CERT) Training 2009
Emergency Management Summit: Before, During and After The Storm 2008
Homeland Security Update 2005
Portable Emergency Field Operations 2003
Emergency Exercise Control/Simulation 2003

Basic Hazardous Materials Awareness Training, Big Rapids, MI 2004

Appendix A – Curriculum Vitae

Michigan Commission For The Blind Computer Training on Windows operating systems, 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-- 2000 – 2004

Sabbatical Leave. Fall, 1996 semester. Home and office computer system upgrade and basic introductory training for Windows and Internet capability

College/University Service Activities

Key organizer National Weather Service StormReady Certification effort, 2009 - present

Presentation on the Social-Psychology of Disasters, FSU Campus Community Emergency Response Team Program 2008 – present

Member of Ferris State University Community Studies Institute 2003 - present

Presentation on the Social and Demographic Aspects of Aging for "Low Vision and Geriatrics" class, Ferris State University College of Optometry 2003 - present

Presentation of FSU Security Infrastructure Assessment Team Summary Report; Moderator for presentation on Severe Weather Threats at FSU Summer University 2008

Invited panelist, FSU Disability Services Office, New Student Transition Seminar 2007

Presentation on Adaptations for the visually Impaired for Psychology 241: Exceptional Children Class, 2006 – 2009

Presentation on Adaptive Technology for FSU Organization for Students with Disabilities 2006

Key organizer and participant for faculty workshop on disability issues, FSU College of Education and Human Services 2006

Presentation on Adaptations for the Visually Impaired for Psychology 365: Cognition and Perception Class 2005 – 2009

Appointed Advisor for Sociology Minor, Department of Social Sciences 2005 – 2009

Phi Kappa Delta Educational Society presentation on Amateur Radio in the Schools 2004

Appendix A – Curriculum Vitae

Invited presenter for New SLA Facilitators Training Workshop on the role and perspective of Faculty in the Ferris State University Structured Learning Assistance Program 2001 - 2002.

Invited lecturer on the social and recreational life of the visually-impaired for Ferris State University Recreation Management Class 2001

Appointed Faculty Advisor for College Of Arts And Sciences Pre-law Students 1999 – 2005

Invited panelist, Ferris State University Fall Professional Orientation Program, Disability Services Office. Panel on "Strategies for working with students with disabilities." 1998 - 2001

College/University Service Activities (continued)

Invited Participant, Ferris State University, Freshman Year Experience Faculty Orientation Panel on Structured Learning Assistance 1995

Invited discussion facilitator for Dr. Martin Luther King, Jr. Day observance, Big Rapids High School 1994

Member of The Ferris Seminar, Ferris State University 1992 – 1997

Guest speaker for Ferris Cable 7 TV Productions "Impressions" Documentaries 1990 and 1991

Guest lecturer for Wesley House Luncheon Series, "The Last Lecture" 1991

Community Service Activities

Appointed Mecosta County RACES Officer, Radio Amateur Civil Emergency Service 2011 – present, 2003 - 2009

Appointed Mecosta County Emergency Coordinator for the Amateur Radio Emergency Service 2011 – present, 2003 - present

Appointed member Mecosta County Emergency Management Volunteer Coordination Team 2011 - present

Appointed member Michigan Region Six Homeland Security Governing Board, Citizen Preparedness Subcommittee, Special Needs Task Force 2011 - present

Appendix A – Curriculum Vitae

Appointed Mecosta/Osceola County SKYWARN Amateur Radio Communications Coordinator 2010 - present.

Appointed member Mecosta County Local Emergency Planning Team 2002 – present

Appointed member of Mecosta County Mass Casualty Exercise Design Team 2007

Elementary School classroom demonstration of local and long-distance amateur radio communications, Hillcrest Elementary School, Big Rapids, MI 2002, 2006, 2008

Certified Emergency Operator for the Radio Amateur Civil Emergency Service (RACES)—Federal Emergency Management Administration 1999 - present

Certified Volunteer Examiner for Amateur Radio Licensing Exams 1998 - present

Instructor for beginning amateur radio license classes 1995 - present

Community Service Activities (continued)

Federally licensed amateur radio operator 1994 - present

Member of Big Rapids Area Amateur Radio Club 1994 - present
Elected President of Big Rapids Area Amateur Radio Club 1996 - 2000;
Elected Vice President 2002 – 2003

Member of American Radio Relay League 1994 - present

Assistant Emergency Coordinator, Mecosta County 1998 - 2003

Guest lecturer for a variety of civic, church, and public-school 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.

Appointed Member, Library of Michigan, Library Services and Technology Act Advisory Council 1996 - 2001

Invited Judge, West Central Michigan Area Science Fair, Judged Student Science Projects, Big Rapids, Michigan 1996 - 2000

Appointed member of City Of Big Rapids Dial-A-Ride Local Citizens Advisory Council 1995 – 2000

Appendix A – Curriculum Vitae

Host Parent for Youth For Understanding Foreign Exchange Program 1994 - 1996

Volunteer at RECYCLE MECOSTA, Big Rapids recycling center 1991 - 1995

Appointed representative Big Rapids Dial-A-Ride ADA Demonstration Project Committee dealing with expanded service to elderly and disabled individuals 1992 - 1993

Professional Consultation Activities

Appointed Adaptive Technology Consultant, FSU Disability Services Office for FLITE Adaptive Technology Lab and “My Degree” Program 2010 – present

Appointed community mentor for Significant Opportunities in Atmospheric Research and Science (SOARS) program, University Corporation for Atmospheric Research, 2010.

Chapter manuscript reviewer for: Morss, Rebecca E. “Evaluating societal benefits of a meteorological program: The CALJET and PACJET field experiments.” Weather and Society: Integrated Studies, compendium. 2009.

Professional Consultation Activities (continued)

Invited Social Science consultant, National Weather Service, Revising “Call To Action” Statements in Severe Weather Situations, 2009.

Invited member 2009 Weather and Society * Integrated Studies Workshop Advisory Committee, 2009.

Preparer of Braille Amateur Radio License Exams, American Radio Relay League 2007 – present.

Paid textbook reviewer, Essentials of Sociology, 6th edition, Wadsworth, Inc. 2005

Braille Manuscript reviewer National Weather Service Informational and Safety Pamphlets
1999

Invited consultant on disability-related issues and accommodations for Ferris State University Recreation and Leisure Program Accreditation visit 1999

Invited Consultant/Reviewer - Rowe, Inc. and City of Big Rapids Zoning and Subdivision Control Ordinance 1997

Appendix A – Curriculum Vitae

Manuscript Reviewer - Journal of Health and Human Resources Administration, Special Issue on Disability Studies 1992

Professional/ Academic Achievements

Nominee for Ferris State University Academic Senate Distinguished Teacher Award 1999

Olivet College Faculty Service Award 1990

Outstanding Young Man of America , 1987

The Doctors Peggy and Gordon Riethmiller Faculty Scholarship Award 1987

Timothy M. Breidegam Moravian College Service Award Nominee 1983

Alpha Kappa Delta Society 1980 - present

Professional Affiliations

Michigan Sociological Association, 1990 - present

Society for Disability Studies, 1991 - 2005

American Sociological Association, 1985 - 2000

Publications

“StormReady Comes to The Classroom” paper co-authored with Ferris State University Student, Weather and Society Watch. Volume 4, Number 3, April, 2010, pp. 3, 12.

“Can You See What I’m Saying? Some Thoughts on a Modified Basic SKYWARN Training Program for the Blind. Weather and Society Watch. Volume 4, Number 1, October, 2009, pp. 2, 8 – 11.

“Theoretical Perspectives in Modern Sociology as Useful Tools for Meteorological, Hydrological, and Societal Impacts Work.” Weather and Society Watch. Volume 3, Number 2, January 9, 2009, pp. 4, 5, 15.

“Bringing a Sociological Worldview to Weather and Society * Integrated Studies (WAS*IS) Work.” Weather and Society Watch. Volume 3, Number 1, October 30, 2008, pp. 3, 9, 11.

“Role of Blind Volunteers in Emergency Management and Response”. The REACTer.

Appendix A – Curriculum Vitae

September – October, 2007.

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 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, MI 1994.

"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.

"Columbia and the Garden City Idea" Masters Thesis, Rutgers University, New Brunswick, New Jersey, 1980.

"The Development and Assessment of Bilingual-Bicultural Education for Puerto Rican Americans in Elementary Schools" Honors Thesis, Moravian College, Bethlehem, Pennsylvania, 1975.

Conferences / Paper Presentations

" Basic Radio Operations." FSU Summer University, June 2011.

Appendix A – Curriculum Vitae

“Can You See What I’m Saying: Some Thoughts On An Enhanced SKYWARN Training Program for the Visually Impaired.” National Severe Weather Workshop, Norman, Oklahoma, March, 2011.

“The Weather and Society Integrated Studies (WAS*IS) Program: Yesterday, Today, and Tomorrow” – Fifth Symposium on Policy and Socioeconomic Research, American Meteorological Society Annual Meeting, Atlanta, GA, January, 2010.

Attended Michigan Citizen’s Core Annual Conference, Traverse City, MI December 2010.

Invited participant panel on National Weather Service SKYWARN Spotter Program. National Severe Weather Workshop, Norman, Oklahoma, March 2009.

Invited participant 2008 and 2009 Summer WAS*IS Workshop, Boulder, Colorado.

Workshop presentations:

“The Sociological View Of The World As Applied To WAS*IS Work.”

“The Major Theoretical Perspectives in Sociology As Applied to WAS*IS Work.”

“Don’t Tell Me It Can’t Be Done,” presentation on adaptive technology and FSU Sociology of Disasters class, Annual World-Wide Amateur Radio Operators’ Convention, Dayton, Ohio, 2008.

Conferences / Paper Presentations (continued)

“The Nuclear Accident at Three Mile Island: Its Effect on a Local Community”, FSU Sociology 271: Qualitative Methods class 2006; and FSU Sociology 344: World Urban Sociology class 2003.

Attended the 2002 Annual meeting of the Michigan Sociological Association, Ferris State University 2002.

Attended the Annual World-Wide Amateur Radio Operators’ Convention, Dayton, Ohio 2002, 2005, 2008.

Attended the 10th Annual Conference of the Society for Disability Studies, Minneapolis, Minnesota 1997. Participated in a roundtable concerning disability in academia.

Attended the 9th Annual Conference of the Society for Disability Studies, Washington, DC.1996.

Attended the 49th Annual Conference of the President's Committee on Employment of People with Disabilities, Detroit, MI. 1996.

Attended the Equity In The Classroom Conference, Novi, MI. 1996.

Appendix A – Curriculum Vitae

Attended the Equity In The Classroom Conference, Lansing, MI. 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, 1994.

"The Disability Subculture as a Mediating Structure: Theoretical Rationale and Public Implications". Seventh Annual Conference of the Society for Disability Studies, Rockville, Maryland, 1994. Also presented at the Fifth Annual Conference of the Society for Disability Studies, Rockville, Maryland, 1992.

"The Disability Subculture as a Mediating Structure: Theoretical Rationale and Public Policy Implications". Ferris State University Seminar, 1994.

"Disability Simulations As A Teaching Tool: Some Ethical Issues and Implications". Fourth Annual Conference of the Society for Disability Studies, Oakland, California, 1991.

"The Nuclear Accident at Three Mile Island: Its Effect on a Local Community", Big Rapids Rotary Club, 1991.

"The Nuclear Accident at Three Mile Island: Its Effect on a Local Community", Ferris State University Seminar, 1991.

BONNIE WRIGHT

Curriculum Vitae

OFFICE

Department of Social Sciences
Ferris State University
Arts and Sciences Building #2090
Big Rapids, MI 49307
(616) 773-0063 (cell)

EDUCATION

May 2003

Ph.D. Sociology
Wayne State University
Dissertation Title:
Experiencing God: An Ethnographic Analysis of Pentecostal Worship, Race and Place

May 1992

M.A. Sociology
Central Michigan University
Thesis Title:
Going in Where Women Come Out: An Ethnographic Analysis of Lesbian Bars

May 1986

B.S. Anthropology major, Sociology Minor
Central Michigan University

TEACHING, SERVICE, AND RESEARCH INTERESTS

Social Inequality/Social Justice, Race-Ethnic Studies, Gender, and Social Research Methods

POSITIONS HELD AND COURSES TAUGHT

- 2006-present Associate Professor, Ferris State University, Department of Social Science
Community Studies, Criminology, Introduction to Sociology, Marriage and the Family, Minority Groups in America, Social Science Research Methods, Sociological Theory, and Sociology of Gender Roles
- 2005-2006 Visiting Assistant Professor, Ferris State University, Department of Social Sciences
Introduction to Sociology, Marriage and the Family, and Minority Groups in America, Sociology of Gender Roles
- 2004-2003 Visiting Assistant Professor, Central Michigan University, Department of Sociology, Anthropology, and Social Work

Appendix A – Curriculum Vitae

- Deviance, Introduction to Sociology, Race and Ethnicity, and Social Problems*
- 1999-2003 Research Assistant for Dean Young, Wayne State University, College of Urban, Labor, and Metropolitan Affairs
- 1996-1999 Graduate Teaching Assistant & Part-time Instructor
Department of Sociology, Wayne State University, Detroit, MI.
Introduction to Sociology, and Social Problems

SCHOLARLY AND PROFESSIONAL ACTIVITIES

Learning Communities and Training

2009-present. Participant in the “Academic Service Learning Community” organized by Wendy Samuels and Dennise Mitten.

2008. Participant in the “Inquiries in Teaching and Learning.” Learning community organized by Todd Stanislav.

2006-present. Participant in the Political Engagement Project at Ferris State University.

2005, Fall. Audited Geographic Information Systems for the Social Sciences at Ferris State University for research and teaching purposes.

Community Engagement

2011-2012. I am the external member of Aquinas ‘ Institutional Review Board. As part of this, I attended a conference on research ethics in April 2012.

2012. I took Community Studies Students on a field trip to the Saginaw Chippewa Reservation, and Detroit.

2011. Students in Introduction to Sociology collected data on elders and elder care givers.

2012-2010. I am a member of the university collaboratives’ Student with Parent’s Association’s board.

2008-2010. I teach the research process in Social Science Research Methods through participation in real research for community partners.

- 2010. Assessed the needs of student parents at Ferris and their use of the Students with Children Program for the University College.
- 2009. Collected and analyzed data on Ferris’ inclusivity of racial minority faculty for the Diversity and Inclusion Office, and on the special needs of students who have dependent children for the University College.

Appendix A – Curriculum Vitae

- 2008-2009. Conducted research for the Great Start Collaborative of Mecosta County. Data was collected in Fall 2008 in the research methods class, entered into an SPSS program in the Spring of 2009, and analyzed in the summer of 2009. Throughout the year, I participated in their monthly meetings.

2006-2008. I conducted research on racial segregation in Detroit Michigan with Dr. Meral Topcu of Psychology and two Ferris State University student interns: Micala Evans and Deanna Evanzo. We presented our research at several conferences

Professional Associations

Michigan Sociological Association, Board member from 2006-present, 2008-2009 Conference Chair, 2009-2010 President

Society for the Study of Symbolic Interactionism, Member

North Central Michigan Sociological Association, Member

Presentations

2012. "Reflections on Representations of Elders and Eldercaregivers." Michigan Sociological Association. Grand Rapids, MI.

2012. "Varieties of Religious Rituals Eliciting Financial Gifts." Society for the Study of Symbolic Interactionism. Denver, Co.

2011. "Integrating Research and Academic Service Learning." Society for the Study of Social Problems. Las Vegas, Nevada.

2011. "Racial Segregation at the Borders: A Local Order Analysis." Society for the Study of Symbolic Interactionism," Las Vegas, Nevada.

2011. "Long-term Elder Care Panel" Michigan Sociological Association. Grand Rapids, MI.

2011. "Intersections: Race, Sex, Class." Organizer for the session at Michigan Sociological Association. Grand Rapids, MI.

2009. "Studying Community and Diversity." Session Chair at the Michigan Sociological Association's Annual Meeting in Big Rapids, MI.

2009. "A Qualitative Evaluation of Social Awareness Outcomes in Community Studies," Scholarship of Teaching and Learning Conference, Eastern Michigan University, Ypsilanti, MI.

2008. "Race, Place and Life Chances." Session Chair at the Midwest Sociological Society's annual meeting in St. Louis, Missouri.

Appendix A – Curriculum Vitae

2008. “Issues of Security at the Grosse Pointe Park/Detroit Border.” Co-presenting with student Deanna Evanzo at the Midwest Sociological Society’s annual meeting in St. Louis, Missouri.

2007. “The Political Engagement Project at Ferris State University.” Session Chair at the Michigan Sociological Association’s annual meeting in Lansing, Michigan.

2007. “Using Technology to Create Diverse Classrooms.” Michigan Sociological Association’s annual meeting in Lansing, Michigan.

2007. “At the Borders: A photo Essay of Racial Segregation in Metropolitan Detroit.” North Central Sociological Association. Chicago, IL.

2006. “Socially Constructing the Theory of Individualization and Group Membership: A Challenge to the Premise of Rational Choice Theory.” Association for the Sociology of Religion. Montreal, Quebec.

2005. “Implications for an Ethnomethodological Analysis of Religious Ritual.” International Institute for Ethnomethodology and Conversational Analysis Conference. Waltham, MA.

2004. “Producing Legitimate Expressions of the Spirit in the Context of Racial Integration.” ASA. San Francisco, CA.

2003. “An Ethnomethodological Analysis of Offering Rituals at Two Pentecostal Churches.” International Institute for Ethnomethodology and Conversation Analysis. Manchester, U.K.

2002. “Idealized Visions of Race Relations and Economic Participation at Two Assemblies of God Churches.” Society for the Scientific Study of Religion. Salt Lake City, Utah.

2001. Discussant at “Author Meets Critic: Larry T. Reynolds’ *Self-Analytical Sociology: Essays and Explorations in the Reflexive Mode.*” Michigan Sociological Association, Saginaw Valley College, Saginaw, MI

2000. “Cultural Components of Altered States of Consciousness” Research Day, the College of Nursing. Wayne State University, Detroit, MI

2000. “Focus Groups and Ethnography.” Society for the Study of Symbolic Interaction, St. Petersburg, FL

1998. “Pentecostal Religious Experience.” North Central Sociological Association. Indianapolis, IN.

Appendix A – Curriculum Vitae

1993. Discussant for a Session on “Marxist Theory,” Organized by Larry T. Reynolds
Mid-Western Sociological Association. Chicago, IL

1993. “Androgynous Gender Construction in a Lesbian Community.”
American Anthropological Association. WI.

1992. “Going in Where Women Come Out: An Ethnographic Analysis of Lesbian
Relations Within and Beyond the ‘Gay Bar.’” North Central Sociological Association.
Fort Wayne, IN.

Publications

Book Chapter

2006. Wright, Bonnie and Anne Warfield Rawls. “Speaking in Tongues: A Dialectic of
Faith and Practice.” Pages 249-284 in Warren S. Goldstein ed. *Marx, Critical Theory,
and Religion: A Critique of Rational Choice*. Leiden, NL: Brill Academic Publishers.

Peer Reviewed Articles

2005. Wright, Bonnie. “Discerning the Spirit’ in the Context of Racial Integration and
Conflict in Two Assemblies of God Churches.” *The Journal for the Theory of Social
Behavior*. December, 34 (4): 413-435.

2005. Wright, Bonnie and Anne Warfield Rawls. “The Dialectics of Practice and Belief:
Religious Process as Practice.” *Critical Sociology* Volume 31: 185-209.

Book Reviews

2005. Wright, Bonnie. “Handbook of Symbolic Interactionism.” Nancy Herman and
Larry Reynolds, *Michigan Sociological Review*.

1992. Wright, Bonnie and Heidi Gottfried. “Doing It the Hard Way: Investigations of
Gender and Technology, by Sally Hacker.” Dorothy E. Smith and Susan Turner, eds.
Contemporary Sociology.

Awards/Grants

2012. Received a Ferris Foundation Grant to build 12 events, such as field
trips and speakers, into my Qualitative Methods class, and to video these
classes in preparation for publication in a web-version of Introduction to
Sociology in the summer of 2013.

FERRIS STATE UNIVERSITY SERVICE ACTIVITY

2010.-2012 I brought the Tombstone Project from Delta College to Ferris State
University. The project raised awareness of domestic violence and promoted proactive
responses to domestic violence. Tombstones bearing the stories of Michigan casualties to
domestic violence were place on the quad to raise awareness. A panel of Ferris
professionals presented on proactive responses to domestic violence.

Appendix A – Curriculum Vitae

2009. Organized and hosted a Michigan Sociological Association conference at Ferris State in November, with the theme: “Engaging Diverse Communities in Economic Crisis.”

2009-12. Chair of the College of Arts and Sciences’ Diversity Committee.

2009-12. Member of the University’s Social Awareness/Race and Ethnicity Committee.

2009. Video taped the story of my participation in the learning community “Inquiries in Teaching and Learning.”

2009. Reader at the Faculty in-service celebration of Martin Luther King.

2008-2009. Co-Chair of the University’s Martin Luther King Planning Committee

2008-2009. Member of the College of Arts and Sciences’ Diversity Committee.

2008. Presented on the use of technology in the classroom for a teaching and learning conference at Ferris State University.

2007. Trained as a facilitator for the Jim Crow Museum.

2007-2009. Member of The Development Committee for the Social Sciences.

2006-2007. Outside Adviser for Social Work portfolio presentations: Angela Stieg 2006 and Nathan Groenevelt and Brian Weemhoff 2007.

2006, Fall. Guest speaker in Tony Baker’s methods class.

2006-present. Advisor for the student sociology and anthropology organization at Ferris State University. This has involved taking student to the Midwestern Sociological Society’s conference in 2007 and 2008, and to the North Central Sociological Association and Michigan Sociological Association in 2009.

2006, Winter. Worked as an actor in the “Vagina Monologues.” The play was organized by Ferris State Students, faculty, and staff. Proceeds went to local women’s organizations.

2006, Winter. Participated in Ferris State University’s Martin Luther King events as a reader of an editorial during the faculty development program, and as a discussion panel member for a showing of the movie “Crash.”

2005, October, 26. Spoke on White Privilege, as a panel member in a program titled “Dive into Diversity,” for a student organization in a dormitory lobby at Ferris State University.

Appendix A – Curriculum Vitae

TONY D. BAKER, Ph.D. VITA

Home:

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Office:

FERRIS STATE UNIVERSITY DEPARTMENT OF SOCIAL SCIENCES
820 CAMPUS DRIVE
BIG RAPIDS, MI49307
Telephone 231-591-2753

EDUCATION

Ph.D. Sociology. University of Illinois at Chicago. 1995. Major Areas: Urban and Community Sociology, Race and Ethnicity, Social Movements.

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.

MA Sociology, University of Illinois at Chicago. 1989. Religion. BA Sociology, Religion. Anderson University, Anderson, IN. 1985.
Professional Experience Ferris State University Big Rapids, Michigan August 1998 to Current

Professor:

Courses include: Introduction to Sociology, Urban Sociology, Inequality, Minority Groups in America, Community Studies, Applied Community Research, Marriage and the Family, American Communities

Sociology Program Coordinator 2005 - 2011
Community Studies Institute

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, Instructor, Internship Coordinator: May 1990 to December 1997

Appendix A – Curriculum Vitae

Responsibilities included curriculum development, teaching, coordinating internships, student teaching placements and maintaining an active research agenda.

Great Cities Institute
University of Illinois at Chicago
Chicago, Illinois

Research Assistant: January 1995 to May 1995.
Assisted with research project on the Empowerment Zone process, using focus groups.

Sociology Department University of Illinois at Chicago Chicago, Illinois
Teaching Assistant: January 1986 to December 1992

Recent Professional Development Activities:

Leadership Grand Rapids: Chosen as one of select young leaders in Grand Rapids for year long professional development and partnership with other leaders through the Center for Community Leadership, Grand Rapids Chamber of Commerce. Supported by Ferris, Grand Rapids. 2011 - 2012.

Hispanic Association of Colleges and Universities. Attended fall 2011 conference to develop strategies for Ferris' initiative to better serve area Latino communities.

National Conference on Race and Ethnicity in Higher Education, Summer 2011.
Attended with a contingent of Ferris faculty and staff to consider strategies of outreach, retention and improved racial campus climate.

Sample Collaborative Research and Public Work:

Grand Rapids Latin American Film Festival: Ferris representative to group to present festival in Spring of 2012.

For Mid Michigan Community Action Agency: Community Needs Assessment 2009 for Mecosta, Osceola, Clare, Gladwin, Bay and Midland Counties.

With Department of Human Services, Mecosta County, Research analysis of youth aging out of foster care. This is a collaborative project with sociology and criminal justice students. Spring 2008, Community collaborator: William Melcher

With Mecosta-Osceola Intermediate School District, "Community Infrastructure Needs for Early Childhood In Mecosta-Osceola County" Provided technical assistance in gathering, analyzing and presentation of data.
Karen Schneider, Community Collaborator. January 2006- Fall 2007.

Grand Rapids Public Museum
Consultant and Evaluator, January 2005- November 2006

Appendix A – Curriculum Vitae

Assisted in the creation and evaluation of educational materials for K-12 programs and public programs on experiences of diverse ethnic groups in Grand Rapids for the upcoming "Peoples of this Place" exhibit.

Community Collaborators: Chris Carron, Paula Goungapay

"Campus Audit of Civic Engagement at Ferris State University." With Mike Berghoef and students of Applied Community Research Class. Spring 2005.

For Grand Rapids Fair Housing Center: As a volunteer research consultant, designed and implemented a survey of impediments to fair housing in Kent County, Michigan. Summer 2003- Summer 2004. Community Collaborator: Nancy Haynes

Selected Research, Paper Presentations and Lectures

"Them and Us: Lessons from the Jim Crow Museum for Latino Youth", at Latin Americans United for Progress. Holland, MI. November 2011.

"Impact of Latino Immigration on Michigan Communities" Ferris State University. October, 2011

"Overcoming Boundaries": Introduction to joint summer project with Ferris and Hispanic Center of West Michigan to 40 youth of summer Believe 2 Become. Grand Rapids, MI. June 2011.

"Positive Contributions of Latino Immigrants", Panel Discussion, October, 2010. Political Engagement Project Outcomes and the 2008 Election. 2008 American Democracy Project meetings. Baltimore, June 2009.

Racial Imagery and social service delivery in a Latino Community: Lessons from the Jim Crow Museum. Latino Social Work Conference. Chicago. April 2009.

2008 Election Participation of Ferris State University students and the Political Engagement Project. Michigan Campus Compact- Service Learning Conference. Grand Rapids, MI. March 2009

"Them and Us": Understanding and overcoming the consequences of imaginary boundaries. Part of Jim Crow Museum exhibition at Fountain Street Church. Grand Rapids, MI. March 2009

"A Sociologist Runs for the School Board: Reflections of a candidacy" North Central Sociology Association. Detroit. April 2009

"A Sociologist Runs for the School Board: Reflections of a candidacy" Michigan Sociology Association. Muskegon, MI. October 2008

Public Policy and the 2008 Presidential Elections: Panel Discussion. Michigan Sociology

Appendix A – Curriculum Vitae

Association.. Muskegon, MI. October 2008

"Political Education and Sociology: Teaching sociology across disciplines" Michigan Sociological Association, October, 2007

"The Ferris model of Politically Engaged Education", American Democracy Project meetings, Philadelphia, June 2007.

"The Community as Classroom" Michigan Sociological Association, Central Michigan University. October 2006

"Engaging the Community in the Classroom" 2006 Spring Learning Institute, Ferris State University, April 2006

"Using the Jim Crow Museum in teaching the Social Sciences" Equity Conference, Lansing Michigan, April 2006

"Ghosts of Jim Crow: In the Home and in the City", With Susan Morris, University of Michigan, Presented to the University of Michigan, Dearborn and the New Detroit Committee, February, 2006.

"Geography as the new Jim Crow", Aquinas College of Extended Learning, Grand Rapids, January 2006

"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.

"Latino Communities of Chicago" Tour for Urban Life Center Annual Colloquium, Chicago, IL. Summer, 2003.

"Urban Sprawl in Grand Rapids: A Sociological Perspective" with Don Roy and Renato Cerdena. Faculty Colloquium. Ferris State University. October 2001.

Appendix A – Curriculum Vitae

Transformations in Race Stratification in the Aftermath of Wisconsin Steel Works Closing. Interviews with former steel mill workers, archival data and statistical analysis of the impact of a steel mill closing in a racially stratified community.

"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.

Ferris State University, Representative and Committee Work
Ferris Hispanic Center Exploration - With Mike Berghoef and Fritz Erickson, Fall 2011

Social Awareness Committee, Fall 2002 to Present. Meral Topcu, Chair. HLC Criterion 5 Committee, Summer 2008 to Spring 2009
Sociology Faculty Search Committees: Spring 2007 and Spring 2008

Personal Tenure Committee Chair: Bonnie Wright, Fall 2007 to Fall 2011

Campus Alerts and Racial Sensitivity; Ad Hoc committee, Leroy Wright Chairperson. Fall 2007

Ferris representative to Hispanic Universities and Colleges conference, October 2007 and October 2011. Presented follow-up report to University Diversity Office

Search Committee, Social Sciences Department Head, Fall 2007- Spring 2008

Michigan Sociological Association, Board of Directors, Fall 2006- Fall 2008

New York Times Political Engagement Project Representative, 2006-2009

Political Engagement Project, Co-director with Richard Griffin. May 2006- June 2009

Organizer of Brown v. Board of Education SO'h Anniversary, Spring 2005

Race, Ethnicity and Gender Committee, Fall 2005 to Spring 2009

Academic Senate: Academic Policy and Standards Committee, Fall 2006

College of Arts and Sciences Planning Committee, Fall 2004 to 2009. American Democracy Project Steering Committee, Fall 2004 to 2009.
Ad Hoc Committee for developing Masters in Social Work, Fall 2004 to Spring 2005
Gerald Mathews, Chair.

Campus Representative- Michigan Campus Compact, January, 2004 to Spring 2008.
Academic Senate Diversity Committee, Fall 2002 to Spring 2004. Sandra Alspach,

Appendix A – Curriculum Vitae

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.

Awards:

Carnegie/AASCU PEP Fellow, September 2009

Service-Learning Educator of the Year, Michigan Campus Compact, February, 2008

Team Award, Martin Luther King week Activities with Minority Student Affairs

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.

Public Boards and Community Involvements:

Grand Rapids Public Schools Board Member, Elected May 2008 for one year term and May 2009 to four year term

Extended Learning Opportunities Board Member, Summer 2008 to Present. Coalition of youth programs in Grand Rapids Metropolitan Area.

Grand Rapids Youth Master Plan Steering Committee, Summer 2008 to Summer 2010.

Great Start Collaborative Board Member, Mecosta-Osceola Counties, Fall 2006 to 2009.

VITAE: Carole Rose McKenna

Personal Information

Carole R. McKenna
525 Bailey Drive
Big Rapids, MI 49307

Cell Phone: 231 287 0479
Home Phone: 231 629-8351
Email: mckennc3@ferris.edu

Education

Ph D. Justice Studies and Social Inquiry, Arizona State University, 2008
M. A. Sociology/Social Justice, Central Michigan University, 1996
B. S. Sociology, Central Michigan University, 1993
A. A. North Central Michigan College, 1991

Academic Employment History

2009-Present Visiting Assistant Professor Sociology Ferris State University (FSU)
2008-09 Associate Faculty, School of Justice and Social Inquiry (SJSI), Arizona State University (ASU)
2007-08 Visiting Assistant Professor, Sociology and Anthropology Department, Montana State University (MSU)
2005-06 Instructor, SJSI, Arizona State University
2004-05 Research Associate, SJSI, ASU
2004-05 Teacher Associate, SJSI, ASU
1996-97 Academic Liaison, North Central Michigan College (NCMC)
1995-97 Adjunct Faculty, Sociology, NCMC

Awards and Certifications

2009 Student Affairs Recognition Award, Arizona State University (ASU)
2007 Nominated for the Distinguished Achievement in Scholarship, Research, and Leadership: Faculty Women's Association (FWA)
2007 Graduate and Professional Student Association (GPSA) Dissertation Research Scholarship
2005 Teaching Excellence Award, Sigma Chi
2004-2008 Arizona State JSSI Fellowship Ph D. Program
2003-2008 Certified College Instructor (Arizona)
1997 Best Master Thesis in Sociology, Central Michigan University (CMU)
1997 The Bernard N. Meltzer Scholarship, (CMU)
1993 Summa Cum Laude, (CMU)

Publications

Book

2009. McKenna, Carole R. Militarism: Power Arrangements between Wives, Soldiers, and The Military-Industrial-Service Complex. Saarbrucken Germany: VDM Verlag

Articles

- 2010 McKenna, Carole R. “Canadian and American Cultures of Militarism: Coping Mechanisms in a Military-Industrial-Service-Complex.” *TOPIA: Canadian Journal of Cultural Studies*. Number 23-24: 77-99
2007. McKenna, Carole R. “Political Speeches” in *Encyclopedia of Activism and Social Justice*. CA: SAGE Publications.
2007. “The Just War Tradition.” *PeaceVoice*. <http://peacevoice.info/2007/06/just-war-tradition-by-carole-mckenna.html>.
13 June.
2006. McKenna, Carole R. and Joao Salm. “State Sanctioned Torture and its Effect on Canadian and American Relations.” *Journal of the Institute of Justice and International Studies*.” 6: 215-232

Dissertation

2008. McKenna, Carole R. Militarism: Micro-Macro Power Arrangements between Wives, Soldiers, and The Military-Industrial-Service Complex. Dissertation. AZ: Arizona State University.

Thesis

1996. The Battering of Women: A Military Perspective. Thesis. MI: Central Michigan University.

Work in Progress

- 2012 Theories of War

Conferences

- Lilly Conference. “Evidence Based Teaching & Learning.” 2012. Traverse City, MI.
SOTL Academy. 2012. The 4th Annual Scholarship of Teaching & Learning Academy.
“Collaborative Engagement.” Grand Rapids MI
- Saginaw Valley State University Equity in Education Through Partnerships and Collaboration. 2012. Saginaw MI
- Equity Within the Classroom Conference. 2011. “The Changing Face of America: Helping Michigan Compete.” Michigan Technological University. Houghton, MI
- Great Lakes Conference on Teaching & Learning. 2011. “Greater Expectations: Thriving in an Age of Uncertainty.” Mt. Pleasant, MI
- Lilly Conference. “Brain-Based Learning & Teaching.” 2011. Traverse City, MI
SOTL Academy. 2011. Teaching Innovation. Eastern Michigan University. Ypsilanti, MI
- American Sociological Association Conference. 2010. “Toward a Sociology of Citizenship.” Atlanta, GA.

Conferences (cont.)

- Equity Within the Classroom Conference. 2010. “Creating Inclusive Classrooms at Ferris State University.” Oakland University. Rochester MI.
- GRCC Great Teachers Seminar. 2010. “Teaching Excellence.” Whitehall, MI
- GRCC Peace Conference. 2010. “Conflict Resolution: Challenges, Successes, and Failures of Supranational and International Organizations.” Grand Rapids, MI
- Lilly Conference. 2010. College and University Teaching & Learning. Traverse City, MI
- Michigan Sociological Association. 2010. “Learning to Teach Sociology as a Lifelong Process.” Delta College, Bay City, MI.
- Society for the Study of Symbolic Interaction. 2009. “Militarism: Politicizing Coping Mechanisms.” San Francisco, CA
- SOTL Academy. 2010. “Taking a Closer Look.” Eastern Michigan University. Ypsilanti, MI.
- Critical Criminology & Justice Studies Mini-Conference. 2009. “Unconstitutional Religion.” San Diego State University, San Diego, CA.
- Ferris State University New Faculty Transition Program. 2009-2010. Big Rapids MI.
- Lilly Conference. 2009. College and University Teaching & Learning. Traverse City, MI.
- Michigan Sociological Association. 2009. “The Role of Public Sociology.” Ferris State University. Big Rapids MI.
- SOTL Academy. 2009. Scholarship of Teaching and Learning. Traverse City, MI.
- Pacific Sociological Association Conference. 2008. The Messiness of Human Social Life: Complexity, Contradiction, Tension, and Ambiguity. “Patterns of Inclusion and the Micro-Macro Power Arrangements between the Military spouse and the Military Institution. Portland, OR.
- Historical Social Science Conference. 2007. “Patterns of Inclusion and the Micro-Macro power arrangements between the Military spouse and the Military Institution.” Binghamton University, Binghamton, NY
- 9th Annual Chicago Ethnography Conference. 2007. “Patterns of Inclusion and the Micro-Macro power arrangements between the Military spouse and the Military Institution.” Loyola University, Chicago, IL
- Western Social Science Association (WSSA) Conference. 2006. “The Methods of Reading War Rhetoric: The Social Construction of the ‘Enemy’ in US Wars.” Phoenix, AZ.
- Graduates in Earth, Life and Social Sciences (GELSS). 2006. “Qualitative Methodology” Arizona State University, Tempe, AZ
- There Is No Politics without Fantasy: Gender, Sexuality and Cultural Studies in Law Conference. 2006. “The Social Construction of Fear and the Fantasy of Good v. Evil.” Keele University, Staffordshire, UK.
- Canadian-United States Justice Issues: Cross-Border & Global Contexts Conference. 2006. “A Few Bad Apples.”

Public Service and Organizations

Member of the Michigan Sociological Association 2009-2012
Member of the American Sociological Association 2007-2011
Women In International Security, Georgetown University 2009
Co-director of Research Committee: Academic Bill of Rights and Legislation in Arizona. Sponsored by the Arizona Alliance for Peace and Justice 2006
Member of Arizona Alliance of Peace and Justice 2005-2009
Speaker and volunteer for Veterans for Peace and Women in Black 2007
Amnesty International 2008-2009
Human Rights Watch 2008-2009
American Civil Liberties Union 2008-2009

University Service

Social Work Student Portfolio Evaluator. Traverse City, MI Spring 2012
Independent Study. Sociology of Deviance. Spring 2012
Independent Study. Sociology of Health and Illness. Spring 2011
Independent Study. Sociology of Aging. Fall 2010
Independent Study. Sociology of Marriage and Family. Summer 2010
Merrill/Travis Faculty Fellow at Ferris State University 2010-2011
Assisted faculty. “Effective Strategies for Classroom Management” 2010
Facilitator and Presenter. New Faculty Transition Program 2010
Coordinator, Comprehensive Examination Tutorial, Justice Studies and Social Inquiry (JSSI), 2006.
Ph D. Graduate Student Representative: Faculty Meetings (JSSI) 2005-2006
Ph D. Graduate Student Representative: Colloquium 2006- 2007
Graduate and Professional Student Association (GPSA) Assembly Representative 2007

Melissa A. DeRosia
419 Orchard Street
East Lansing, MI 48823
(517) 897-1521
derosim@lcc.edu

EDUCATION

Master of Arts, Sociology, The University of Illinois at Chicago, 1995

Bachelor of Science, Psychology, Central Michigan University, Mt. Pleasant, MI 1991

PROFESSIONAL EXPERIENCE

Visiting Assistant Professor, Sociology Program
Social Science Department,
Ferris State University, 1997-present

Responsibilities: Develop and teach eight to ten courses with three to four different preparations per academic year, construct course outcomes and assessment strategies, prepare lectures, discussions, examinations, and other appropriate in and out of class activities, grade and evaluate students, provide academic advising, attend department and college wide meetings, and meet with students during office hours. For four semesters I co-developed and co-facilitated an integrated learning community with faculty from the English and Criminal Justice programs. My experience includes developing and teaching face-to-face, mixed delivery, and exclusively online courses.

Adjunct Faculty, Sociology Program
Social Sciences Department,
Lansing Community College, 1995-present

Responsibilities: Develop and teach three to six courses per academic year, construct course outcomes and assessment strategies, prepare lectures, discussions, examinations, and other appropriate in and out of class activities, grade and evaluate students, attend department and college wide meetings, and meet with students during office hours. My experience includes developing and teaching face-to-face, Interactive Television, and online courses.

Rotating Faculty Developer, Center for Teaching Excellence (CTE)
Lansing Community College, 2002-present

Responsibilities: Facilitated Small Group Instructional Feedback (SGIF or GIFT) sessions for faculty. Developed and facilitated a series of faculty development workshops which were designed to help faculty assist underprepared students succeed in college. [Sample Teaching Tip](#)

**Crisis Counselor
Gateway Community Services,
East Lansing, MI, 1991-1993**

Responsibilities: Provided counseling and appropriate referrals to parents, teenagers and runaways in crisis, maintained confidential records, annually updated referral resources for Michigan's 83 counties, and participated in regular professional development training.

COURSES DEVELOPED AND TAUGHT

Introduction to Sociology
The Sociology of Marriage and Family
Gender Roles in Society
The Sociology of Deviance
Minority Groups in Society
Social Stratification
Aging in Society

DISTANCE TEACHING EXPERIENCE

Taught four to six online courses each semester, 2002-present, using Blackboard, WebCt, Blackboard Vista and ANGEL online course software

Developed the ITV manual at Lansing Community College in 1998 through the Center for Teaching Excellence for faculty new to teaching ITV courses, and updated it annually through 2007.

Taught Six Interactive Television (ITV) courses, 1997-2000

PROFESSIONAL DEVELOPMENT

Transforming Learning through Teaching Faculty Seminar at Lansing Community College, 2009-2012 ***Presenter**

Equity in the Classroom Conference, Auburn Hills, MI 2009 ***Presenter**

Equity in the Classroom Conference, Big Rapids, MI 2008

Jim Crow Museum Facilitator Training, Big Rapids, MI 2007

National Learning Communities Conference, Bay City, MI, 2006 ***Presenter**

Transformative Learning Conference, East Lansing, MI, 2005

New Faculty Developers Conference, Indianapolis, IN, 2003

National Learning Communities Conference, Indianapolis, IN, 2003

12 Week Faculty Seminar, "Transforming Learning Through Teaching", Lansing Community College, Lansing, MI, 2003

Faculty Evaluation Conference, Kalamazoo, MI, 2003

Great Teaching Seminar, Houghton Lake, MI, 2002

Equity in the Classroom Conference, Mt. Pleasant, MI, 2002

Appendix A – Curriculum Vitae

Michigan Virtual University Online Teaching Certification, Lansing, MI, 2001
Equity in the Classroom Conference, Big Rapids, MI, 2001
Equity in the Classroom Conference, Ypsilanti, MI, 2000

Regular attendance at faculty development workshops offered through Lansing Community College's Center for Teaching Excellence, including:

“Evaluating Student Writing and Providing Feedback”

“Getting Your Class Off to a Great Start”

“Discussion Techniques”

“Lecture Techniques”

“Cooperative Learning Activities”

“Early Semester Student Feedback”

“Program Level Outcomes and Assessment”

Regular attendance at the Lilly Seminar Series through Michigan State University, including:

“The Graphic Syllabus: Communicating Your Course Creatively”

“Promoting Learning through Backwards Course Design”

“Building Tests that Reflect What You Teach and What Students Learn:
The Art and Science of Test Development”

“Evaluating Teaching Performance: New Lessons Learned”

“Harnessing the Power of Hybrid Strategies to Enhance Course
Outcomes”

COLLEGE SERVICE

Facilitator of the Transforming Learning Through Teaching (TLTT) 12 week
faculty seminar at Lansing Community College, 2010 and 2011 [TLTT description](#)

Tour facilitator for the Jim Crow museum at Ferris State University, 2007-present
Professional Development Committee, Ferris State University, 2010-2011

Sociology Faculty in the Criminal Justice Learning Community, Ferris State
University, 2003-2006

Faculty Evaluation Committee, Lansing Community College, 2005

Center for Teaching Excellence Leadership Team, Lansing Community College,
1996-1998

Syllabus for Sociology 121 (section 006)
Introductory Sociology

Spring, 2012; 3 Credit Hours;

Class meets Tuesday and Thursday from 8 – 9:15 a.m. in Starr 324;

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;

Office hours--Monday and Wednesday 3 – 4:15 p.m.; and Tuesday and
Thursday: 12 - 1 p.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 clearly fulfills the GE Social Awareness Foundations requirement. As a result of successfully completing this course, students will be able to:

A. Demonstrate basic knowledge of modern human societies and the major social forces that shape them;

B. Show the ability to engage in rational problem-solving, and effectively express their views on important social issues within the classroom setting; and

C. Show an understanding of the importance of self awareness, honest self examination, and an objective open-minded approach to studying the basic human condition.

The knowledge, skills, and values just described will contribute to students as citizens by helping them become informed about the various realities that shape both their own lives, and the lives of others around them. The course will aid students in their chosen profession by giving them an increased ability to work with others effectively and empathetically in the work world. In general, the course will make students better people by providing them with the tools that will help them more completely understand their lives and the various situations they face by taking them beyond the realm of purely private experience.

Sociology 121 also clearly fulfills the GE Race, Ethnicity, and Gender Issues requirement. As a result of successfully completing this course, students will be able to:

A. Demonstrate 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; and

B. Show an understanding of the harmful effects of prejudice, discrimination, and segregation as experienced by various minorities in our society today.

The knowledge base and skills just described should help students broaden their own personal perspectives on the importance of race, ethnicity, and gender by making them more open-minded individuals who understand 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

C. To foster an understanding of how individuals coordinate their various activities within social groups, social networks, and the broader community

D. To analyze the nature, causes, and control of socially deviant behavior, as well as the consequences of deviance both for the individual and the broader society

E. To describe the nature, causes, and consequences of social inequality, with special emphasis on the unequal distribution of material wealth, power, and prestige in U.S. society by ascribed characteristics (e.g. race, ethnicity, and gender)

F. To investigate the nature of important social institutions, particularly in the U.S., and to develop an understanding of the social forces that lie behind both the maintenance of and changes within these existing institutional arrangements over time

REQUIRED READING:

The main text for this course is: Brinkerhoff, White, Ortega, and Weitz Essentials Of Sociology, Eighth Edition copyright 2011, Wadsworth/Cengage Learning, Inc.

(note: This book is available at the University bookstore.)

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. What is sociology, and what do sociologists do?--Read Brinkerhoff et al: pp. 2--5, 10--16, and 27--29.

TEST 1 WILL OCCUR AT THIS POINT IN THE COURSE.

III. Principles and methods of sociological research--Read Brinkerhoff et al: pp. 16---27.

IV. The most basic building blocks of social order: culture and social structure

A. Culture--Read Brinkerhoff et al: chapter 2.

B. Social structure--Read Brinkerhoff et al: pp. 76--89.

TEST 2 WILL OCCUR AT THIS POINT IN THE COURSE.

V. Social groups: from small groups to complex bureaucratic organizations--Read Brinkerhoff et al: pp. 103--111, and 119--124.

VI. Social networks, voluntary associations, and the broader community--Read Brinkerhoff et al: pp. 111--119.

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. 126---145.

IX. Social inequality

A. Social stratification: Basic concepts, trends, and explanations--Read Brinkerhoff et al: pp. 151--173.

TEST 4 WILL OCCUR AT THIS POINT IN THE COURSE.

B. Category-based inequalities

1. Race and ethnicity--Read Brinkerhoff et al: chapter 8.

2. Gender--Read Brinkerhoff et al: pp. 209--226.

C. Cross-cutting ascribed statuses as reinforcers of social inequality—No reading assignment; will be covered in class.

THE FINAL EXAM FOR THE COURSE IS SCHEDULED FOR THURSDAY: MAY 3 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. This is because 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 a medical excuse or some other official written verification of your problem immediately upon your return to class. In addition, all make-ups must be taken within 2 weeks from the date of the originally-scheduled examination.)

B. A series of required collaborative-learning group exercises, the grades for which will be combined to constitute the remaining 25% 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 collaborative-learning group exercises will be devoted to the goal of

getting everyone actively involved with the dynamics of thinking like sociologists when trying to confront or understand certain aspects of the contemporary social world. The exact nature of, and procedures for conducting each group exercise will be outlined at the time the exercise is assigned.

(note: Make-ups typically will not be given for missed group exercises. Participating 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. If you miss a group exercise class day, you must inform me within 24 hours of the missed class day concerning the problem that prevented you from attending class. The problem or difficulty also will have to be documented via some form of official written verification immediately upon your return to class. In addition, any make-up work must be completed within 1 week from the originally-scheduled exercise.)

C. 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 not missed a single class period for any reason, and therefore have a perfect attendance record, five percentage points will automatically be added to your final course average. I also will consider adding a few additional percentage grade points onto your final course average if your total number of absences is minimal (i.e. two or fewer), but only 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.)

D. Class participation--Class participation and general interest can also help you in terms of your final course grade. I occasionally 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: March 5 mid-term grade reporting deadline as possible. This mid-term grade simply will consist of the average of the grades on any 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; doing homework for other courses during class; or participating in activities that have nothing to do with the course
- D. Using cell phones during class--**ALL CELL PHONES MUST BE TURNED OFF AND PUT AWAY AT THE BEGINNING OF THE CLASS PERIOD.** (Anyone who repeatedly uses a cell phone during class for texting or other purposes will be asked to leave the room.)
- E. **USING IPODS, MP3 PLAYERS, OR LAPTOP COMPUTERS DURING CLASS. ALL SUCH DEVICES MUST BE TURNED OFF AND PUT AWAY AT THE BEGINNING OF THE CLASS PERIOD.**

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(Anyone who repeatedly uses any of these devices will be asked to leave the room. The only exception will be if someone needs to use a laptop computer for note-taking purposes, in which case, permission to do so must be obtained in advance.)

F. 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 313 of the Starr building, or can be contacted by telephone at extension 3057.

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Syllabus for Sociology 225 (section 001) Marriage and the Family; Fall, 2008; 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;
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 clearly fulfills the GE Social Awareness requirement. As a result of successfully completing this course, students will be able to:

- A. Demonstrate basic knowledge of contemporary patterns of marriage and family life and the major social forces that shape them;
- B. Show the ability to engage in rational problem-solving, and effectively express their views on important social issues within the classroom setting; and
- C. Show an understanding of the importance of self awareness, honest self examination, and an objective open-minded approach to studying the basic realities of modern marriage and family life from a sociological perspective.

The knowledge, skills, and values just described will contribute to students as citizens by helping them become informed about the various realities that shape both their own marriage and family relationships, and the relationships of others around them. The course will aid students in their chosen profession by giving them an increased ability to relate to others empathetically in the work place. In general, the course will make students

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better people by providing them with the tools that will help them more completely understand their own marriage and family life and the various situations they face by taking them beyond the realm of purely private experience.

Sociology 225 also clearly fulfills the GE Global Consciousness, and the GE Race, Ethnicity, and/or Gender Issues requirements. As a result of successfully completing this course, students will be able to:

A. Demonstrate 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; and

B. Show an understanding of the importance of studying various alternative marriage and family forms from a relativistic rather than an ethnocentric point of view.

The knowledge base and skills just described should contribute to a broadening of the students' own personal perspectives on marriage and family life by making them more open-minded individuals who truly understand the value of promoting, not undermining, cultural diversity. This open-minded acceptance of cultural diversity will undoubtedly facilitate the effective role performance of students as citizens both personally and professionally.

Specific course objectives:

A. To develop a thorough understanding of the sociological approach to the study of marriage and the family, including major concepts, theoretical ideas, and research findings

B. To explore the nature of marriage and the family as major social institutions, and to develop an appreciation of the multiple marriage and family arrangements that exist both within our society and world-wide

C. To explore the basis of human intimacy and commitment in healthy personal relationships

D. To examine the dynamics that become involved in the development of love relationships, and in the ultimate selection of a marital partner

E. To promote an understanding of the impact of both traditional and modern gender roles on interpersonal relationships within the marriage and family context

F. To investigate the social, psychological, and economic realities associated with modern marriage and family life in an increasingly diverse and changing world

G. To examine the nature, causes, and consequences of

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marital break-up, both for the members of the original family unit, and for the members of any new family units that may be created as a result

REQUIRED READINGS:

A. The main text for this course is: Mary Ann Lamanna and Agnes Riedmann Marriages And Families: Making Choices In A Diverse Society (tenth edition) copyright 2009 by Thomson/Wadsworth Publishing, Inc.

(note: This book is available at the University bookstore, and at Great Lakes Books.)

B. Several E-reserve readings, which will be required for certain specific units of the course. Instructions for accessing these articles will be distributed as soon as the articles are ready for your use.

C. Several class hand-outs, which will be distributed when appropriate for certain designated sections of the course.

D. One appendix to the course textbook, which is available on the internet. To access this appendix, go to:

<http://thomsonedu.com/sociology/lamanna>

Find and click on WADSWORTH on the left navigation bar.

Find and click on SOCIOLOGY on the left navigation bar.

Find and click on MARRIAGE AND FAMILY under the subcategories.

Find Lamanna and Riedmann.

Find the "student" section - click on COMPANION SITE.

To access the appendix, click on "Appendices" from the left navigation bar. You will be ready to download.

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 scan-read Lamanna and Riedmann: chapter 3.

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Also, read the class hand-out entitled "Cultural Tradition And Law Collide In Middle America".

III. Exploring the family: six major theoretical perspectives--Read Lamanna and Riedmann: pp. 22, and 27–36.

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 E-reserve article entitled "But What Do You Mean?".

D. Dating and courtship--Read Lamanna and Riedmann: pp. 208–225, and the "As We Make Choices" box on pp. 226. Also, read the Rosen E-reserve article entitled "New Technologies And Our Feelings: Romance On The Internet".

E. Premarital cohabitation--Read Lamanna and Riedmann: pp. 189–196, and pp. 225--226.

F. Sex before marriage--Read Lamanna and Riedmann: pp. 122--132, and 138--149.

VI. A brief look at two other alternatives to marriage: remaining single, and same-sex couples--
Read Lamanna and Riedmann: pp. 184–186, and 196–204.

TEST 2 WILL OCCUR AT THIS POINT IN THE COURSE.

VII. The institution of marriage: its nature, dynamics, and overall significance

A. The nature of marriage as a basic social institution--Read Lamanna and Riedmann: chapter 7. Also, read the class hand-out article by Jessie Knadler entitled "Is Five Years The New Forever?", and the Kristoff E-reserve article entitled "Who Needs Love! In Japan, Many Couples Don't".

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B. The dynamics and realities of marital adjustment--
Read Lamanna and Riedmann: pp. 226-229.

C. Marital sexual life--Read Lamanna and Riedmann:
pp. 135--138.

1. Extramarital sex: its nature, causes, and
consequences--Read Lamanna and Riedmann: pp. 132--135.

D. The financial side of married life: making and
spending money--Read Lamanna and Riedmann: chapter 12, and
Appendix I entitled "Planning And Managing A Family Budget"
as found on the internet (see D. under "Required Readings"
for internet access instructions).

TEST 3 WILL OCCUR AT THIS POINT IN THE COURSE.

VIII. The process of having children and creating a
family--Read Lamanna and Riedmann: pp. 234-251, pp. 266-
277, and 285--289. Also, read the class hand-out by
Phillip Longman entitled "The Cost Of Children".

IX. Marital break-up: its nature, causes, and consequences
for the overall family unit--Read Lamanna and Riedmann:
chapter 16.

X. Remarriages and step families (to be covered briefly if
time permits)--Read Lamanna and Riedmann: chapter 17.

**THE FINAL EXAM FOR THE COURSE IS TENTATIVELY SCHEDULED FOR
MONDAY: DECEMBER 15 AT 10 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. Four 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, since 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

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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 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 two possible due-dates for this paper. The due-dates are Wednesday: October 22, and Wednesday: November 5. However, if you submit your paper on the Wednesday: October 22 due-date, ten points will automatically be added onto your final paper grade.

(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

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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 theoretical ideas that will be used, and the personal relationship around which the paper will be centered.

2. Concept descriptions: The paper should then contain descriptions for each of the three concepts or theoretical ideas that you plan to use in your analysis.

Each of

these initial descriptions should include a brief definition of the chosen concept or idea (in your own words), and a few remarks concerning the overall significance of that concept or idea to the study of marriage and the family.

3. Concept illustrations: Once the three concepts or ideas have been described adequately, your paper should then attempt to incorporate each of the concepts or ideas into a sociological analysis of your chosen personal relationship. The goal of this analysis simply should be to illustrate how each of the three concepts or theoretical ideas can be applied to your personal relationship in order to help us understand that relationship 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 "personal relationship analysis" must be neatly typed, and must be printed in a minimum of 11-point font. Your paper also 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 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 "Personal Relationship Analysis" paper on

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your chosen due-date:

1. Your paper should be e-mailed to me as a Microsoft Word attachment file, and a hard copy should be provided as well. Your paper will not be graded if either the e-mail or hard copy are missing.; and

2. Both the e-mail and hard copy of your paper should contain a complete title page at the front of the document, which includes your name, the course number, your course section, and the submission date. A paper without a title page also will not be graded.

(Please note: The title page does not count as one of the pages of the actual text of your paper.)

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.

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 27 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.

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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; doing homework for other courses during class; or working with reading material either in print or "on line" that has nothing to do with the course
- D. Using cell phones during class—All cell phones must be turned off at the beginning of the class period. (Anyone who uses a cell phone during class will be asked to leave the room.)
- E. 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 313 of the Starr building, or can be contacted by telephone at extension 3057.

FERRIS STATE UNIVERSITY

Course Syllabus

COURSE NAME: Gender Roles

SOCY 230

Fall 2010

CONTACT INFORMATION

Professor: Melissa DeRosia

Office Hours: Mondays 10 to 11 a.m. and 2-3 p.m. in ASC 2075

Wednesday and Friday 2 to 3 **online** (No office hours on Friday, Sept. 3rd)

Office Phone: (231) 591-5891 (I retrieve messages on Mondays and Wednesdays)

E-MAIL *** preferred method of contact: you must use the FerrisConnect mail system to be assured a timely response

CLASS TIME/LOCATION: Mondays 3:00 to 4:15 in STR 223

COURSE DESCRIPTION:

The study of male and female behavioral patterns in society. Emphasis is on the description and explanation of the male and female experiences in various institutional contexts, and on gender role changes in society. Focuses on gender roles in the United States. Cross-national variations are considered for points of comparison.

METHODS OF INSTRUCTION

This is a hybrid class. Roughly 1/2 of the course instruction is in face-to-face class and 1/2 of it is online. Students are required to be self directed, disciplined, and able to manage their time effectively . If you experience technical difficulties please call 591-4822 for assistance.

REQUIRED TEXTS:

***The Lenses of Gender; Transforming the Debate on Sexual Inequality* by Sandra Lipsits Bem, 1993**

Readings provided by the instructor available as links on ferrisconnect

The Handmaid's Tale by Margaret Atwood, 1985

STUDENT PERFORMANCE OBJECTIVES:

Upon completion of this course, the successful student will be able to:

1. Describe the sociological perspective and the different theoretical strategies within the field of sociology.
2. Articulate the differences between the biological facts of sexual identity and the social construction of gender, gender roles, and sexual inequality.

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3. Discuss the social structure of the U.S. society and understand how this structure impacts gender relations.
4. Analyze the social conditions which differentially influence the life chances of women and men.
5. Identify ways in which individuals can work in the society for social justice.
6. Identify the religious, legal and philosophical doctrines that have historically maintained sex and gender inequality.
7. Explain how social organizations structure behavior and relations among groups in the U.S..
8. Describe cultural variations in what we learn through our socialization process and how socialization impacts our definitions of ourselves and the society around us.
9. Describe and analyze the factors that have sustained and shaped social inequalities between women and men within the U.S. and, to some extent, outside of it.
10. Draw conclusions regarding the applicability of competing theories on issues related to stratification and inequality.
11. Compose papers in response to two or more assigned readings, summarizing the main points and evaluating their significance.

RESPONSIBILITIES OF STUDENT:

Attendance and participation in all class meetings. Students are responsible for knowing *everything* that happens in class and obtaining information from class sessions they miss. If you wish to retrieve assignments that you have submitted to the professor, you must be in class in order to do so (on the day that the assignments are returned). The professor will not return any student work to someone other than that student.

Participation in online class activities using FerrisConnect. You are expected to check your FerrisConnect e-mail **at least** every Monday and Wednesday for important information about the class and will be held accountable for that information. You must use the e-mail through FerrisConnect to communicate with your professor.

The maturity to discuss complex and controversial issues in a professional, thoughtful and respectful manner.

On-time arrival. You are expected to be in class on time. However, you are encouraged and welcome to come to class even if you are late. If you are late, you are expected to quietly and quickly take a seat close to the door.

Completion of all assignments on or before the specified due date. If an extension is granted for an exam, paper or research project, the assignment will lose 10% for each day late. No assignments will be accepted more than 9 days after their original due date! Attendance and discussion board points can't be made-up and will not be accepted late for any credit. **Absolutely no course work will be accepted after week 15 of the course.**

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Respect for other members of the class and the professor both in face to face and online classes. Threatening, intimidating, or inappropriate language or behavior will not be tolerated in this class.

Appropriate classroom behavior. Private conversations, ringing cell phones, pagers, or other electronic devices, or any other disruptions to class should be avoided.

GRADING SYSTEM:

UNIT TESTS:	550 points	55%
TERM PAPER:	200 points	20%
ATTENDANCE/ DISCUSSION BOARDS:	250points	25%
<hr/>	<hr/>	<hr/>
TOTAL	1000 points	100%

GRADING STANDARDS:

A	93-100%	B-	80-82%	D+	68-69%
A-	90-92%	C+	78-79%	D	63-67%
B+	88-89%	C	73-77%	D-	60-62%
B	83-87%	C-	70-72%	F	0-59%

EXPLANATION OF ASSIGNMENTS

Unit tests: Three multiple choice, true/false and/or essay tests covering all material in class including text, videos, lecture, discussion, and handouts.

Term Paper: (5-7 pages in length, double spaced, font size 10 or 12) You are required to complete a paper relating the Leses of Gender text to the novel, required articles and videos in this class. **You are expected to make connections between the concepts from the text and the other materials used in this class.**

Attendance/Discussion Boards: These points are earned by being in class and actively participating in class activities and discussions (including online discussions). Late arrival, lack of participation in discussion, and/or sleeping in class will all result in a loss of attendance points. You will get one free absence (meaning that you will lost no points). There are 130 points for attendance in class and 120 points for the discussion board posts (4 responses worth 30 points each). Students can not make-up missed attendance points and **late discussion board posts will not be accepted for any reason.**

Academic and course policies: My policies on academic dishonesty, cheating, disruptive behavior, plagiarism, withdrawals, incompletes, and all other course and campus policies adhere to Ferris State University guidelines. Academic dishonesty is not tolerated and those students who engage in any form of cheating will be subject to disciplinary action to the fullest extent that is allowed under FSU policies. This may include failing the course and dismissal from the university.

Copyright Statement

Copyright is a form of intellectual property protection granted by Federal statute to original works of authorship fixed in a tangible medium of expression. Protection occurs

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automatically as soon as the work is fixed and does not require publication or registration with the U.S. Copyright Office. Copyright provides the owner with the following exclusive rights in a work: to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly; and to display publicly.

Unless otherwise negotiated, the ownership of the copyright to a student's original work resides with the author. "Student work" is a work produced by a registered student without the use of University funds (other than Student Financial Aid), and is not produced as part of any University employment, or as a result of a sponsored, contracted facilities, or for a commission. Such copyrightable works include papers, computer programs, theses, dissertations, and artistic and musical works.

FERPA Statement

Ferris State University, as consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), recognizes the importance of ensuring the privacy of students' personally identifiable information that is associated with educational records, which include written and digital records, files, documents, course materials, and other records containing information directly related to a student and maintained by the University or a party acting for the University. FERPA gives a student the right to consent to the disclosure of his or her educational records. There are, of course, exceptions to this right, which are described more fully by Ferris' Office of Governmental Relations and General Counsel (see, specifically, <http://www.ferris.edu/htmls/administration/president/generalcounsel/GeneralCounsel/ferpa.htm>). Identifiable student information must not be submitted to turnitin.com when papers are submitted to check for plagiarism.

Make-up Policy: Make-up exams are allowed solely at the discretion of the instructor. If a make up exam is permitted it may be in oral, essay, and/or short answer form. Each individual request for a make-up exam is considered separately, and the request is granted or denied based on the merits of that specific case.

Extra-credit Policy: **IF** extra credit is made available, only those students who have completed all the required work (including attendance in all class meetings and the 4 required discussion board questions) will be eligible to complete the extra credit work. Extra credit can not raise a student's grade more than 1/3rd of a grade point (e.g. B+ to an A-)

COURSE OUTLINE

*** Due to the nature of this mixed delivery (hybrid) class, the course schedule below is tentative. You will be notified of any changes at the earliest possible time. If we are unable to meet in class due to bad weather or any other unforeseen circumstance, I will post an announcement on our homepage that the day's class is canceled as early as possible (no later than 9:00 a.m.). In that event, you will be required to complete the reading on your own any other work online if applicable. Additional readings may be assigned in class or through ferrisconnect e-mail and/or announcements.**

WEEK 1: August 30-September 3

Introduction to course, review of syllabus.

Bem, Preface and Introduction

[Web link reading: Men and Women: No big difference](#)

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WEEK 2: September 6-10 (Labor Day...no face-to-face class meeting this week)

Basic Sociological Concepts and Theory

Web link readings: [A Future without War AND Effects of Prenatal hormones](#)

Discussion question 1 due by 4:15 on September 8th

WEEK 3: September 13-17

Bem, Chapter 2; Biological Essentialism

Web link readings: [If Men could menstruate](#)

WEEK 4: September 20-24

Bem, Chapter 3; Androcentrism

Web link reading: [Gender in Judeo-Christian Tradition](#)

Discussion question 2 due by 4:15 on September 22nd

WEEK 5: September 27-October 1

Unit test 1 in class

Web link reading: [Father roles and The Second Shift](#)

Discussion question 3 due by 4:15 on September 29th

WEEK 6: October 4-8

Bem, Chapter 4; Gender Polarization

WEEK 7: October 11-15

Bem, Chapter 4; Gender Polarization continued (if needed)

Web link readings: [Men in Transition AND Women at Risk](#)

Discussion question 4 due by 4:15 on October 13th

WEEK 8: October 18-22

Bem, Chapter 5; The Construction of Gender Identity

Web link readings: [The Trouble with boys AND Masculinity as Homophobia](#)

Discussion question 5 due by 4:15 on October 20th

WEEK 9: October 25-29

Bem, Chapter 6; Transforming the Debate on Sexual Inequality

Web link readings: [Female Genital Mutilation AND Fertility declines](#)

WEEK 10: November 1-5

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Unit test 2 in class

Web link reading: TBA

Discussion question 6 due by 4:15 on November 3rd

WEEK 11: November 8-12

Video

Discussion question 7 due by 4:15 on November 10th

WEEK 12: November 15-19

Video

Discussion question 8 due by 4:15 on November 17th

WEEK 13: November 22-26

Web link reading: TBA

WEEK 14: November 29-December 3

Video

Term Paper due online by 4:15 on December 1st

WEEK 15: December 6-10

Unit test 3 in class

WEEK 16: December 13-17

Finals week (conferences held)

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SOCY 242 CRM 81277 Sociology of Deviant Behavior Fall 2009

Instructor: Dr. Carole McKenna Email: mckennc3@ferris.edu (first choice)
Room: STARR 223 Days: MWF Time: 10:00-10:50
Office: Arts and Science 2088 Phone 231 591 3611 (last resort)
Office Hours: MWF 11-12 and by appointment

COURSE DESCRIPTION

Sociology is the study of societies, groups of people and their behaviors, and social justice is the foundation of organized societies. However, the concepts of justice and deviance vary from society to society. What is considered deviant in one society is deemed as normal in another. Its meaning, to whom it applies and to what extent its principles are put into practice have been a source of intellectual debate, political conflict and, quite literally, a matter of life and death. Every major and minor religion and belief system has embedded in it some idea of how people should be treated and what is deviant. Every type of government, including monarchy, democracy or dictatorship, enacts a system of law that conforms to its particular notion of what is fair and legal. Every person—man, woman and child—has an innate sense of how justice and fairness applies in society. The concept of social justice and deviance is simultaneously an abstract ideal that guides our actions and a concrete set of activities and outcomes that are a manifestation of that ideal in everyday life.

This course will explore how deviance is constructed by people. The issue of deviance and how it applies to social justice of people is so central to our moral existence, to our individual behavior and to our social, political and economic institutions, it is often deeply contested. Some questions raised around the issues of justice and deviance include: What does justice for all mean? Who defines it? To whom does it apply? What kinds of institutions, norms and practices will best ensure that fairness is applied to all groups of people? How does it apply to deviance? Is it possible to create a system in which justice is universal? Can deviance be universal? The ways in which we answer these questions have profound implications of the social systems that logically follow. These questions will guide us throughout this course.

The topics of study we will discuss will include sociological theory and how it applies to deviance within the economy and economic development; environment and natural resources; technology and information; culture, media; conflict; human rights; gender; race and ethnicity; law and society; social movements, and more.

This course will provide you with a basic grounding in core ideas and debates of historical and contemporary sociological significance. It will draw together scholarship from a number of intellectuals to create a foundation for understanding the broad field of social justice as it applies to deviance. It will also provide you with essential academic skills. From here, you should be able to embark on a course of study that most suits your academic interests and life goals. Hopefully, along the way you will notice that the world

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is full of challenges, but also with people who have the courage to follow their passions and stand with conviction for their principles and ideals. Perhaps you will even be inspired to join their ranks.

The course is divided into the following three parts:

Part I: Social Consciousness and Deviance: Social perceptions do not simply happen. They are obtained through the imagination, creativity and energy of people working towards an end. If there is any social justice in the world it is because someone made an effort to translate an ideal into a set of practices, norms and institutions that would turn that idea into a reality. Deviance is a socially constructed entity. Throughout this course we will encounter leading thinkers and activists who have been or are currently engaged in the pursuit of fairness for people who are labeled deviant. This introductory section challenges us to peer beyond what is apparent, to understand deviance from the perspective of people experiencing injustice and discrimination.

Part II: Theoretical Foundations: This section introduces some core sociological theories and concepts that form the foundation for Western socio-political thought. It is possible to get a sense of the evolution of Western thinking about deviance from these readings. Here we will encounter essential concepts, such as labeling and social constructions, which recur throughout the course. As a comparison and contrast, later sections of the course will incorporate non-Western and indigenous sociological ideas about deviance.

Part III: Deviance, rights, laws and application. Human rights are a key tool for people in the struggle for social justice. This section focuses on various declarations of rights, and the comment and criticism the “rights” approach has provoked. The starting point for this analysis is the global movement for human rights, which took shape in the wake of World War II. What are the practical questions of fairness in socio-economics as it relates to socially constructed deviants? We consider how society reacts to harm to its members through the criminal justice system, and the distribution of wealth and power. The distribution of both punishments and social goods raises serious problems for deviants. The motivating question in this final section is: How do we define deviance and how can we practice fairness within our current law system?

TEXT AND MATERIALS

Zinn, Howard (2007) *A POWER governments cannot suppress*. San Francisco: City Lights.

Access to the internet is critical since we will be using Ferris Connect for materials in lieu of purchasing another text.

COURSE ASSIGNMENTS and GRADES

The course is comprised of three components to assess student learning outcomes:

Course Assignments, Student Responsibilities, and Grades

The course is comprised of three components to assess student learning outcomes:

1) Discussion Board Projects

The Discussion Board is an important aspect of this course. The entries will prepare you for an open forum discourse and debate session in class. It is your responsibility to post substantial and critical (2 or 3) paragraphs relating to the weekly reading assignment and/or vignette. Your paragraphs are to be posted on the “Discussion Board” section of Ferris Connect. The due date for each assignment is noted on either 5 or 6 of this syllabus. Please be sure to analyze the author’s argument and use social theory from lectures and PowerPoint to make your position clear. Your grade for the discussion board is based on the postings and each is worth 20 points. You will be graded on your knowledge and synthesis of the material and your ability to proofread and edit your own work. The Ferris Connect Discussion Board will be closed at midnight on the due date and if you have no submission, 20 points will be deducted from your grade.

2) Presentation

The presentations are learning experiences for the presenters and the audience. The presentation is in lieu of a final exam. It will be drawn from your social activism and explained with theory. The assignment requires participant observation with an activist group. Please decide on an organization or group early in the course so you can follow their activities intermediately throughout the semester. You must confirm your plans by Wednesday 9/30/09. Pay close attention to local areas where vigils, protests, lectures, town hall meetings or some form of activism is taking place. Your observation and participation will help you to gain some experience on how everyday people achieve policy and law changes for your presentation. Detailed instructions and the grading rubric for the presentation will be posted on Ferris Connect later in the semester. In the name of courtesy and respect for each other be sure not to miss class during the presentations. 10 points will be deducted from your attendance grade for each missed audience presentation.

3) Attendance and Class Participation

Lectures and classroom conversations are very important for a complete learning experience in this class. If you will not or cannot attend, please discuss the issue with the instructor at the beginning of the semester. 75% of your grade is based on the discussion board assignments, open forum discourse on those assignments, and attendance. If you are called on and you are absent you will not be able to participate and 10 points will be deducted from your attendance/participation grade.

Home Discussion Board Projects	200 points (10 at 20 points each)
Final Presentation	100 points
Attendance and Participation	<u>100 points</u>
Total	400 points

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A+	385-400
A	374-384
A-	360-373
B+	348-359
B	332-347
B-	320-331
C+	308-319
C	280-307
D	240-279
E	000-239

STUDENT LEARNING OUTCOMES

1. Synthesize reading material and vignettes as demonstrated by their Discussion Board entries.
2. Show evidence of an understanding of social theory as it applies to deviant behavior by participating in class open forum discourse.
3. Demonstrate the ability to self-identify to a particular activism by presenting the data in class.
4. Analyze knowledge of how social class, race, and gender, among others are socially constructed and applied to situations and groups of people differently by classroom discourse and final presentation.
5. Make sense of the resulting treatment of deviant behavior in a social, historical, and cultural framework in small group discussion and classroom interaction.
6. Summarize and critically analyze material through classroom debates and writing Discussion Board entries on sociological concepts with regard to deviance, human rights, economic injustice, the environment, globalization, and some legal components that compel inequality within groups of people.

ETHICS AND COURTESY

Plagiarism is never acceptable in any form because it is deceitful and fraudulent. I encourage you to collaborate, but the result must be presented or written in your own words. While we work together on the discussion board and in class, you will be exposed to ideas and theories that may challenge your own beliefs, understandings, or experiences in society. I appreciate that you may be uncomfortable with some of the material, but you are expected to complete the topics and come to the discussion board ready to share your thoughts, critiques, and questions in a thoughtful and respectful manner. We will sometimes challenge our societal beliefs and assumptions, but we must try to understand the lives and perspectives of those we study.

DISCLAIMER

This syllabus is a tentative plan for the course and likely will be altered, orally or in writing, at my discretion. Course content may also vary from this syllabus to meet the needs of this particular class. It is your responsibility to keep up with the revisions.

COURSE SCHEDULE

A critical analysis of the readings will be prepared in two or three paragraphs and posted on the discussion board by midnight on the specified dates.

❖ **Indicates Discussion Board assignments due by midnight**

Part I: Social Consciousness and Deviance

Mon Aug 31 Introduction – Review Syllabus

- ❖ First discussion board entry on Ferris Connect is **due tomorrow September 1st** (trial run) David Horowitz and Liberal Professors

(parts 1-4)

Wed Sept 2 Lecture and overview

Discussion Board overview trial

Fri Sept 4 Lecture and class discussion

Mon Sept 7 No Class – Labor Day

Wed Sept 9 Guest Speaker Michael Wade, Asst. Director, Multicultural Student Services

- ❖ Tuskegee Airmen – discussion board entry on Ferris Connect due at midnight
- ❖ Theorizing Difference from Multiracial Feminism (Ereserve at FLITE online)

Fri Sept 11 Lecture and discussion board entries.

Mon Sept 14 Lecture and PowerPoint on Social theory and discussion board entries:
Continue open forum on Tuskegee Airmen and the FLITE ereserve Theorizing Differences from Multiracial Feminism

Wed Sept 16 Lecture and class discussion

- ❖ Jim Crow discussion board entry on Ferris Connect due at midnight.

Fri Sept 18 Visit to the Jim Crow Museum

Mon Sept 21 Lecture and group work on social theory, race, gender, and social class drawn

Open forum on Jim Crow Museum and vignette discussion board.

Wed Sept 23 A Power Governments Cannot Suppress (APGGS) Chaps 1-10

- ❖ Betraying our Troops discussion board entry on Ferris Connect due at midnight.

Fri Sept 25 Lecture on Social theory and ereserve “The Medicalization of Deviance in American Culture.”

Mon Sept 28 Open forum on Betraying our Troops discussion board entries

Part II: Theoretical Foundations

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Wed Sept 30 Confirmation of activism for presentation due.

Social Theory

- ❖ Ereserve “The Saints and the Roughnecks” discussion board entry due at midnight.

Fri Oct 2 Lecture and open forum on discussion board entries.

Mon Oct 5 Lecture on Social Theory

Wed Oct 7 Social Theory

- ❖ Ereserve “A Typography of Tearoom Participants” Laud Humphreys Discussion Board entry due at midnight

Part III: Deviance, rights, laws and application.
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Fri Oct 9 Open forum on discussion board entries

Mon Oct 12 Ereserve “Losing Weight” Barbara Laslett and Carol A. B. Warren

Wed Oct 14 Lecture on human rights and employment

- ❖ United Nations, “Universal Declaration of Human Rights,” 1948 Discussion Board Entry due at midnight

Fri Oct 16 Lecture on deviance and human rights and open forum on discussion board entry.

Mon Oct 19 Deviance and Violence/Torture. Ereserve: “Acid Violence and Medical Care in Bangladesh” Afronza Anwary and “Feminism Nationalism and the Japanese Textbook Controversy over Comfort Women.”

Wed Oct 21 Deviance and Torture

- ❖ “Democracy Now” Entries from Aug 24 and 25. Discussion Board Entries due at midnight

Fri Oct 23 Open forum on discussion board entries

Mon Oct 26 Lecture and open forum on the environment, health, and minorities

Wed Oct 28 Zinn APGGS Chaps 11-25

- ❖ Deviance: Environment and Health – Deviant Behavior of Corporations Discussion board entries due by midnight

Fri Oct 30 Open forum on discussion

Mon Nov 2 Lecture and open forum on

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Ereserve “Becoming 100% Straight” Michael Messner and “Gay and Greek: The identity Paradox of Gay Fraternities.”

Wed Nov 4 Ereserve “The Five Sexes Revisited.” Ann Fausto Sterling

❖ Zinn APGGS Chaps 26-35 Discussion board entries due at midnight.

Fri Nov 6 open forum on APGGS

Nov 9 Presentations (1-3)

Nov 11 Presentations (4-7)

Nov 13 Presentations (8-11)

Nov 16 Presentations (12-14) Group 1

Nov 18 Presentations (15-18)

Nov 20 Presentations (19-21)

Nov 23 Presentations (22-25) Group 2

Nov 25-27 No Class – Thanksgiving

Nov 30 Presentations (26-29)

Dec 2 Presentations (30-33)

Dec 4 Presentations (34-37)

Dec 7 Presentations (38-40) Group 3

Dec 9 Summary of Semester

Sociological Theory SOCY 270

9:30-10:45 Tuesdays and Thursdays in Starr 223

Introduction:

My name is Bonnie Wright. I have a PhD in Sociology. Sociological Theory is one of my areas of specialty and a great love. I hope that you will learn to appreciate it too.

My Office hours are on Tuesdays and Thursdays from 5:45-7:45. My office is in 2090 Arts and Sciences. This class may often talk to me directly after class too, because I have a break from 11-12. I may have meetings scheduled occasionally so check. I will also be eating lunch, but I am fine with lunching and talking if you are—especially if we are talking about theory.

Textbook:

Ritzer, George. 2010. *Sociological Theory*. 8th Edition. University of Maryland, McGraw Hill.

You will be asked to supply printouts of news articles on current events and issues.

Course Objectives:

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: **SOCY 121**. Typically Offered Fall only.

Assignments, and their Link to Course Objectives:

1. In preparation for lectures and class discussions, you are required to outline every chapter using the headings and subheadings present in your textbook. Under each heading/subheading you are to write at least three complete sentences summarizing the written text, and write down any questions on the topic. The typed outlines are worth 16% of your final grade or 160 points (20 points x 8 chapters).
2. You will listen to lectures and ask questions on each of the chapters covered in class. I will also ask you questions on the chapters.
3. Students will choose a current topic that is associated with race, ethnicity, gender, social class, and/or community and apply sociological theory to the social situation. Bring a copy of writing on the current event to class. You will describe the current issue and discuss: How does the theory studied may be used to bring light to issues involved? What *theoretical concepts* are useful in analysis? What *research questions* are appropriate? What data could be collected to support or reject the theoretical concepts studied? Turn in a typed outline of the concepts appropriate to study and your article at the end of class; this is worth 16% of your final grade or 160 points (20 points x 8 chapters).

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4. You will take a multiple-choice exam on each chapter, and write an in class essay tying a current event to the theory studied. The multiple-choice portion is worth 32% of your grade (320 points total, 40pts x 8 tests), and the essay is worth 28% (280 points 40pts x 7 essays) of your grade. You may bring a half page outline to class to help you organize your essay writing.

Meeting Course Objectives:

- a. *The multiple-choice exam is designed to help students display an understanding of the broad coverage of theoretical concepts discussed in the chapters.*
 - b. *The essay where students apply specific theoretical concepts to current events and consider possible research plans is designed to help students display the application of sociological theory as an analytical framework for scientific empirical observation, their use sociological theory as a tool for organizing knowledge, and their use of theory for analyzing issues of race, ethnicity, gender and community.*
5. You will conduct a mini research project over Thanksgiving break applying Symbolic Interactionism and/or Ethnomethodological theory. A research question and method of data collection will be designed before break. Data will be collected during break. On return you will turn in a typed **outline** of your research question, research methods of data collection, data collected, and data analysis. The following week, you will bring an academic journal article on your topic for class discussion. During final's week you will turn in a typed essay with the following sections: introduction, theory, research methodology of data collection and method of analysis, research findings, conclusions, and bibliography (your text and one academic journal article). This is worth 10% of your final grade (100pts). If you need to talk to me about your research you may call or text my cell phone: 616 773 0062. You may call/text over break too.

Meeting Course Objectives:

- a. *Through this assignment students will display their ability to use of their knowledge of theory to do sociological research.*

Percentage/Points Overview 1000 total points

16% Chapter Outlines

(8 chapter outlines @20 points each = 160 points)

14% Typed Outline Linking Social Theory to Current Event Articles

(7 articles @ 20 points each =140 points)

32% Multiple Choice Tests

(8 Multiple-Choice Tests @ 40 points each = 320 points)

28% In-Class Essays

(7 in-class essays @ 40 points each = 280 points)

10% Research Paper

(One research paper @ 100 points = 100 points)

100% / 1000 points

Schedule:

Week One: August 28 & 30

Syllabus and Introductory Lecture: "What is Sociological Theory and how did it develop?"

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Week Two: September 4 & 6

Karl Marx

4: Outline due

Week Three: September 11 & 13

Karl Marx

11: Current event article due

13: Test on Marx

Week Four September 18/20

Durkheim

18: Outline Due

Week Five September 25 & 27

Durkheim

25: Current event article due

27: Test on Durkheim

Week Six: October 2 & 4

Max Weber

2: Outline Due

Week Seven: October 9 & 11

Max Weber

9: Current event article due

11: Test on Weber

Week Eight: October 16 & 18

Introduction to Modern Theory

Week Nine: October 23 & 25 (Michigan Sociological Association Meetings This Saturday. You may attend and achieve extra credit=bump up a test by 20%.)

Structural Functionalism, Neo-Functionalism, and Conflict Theory

23: Outline Due

Week Ten: October 30 & November 1

Structural Functionalism, Neo-Functionalism, and Conflict Theory

30: Current event article due

1: Test on Functionalism and conflict

Week Eleven: November 6 & 8

Varieties of Neo-Marxian Theory

6: Outline Due

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Week Twelve: November 13 & 15

Varieties of Neo-Marxian Theory

13: Current event article due

15: Test on Neo-Marxism

Week Thirteen: November 20 & Thanksgiving break

Symbolic Interactionism and Ethnomethodology

20: Outlines on both Chapters are due

These will be presented in a compare/contrast manner

Brainstorm on research questions and observations that may be available over your

Thanksgiving Break. Design a small study to carry out.

Week Fourteen: November 27 & 29

Symbolic Interactionism and Ethnomethodology

27: Discuss your observations and analysis over break. Have an **outline** of your research question, research methods of data collection, data collected, and data analysis. Looking up journal articles discussed.

29: Multiple choice test on SI and Ethno. Continue discussion of your research project.

Bring a printout of a journal article.

Week Fifteen: December 4 & 6

Feminism

4: Outline of Feminism Due

Week Sixteen=Final Exam Week: Monday 10am-11:40

Current event article due, Discussion of Applications, 10 minute break, and test on Feminism

Turn in typed analysis of your research using Symbolic Interactionism and Ethnomethodology.

Qualitative Sociological Methods SOCY 271

Bonnie Wright

Tuesdays and Thursdays 3:00-4:30, in Starr 235.

Introduction:

I am Bonnie Wright. My office hours are Tuesday and Thursday 5:45-7:45pm in 2090 Arts and Sciences. You may contact me through email at wrightb3@ferris.edu, and on my cell at 616 773 0062.

Welcome to an adventure called “Qualitative Sociological Methods.” This is not going to be a business as usual class. You will be part of developing, starring in a series of 12 videos that will be published on line next summer for students taking Introduction to Sociology. Two classes are working together on this project: sociology students and media studies students. Sociology students will help use sociological concepts and methodology to create experiences for media students to film. These experiences will bring sociological concepts to life in film.

Course objectives for SOCY 121 are as follows:

Human behavior as affected by group situations and relationships. Brief study of scientific method, examination of culture, investigation into the nature of social groups and social institutions. Principles and major theoretical perspectives basic for understanding human societies. This course meets General Education requirements: Social Awareness, Race/Ethnicity/Gender Issues Social Foundations.

The key concept that will pull all of our work together is “The Sociological Imagination,” by C. Wright Mills. Mills uses the sociological imagination to position our personal biographies, our troubles and joys, with our historic time in a specific society. We will locate social situations within the overall structure of a society, in our current time, with modern actors who play social roles. For example, each of you probably has an unemployed friend or family member who is in financial trouble. Why am I confident that this is true? What is happening to our economy in Michigan? Yet, how have we been taught to view an individual’s unemployment or financial troubles? Exactly, we are socialized to view individual financial troubles as personal. Using the sociological imagination, we can link personal troubles to shifts in society. We will create films that apply the sociological imagination to a variety of issues, in hopes of inspiring our viewers in future Introductory Sociology classes to learn from our experiences, so that they may use the sociological imagination better understand their social world. We will use sociological theory to ask three very basic sets of questions: What types of inequality are present? How does this work to reproduce or change society? And, how do we interact and communicate this to one another?

Course Objectives for Qualitative Research Methods

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

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community studies. Students will be expected to incorporate an understanding of social theory derived in the analysis of the case study.

Textbooks:

Amir, Marvasti. 2004. *Qualitative Research in Sociology*. Sage Publications

You will also read handouts from an introductory sociology textbook that you are designing video to support.

Schedule of Events: Our schedule of events is VERY FLUID. Do not expect a smooth and predictable ride.

Week One: August 28 & 30

28th: syllabus; Read handout: “The Promise” by C. Wright Mills (5 pages)

Read by August 30th:

Qualitative Methods, Chapter 1 “What is Qualitative Research?” (13 pages)

The “Noodles Project” and the “Silk Road.” Ideas and material objects traveled from China through Asia, Europe, and Africa to the rest of the world. The interconnected system of trade routes developed during the first century BCE.

The office of International Education is hosting an even called “The Silk Road.” There are tables that represent the transmission of goods from China, to India, Persia, Russia, Turkey, Italy, France, Germany, Ireland, Latin America, and Africa. We will have a poster in each section to cover the use of noodles in each country. The purpose of our project to educate others on the dynamic between material and non-material culture. An outline of our project is due September 15th. Today we will divide up geographic locations and uncover the history and use of noodles in each of these areas. Later we will interview people from these areas on their experiences with noodles, and we will host a multi-cultural noodle mixture. All of these will be used to creating a video that highlights the dynamic between material and non-material culture, the role of cultural transmission in social change, and other sociological concepts relating to culture.

Week Two: September 4 & 6

4th: Meet with the Media Studies students at 3:00 in IRC auditorium and present them with a narrative and tentative schedule.

By the 6th Read: Handout: “The Sociological Perspective,” by James M. Henslin and in *Qualitative Research in Sociology*, read Chapter 2 “Interviews.”

Prepare to go in the field Friday to learn about an agri-tourism business: Use the Sociological Imagination and Sociological Theory to frame questions: What do we want to know? For example, September 7th at 4pm tape Four Green Fields. The owner Kevin, will show us around as he prepares the farm for agri-tourism in the fall. We will interview about why agri-tourism? Who would go to a farm as a tourist activity? Later, we can return to get

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footage of the pumpkin patch, hayrides, and corn maze in action.

Week Three: September 11 & 13

By September 11th read: Handout on Culture, by James M. Henslin.

11th: We will discuss our “noodle interviews.” The methodology will be planned in class. Then, outside of class you will need to set up interviews with people from different areas of the Silk Road, and co-ordinate a time to conduct the interview on campus with a media student by the 14th. I will work to get you contacts and phone numbers before this date, so you will not start cold. We will get recipes for authentic noodle dishes, the types of events these dishes are served at, the social arrangements of the preparation, and the cultural meaning (implicit and explicit) of the dishes.

September 13: We will discuss the “Multi-cultural Noodle Party Mixer.”

Week Four September 18/20

I need two student volunteers to attend a workshop in Mount Pleasant Michigan on Indian Boarding Schools On the 18th and 19th, from 4-8pm. You will need to take detailed notes, collect all materials. We will use this information later in the semester. I will arrive very late on the 18th, and attend the whole session on the 19th. We will attempt to make contacts for interviews on the boarding school experience. These will be added to the schedule. We will also film the old Indian Boarding School in Mount Pleasant.

By September 18th read handout: “Socialization and Gender Roles,” by Nijole V. Benokraitis, and read in *Qualitative Research in Sociology*, read Chapter 3 “Ethnography.” We will visit the Meijer toy aisle at a time that best fits with our class, and the store manager to film the toys and analyze the gendered content and use. We can talk about the way that we played with these toys, and our gendered socialization. Later we can interview others about their favorite toys and the way that these were supportive or deviant for gendered socialization. We can investigate what was popular in the past and compare this to the present. How does this reflect and recreate social change? We will arrange our interviews with media students and interviewees.

September 22: We will visit an Amish farm to learn about their way of life and the way that they interact with non-Amish who they refer to as the English. We may ask them about the toys that they use, as well as farming and religion. We must take detailed notes. We cannot film the Amish farm, because filming is against their religion. Instead, we will discuss our visit on film “focus group style.”

Week Five September 25 & 27

By September 25th read handout: The Structure of Social Groups by D. Stanley Eitzen/Maxine Baca Zinn, Kelly Eitzen Smith, and in *Qualitative Research in Sociology*, read Chapter 7 “Ethics.”

A very conservative lawyer named Bill Davis will visit us to discuss water privatization. He owns a water bottling company. He is pro-privatization. We will have at least one other speaker who is a social activist who is anti-privatization during the week. Your job is to listen, and conduct interview questions that work to understand the logic of the people’s position. You are in no way to tip their hand as to your opinions on this issue.

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We are creating videos that will inform students about a topic in a manner that allows them to see opposing views as internally reasonable. Further, we are working to understand the connections between micro and macro level experiences, the connections between institutions, and levels of government.

We must have the Multi-Cultural Noodle Mixer by this week, so it may be filmed and edited for the Silk Road display on October 7th.

Week Six: October 2 & 4

By October 2th read handout: Deviance and Social Control by James M. Henslin. We will meet Michael Tuffelmire an organizer for Decriminalize GR. His organization put the decriminalization of Pot on the ballot. He will talk to us about the process of organizing political action and the relationships between social class, shifts in law, and the growth and decline of crime. I will also attempt to get us a visit with a Medical Marijuana company.

October 7th is the display of the Silk Road from 1-5pm.

Week Seven: October 9 & 11

By October 11th read the handout Social Structure and Social Interaction, by James M. Henslin. We will visit a local dairy farm and compare the way that this farm is run with the Amish farm visited. The focus is on the type of social structure/society that one is within and the type of interaction that is common.

Week Eight: October 16 & 18

By October 18th read handout “Global Stratification” by James M. Henslin. We will speak to experts on water privatization and food in other countries to get a handle on the way local issues are situated in a global context, and to see how an issue at home shifts in importance once it is abroad in a different social context.

Week Nine: October 23 & 25

By October 23 read handout: Education and the Process of Stratification, by Jeanne H. Ballantine/Floyd M. Hammack. We will visit Reed City and East Grand Rapid Schools to video the buildings, and talk to councilors about the funding structure, opportunities and success of the students through their system. We will connect issues of social class and academic opportunity for economic mobility.

Week Ten: October 30 & November 1

By November 1 read Families and the Organization of Race, Class, and Gender, by Judy Root Aulette. We will learn about our fellow student’s work with the Boarding Schools and see footage of the schools and any interviews that they were able to conduct. We will also attend the Spirit Feast in Mount Pleasant and fully participate in the ritual. This cannot be filmed. This ritual is one of honoring ancestors. What you are working to learn is connections between the social construction of race through national and local

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policy and peoples' personal lives. We will also reflect on the social construction of whiteness.

November 4th: Student volunteers are requested to visit the city of Detroit and film the Detroit-Grosse Pointe border, the schools, and parks. I will use the film to illustrate issues on racial segregation.

Week Eleven: November 6 & 8

By November 6th read handout: *Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection*, by Patricia Hill Collins. Thus far, we have looked at race, class, and gender as categories of inequality. How are these interconnected in daily life? How can we work to recreate another path? We will discuss this by reflecting on the work we have done already and visit social groups on campus that are working toward the creation of positive social identities and coalitions.

Week Twelve: November 13 & 15 “Three Theories Project”

By November 13 read handout: *How Sociologists Do Research*, by James M. Henslin. We will ponder a topic/subject of our own design that will be used to display the use of the three general theories: Conflict, Functionalism, and Symbolic Interactionism.

Week Thirteen: November 20 & Thanksgiving break

By November 20th in *Qualitative Research in Sociology*, read Chapters 5 “Data Analysis” and 6 “Writing.” We will discuss the creation of individual or group research projects that illustrate the three theories and make plans to carry these out and film.

Week Fourteen: November 27 & 29

Carry out and film the “Three Theories Project.” This will be used as the second film in the series.

Week Fifteen: December 4 & 6

Creating the reflection video. The final video will reflect on the research that was conducted, connecting our work to the handout: *How Sociologists Do Research*, by James M. Henslin.

Week Sixteen=Final Exam Week: Creating the Introductory video: Students will be interviewed on their social background, current situation, and what they hope students who view the films will get out of the course. Scenes already taped may be added. Emphasis will be placed on hands on learning.

SOCIAL SCIENCE RESEARCH METHODS 310
Tuesday/Thursday 9:30-10:45, and 1:00-2:45

Welcome to Social Science Research Methods, taught by Dr. Bonnie Wright. This course is a required for people in Social Work, Political Science, Public Administration, and Sociology. This is a required course because information covered in it is crucial for you to become a successful professional in your field. People in other majors occasionally sign up for this course because they have an interest in becoming practitioners and knowledgeable consumers of science. All of you are welcome in Social Science Research Methods. My office hours are from 3-4pm Tuesdays and Thursdays and Wednesdays from 9-11. My office is at 2090 in Arts and Sciences.

Assigned Text:

Real Research: Conducting and Evaluating Research in the Social Sciences, by Loreen Wolfer

General Course Learning Objectives from the Course Catalogue

Social research design methodology, with emphasis on applied research in human service settings. Special emphasis on program evaluation, single subject designs, human service surveys, and ethical issues of research. Introduction to elementary statistics, including frequency distributions, measures of central tendency, and beginning bivariate analysis. Students are prepared for critical use of research, evaluation of their own practice, and making contributions to the professional knowledge base. Pre-Requisites: Junior or Senior status. Typically Offered Fall Only.

General Learning Outcomes:

1. Students will complete **worksheets** for readings to apply concepts needed “to design qualitative and quantitative research.” You may work in groups no greater than 4 in number for these assignments. These will be typed. These worksheets are **25% of the final grade**
2. Students will evaluate research literature. These **critical evaluation assignments** are designed to measure preparation for “critical use of research.” They will be given a letter grade. You may work in teams on these, but you must turn in your own work. The assignments are worth **35% of your final grade**.
3. Students will conduct interviews to collect data on research projects designed to evaluate programs. Interviews will be conducted outside of scheduled class times. The interviews must be typed and turned in to the class. Participating in interviews is worth **15% of your final grade**. It will be graded credit/no credit.
4. As a class we will complete a research project that has special emphasis on program evaluation, single subject designs, human service surveys, and ethical issues of research. It will require an evaluation of your own practice, and make contributions to the professional knowledge base. As a class we will create a powerpoint and a poster and present our research professionally to representatives of university offices. Your specific contributions will be given a letter grade. This is worth **25% of your grade**.

Teaching Philosophy: You are Professional Researchers in this Course!

The class is designed around real research practice. Students will evaluate and create real research as a class, working on a single shared project for the university community. It is designed to meet the needs of people at Ferris. Our work will be read, taken seriously by administrators, and used in the creation of policy. This is **NOT** practice at becoming professional; this **IS** experience as professionals. You will be held to professional standards of workplace attendance and work completion.

Attendance means showing up for work on time, prepared to work, and working cooperatively. If there is some reason that you are unable to do any of these on a given day, you need to “call into work” to explain. My cell phone number is 616-773-0062. If you miss work too many days or fail to complete your assignments you may be docked pay or fired. In class, failure to complete work means that you receive a failing grade on that assignment. Your professor/boss is not obligated to create alternative assignments or work schedules for you. You must find ways to meet work obligations. If you miss class more than three times I will report your poor performance to your major advisor to discuss assigning you a failing grade in the course. Do not count on exceptions.

Professionals do not show up to work and take multiple-choice tests. They do not get in trouble because they need to look at resources before making decisions, or docked pay because they misspell a word. They attend workshops and conduct research to prepare for projects, consult experts, complete projects, and present their results. When they make mistakes, they fix the mistakes. This is what you will be doing.

Professional researchers are respected for their problem solving and critical thinking ability. They are to offer informed opinions. I will listen to your views with respect and I will assume that your views are offered with the best final product as your goal.

Every researcher’s work is criticized. When our work is critiqued, we are expected to find a positive message in the critique. We need to ask ourselves: how could this be a problem with a solution? Sometimes, a critique may be rooted in a misunderstanding of terms, steps left out of the writing that were actually present in the research, etc. We will listen to each other with a sense of a cooperation and good faith.

Professionals go into their line of work out of choice. We do not wake up one day and find that we must take jobs as social workers, public administrators, research directors, professors, police officers, etc. because our waiting job fell through. No. We train long to gain our positions.

Professionals tend to have fun at our jobs. There is not a feeling of general complaint when labor is assigned. Sure the work is hard in all professions, but it is work that was chosen and there is belief in the outcomes. You are expected to express such professional attitudes in the classroom and in the community when conducting research.

Our Research Project will be a form of Program Evaluation.

- a. We will be collecting and analyzing data for the **University College**. Dean Potter and Karen Greenbay are interested in having research conducted for undergraduate students who are parents. Your work is part of a continuing project. Last fall, Social Science Research Methods students collected data on the demographic characteristics, troubles, and needs of undergraduate student parents. The University College used these results to create policy to improve the quality of life and academic performance of undergraduate students with children at Ferris State.
- b. Now the University College has some programs in place for undergraduate student parents. We will learn about the current status of these programs and discover how we can conduct research to best meet their needs.

Academic Service Learning:

This course is part of the Academic Service Learning Project. Course objectives are designed to offer students the opportunity to conduct professional research in service of the greater community. The project is organized by Wendy Samuels and Denise Mitten. We will receive \$300 to cover some of our research costs from our participation in this learning community. This money is given to us by the university, as an expression of commitment and support by Ferris State University for offering students practical training with “hands on learning,” community service, and a learner centered educational experience.

Our course meets the following objectives of service learning.

1. The research questions that we will address were voiced by representatives of Ferris State University in their mission to enrich our campus community. These questions meet the community’s clearly stated needs.
2. During the first eight weeks of this course, you will be oriented and trained for your engagement with the community. This training entails: meeting university representatives to learn about their concerns, orientation to research ethics, textbook training on research methodology, and a review of research literature on the topic of study.
3. You will encounter members of the Ferris State communities studied while engaging in interviews, so as to pinpoint their needs and to share their experiences with others.
4. You will reflect on the experience through data analysis in class and the presentation of your research in a public forum during final exam week.
5. At the end of the course, you will complete a survey designed by the learning community to evaluate your service learning experience.

Schedule of Events:

I have created a **schedule of events** and assignments for 2 weeks. As I write this syllabus up, I am unsure if we will even meet the first week, because the faculty may be on strike. I will give you a full, although flexible, schedule the second week we meet. Our

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schedule will remain flexible because we are working with each other, other offices, and members of the Ferris Community. A lot of unexpected things will happen. We need to remain positive, do the best we can to complete our projects. This is the way it rolls in real world research. You will in no way be held accountable in your grades for any troubles that the class experiences in completing research.

Percentage Overview: Worksheets and workbook exercises 25%, critical evaluation assignments 35%, interviews 15%, cumulative final project components 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, F 59 and below. Missing more than three classes F.

1	<p><u>THE ROLE OF SOCIAL RESEARCH</u> Syllabus discussion and worksheet 1 assigned Chapter 1 <i>Real Research</i> pages 1-23, worksheet handout. Turn in next Thursday</p>	<p><u>MEET IN THE LIBRARY, Room 110</u> Chapter 1 <i>Real Research</i>, Locating Professional Articles and Evaluating Research Titles. Critical Evaluation 1: Work in groups of 2-3. Locate and evaluate 2 titles for each student. No overlapping articles. Turn in individual, typed work next Thursday.</p>
2	<p><u>MEETING OUR COMMUNITY PARTNER</u> Dean Potter and Karen Greenbay are invited to visit our class to discuss their research needs.</p>	<p><u>THE RESEARCH PROCESS</u> Turn in Worksheet 1 and Critical Evaluation 1 on Evaluating Research Titles</p>

I reserve the right to alter the syllabus in order to better meet the needs of students that may arise during the semester.

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Ferris State University
SOCY 340 – Minority Groups in America
Fall 2010

Instructor: Tony Baker, Ph.D.

Office Hours: Tuesday - Thursdays– 10:00 - 11:00
1:30 – 3:00

Contact Info: Phone – 591-2753
ASC 2070 BakerA@ferris.edu

Texts: Race in the 21st Century, John Hartigan, Jr.
Steel Drivin' Man, Scott Reynolds Nelson

Course Description:

This course is designed to examine the continued cultural, structural and political impact of group differences in the United States. The course title “Minority Groups in America” implies groups in society have varying degrees of power in relation to a “dominant group” in society. Power will be a major discussion in this class, but we will also explore the persistent meaning that various groupings in America, especially race, gives to the ways our lives and communities are organized.

Our readings and discussion will focus on three distinct approaches toward inquiry that very much influence each other. These include:

1. Culture (Defined here as everyday lived experiences).
2. Structures (Political Economy and Policy)
3. History

This course meets Race/Ethnicity and Gender – General Education requirements.

Course Objectives:

1. To identify the history of the emergence of minority/dominant groups
2. To accurately identify accurate data and experiences of these groups are
3. To explore cultural representations and the impact of these representations
4. To examine our own group in the dominant/minority group power continuum
5. To understand the consequences of race in our daily experiences at work, home, and our schools
6. To challenge the resulting inequalities in a society that values equality.

Course Requirements:

Attendance/Participation:

The objectives of this course can not be fulfilled without full attendance and active participation in classroom discussion. I am treating this course like a seminar, thus it is expected that you read the assigned materials. Coming to class unprepared on a consistent basis will result in loss of points.

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Excused absences will only be considered if you have contacted me via phone or e-mail by the end of the day of missed class session.

Exams

There will be two multiple choice, short answer and essay exams.

Each will be worth 50 points

100 Points Total

Final Exam

75 Points

Ethnic Background Project: **See attached detailed assignment.**

Due Friday, June 1

25 Points

Homework Question Discussions: Occasionally throughout the term you will be assigned “homework”. These will be short responses to questions that come up in class or creation of discussion questions from textbook for the class. You must complete and post homework question to “discussion” in FerrisConnect, prior to the class session. Your primary responsibility will be to be prepared to discuss the assignment in class. These will occur as either individual assignments or in group.

25 Points

Journal: As we consider the everyday experiences of race in America, I would like students to become engaged observers of the impacts of race, or other cultural group distinctions. I mean *race* not *racism*. Simply begin to note when race or another distinct cultural grouping matters. Certainly there are big national discussions, such as the current debate on building a mosque at ground zero. You may reflect briefly on your thoughts of these types of discussions. But, I also want you to observe more closely your own environment. You could reflect on the racial demographics of a fraternity/sorority event you attend; mention a discussion you overhear about gay marriage in California; or simply note the way an international student may express themselves differently than you are used to. You should submit these reflections in brief (Three to Five sentences) on *FerrisConnect*. You must submit an entry a minimum of once every other week. Please be aware that any comment you submit may be discussed in class. **Do not** submit an entry that you want to keep private. The purpose of this assignment is to reflect together.

25 Points

Group Research

We will explore as a class major questions of *Race and Place*. I am grounding this analysis in the places we have lived our lives and how race intersects. John Hartigan, Jr. explains that the ways we experience race are unique to the specific stories of place. I want to look specifically at the experience of race and ethnicity here in Michigan. Each

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student will be assigned randomly to a group. The group will be required to present the following parts:

1. Current Demographics – (Total numbers, and subgroup numbers)
 2. Key Historical Events – (Arrival, conflicts, policy, etc.)
 3. Work/Economic Factors
 4. Current Cultural Depictions
 5. Case Study of a distinct Community
-
- A. African Americans
 - B. Latinos
 - C. Asian Americans
 - D. Native Americans
 - E. Whites
 - F. Arab Americans

Presentations will occur in weeks 13 and 14.

50 Points

Total 300 Points

Grading Scale - Total 250 Points

A	280 – 300	D+	195 - 204
A-	270 – 279	D	185 - 194
B+	260 – 269	D-	175 - 184
B	250 – 259	F	174 and below
B-	240 – 249		
C+	230 – 239		
C	215 – 229		
C-	205 - 214		

Note: All assignments must be turned in on the due date, even if you do not attend class. You may put assignment under my office door, e-mail or regular mail with postmark by the due date. Please write the section or time of your course on the assignment when using these methods.

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Schedule:

- Week 1: Introductions – Terminology - Pretest
- Week 2: Cultural Meanings and Race
Hartigan, Preface and Chapter 1
“Markers” – Homework Assignment – Write a one-page analysis on the ways social/economic class is marked or signified in your hometown. Due Tuesday, Sept. 7.
- Week 3: Nature, Nurture, Biology and Race
Hartigan, Chapter 3
Eugenics and the Courts (Power of an Illusion)
Homework Assignment – Health and Race – In groups organize a brief outline and a discussion on the following sections/questions of Chapter 3:
1. Influence of culture on Science (Throughout Chapter and pgs. 67-68)
 2. Race and Disease, pgs. 68 – 70
 3. Racial health Disparities
 4. Genetics and Culture
 5. Controversy over Genes and Race
- Week 4. History and Ethnography
Hartigan, Chapter 2, pgs. 27 – 39
Nelson – Chapters 2 – 4.
- Week 5. Test 1.
- Week 6. Whiteness
Hartigan, Chapter 4
Using Data Homework Assignment: Use the following website to identify the racial demographics of your home neighborhood and county. **Write** a one-page description of the numerical representation of racial and ethnic groups in your home communities. Does your neighborhood differ significantly from your county?
http://factfinder.census.gov/home/saff/main.html?_lang=en
- Week 7 Whiteness, continued
- Week 8 Blackness
Hartigan, Chapter 5
- Week 9 Blackness, Continued
Nelson, Chapters 6 and 7

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Week 10 Beyond Black and White
Hartigan, Chapter 6

Week 11 Beyond – Continued

Week 12 Test 2

Week 13 Group Presentations

Week 14 Group Presentations

Week 15 Final Words

Exam Week – Final Exam TBA

Ethnic History - Family Background Project – Due Thursday – October 28

This exercise asks you to do a “sociological imagination” on **one** ethnic group’s history that links your or an interviewee’s family’s place in society as a way to identify and understand other groups’ experiences.

NOTE: For migration story you do not have to go back to a distinct country of origin, but can include a distinct cultural region of the country in the past. The “old world” for me may be Appalachia and the “new world” could be the migration to the industrial north.

1. **Explore Extended Family and Identify one ethnicity.**
2. Try to find out the **group status** in the place of origin prior to migration. This will be possible for the group’s stories. Account for multiple migration waves, and/or migration within U.S.
3. Explain the **historical and societal processes** that were occurring at the time of migration. What was happening in both the place of origin and the “new world”?
4. Consider the **intergroup relations** that your family and/or ethnic group experienced throughout their biography here in the U.S. Consider prejudice or discrimination. Include an analysis of our structural themes: **Home, Work, Education and Power**

Tell the group’s story in a three to four page essay following the outline below.

- A. Start with a migration story. **Remember the focus is on the ethnic group.** State migration specifics (place of origin, dates, push/pull factors). Compare to migration dates and stories of other members of the ethnic group.
- B. Choose elements of your family story that you feel best illustrates the issues under discussion in this class. Where did the group live? What kind of work did they do? What was the role of schools in their lives? How much influence do they have on direction of their own community?
- C. Conclude by pulling together a summary of the group’s experiences and a prognosis for their future.

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**Ferris State University
Fall Semester 2010
Community Studies
SOCH 341 Syllabus**

Course Number: SOCY 341
Instructor: Tony Baker, Ph.D. University of Illinois at Chicago

Class Time: Fridays – 1- 4
See Class Schedule Below

Contact Info: Phone: 591-2753
E-mail: BakerA@ferris.edu

Texts: *See attached reading list*

Course Description: The American Community: Ghettos, Enclaves or Cosmopolitan

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 American “experiment” in creating a multi-cultural democratic society. This society envisions itself as a society that celebrates freedom of movement and openness to diversity, but also builds ghettos, enclaves and gated communities.

We will explore this contradiction with an understanding that communities are **built**. We don’t simply adapt to our environment as humans, we produce our environment. Thus the communities we live in are our products.

Since communities organize our social lives we are discussing a fundamental element in being human.

Our units of study will be communities we visit together in West Michigan and Chicago. The units will also include communities we research academically as well as the communities of our youth and the communities of our future. Community life has changed very much in the United States, yet we still require it as humans. Community life can and does restrict individuals from self-fulfillment, such as class or gendered expectations. At times we may want to transcend the limitations of community. Yet, this causes a loss of the ties of the community.

We will explore these questions in a seminar and experience based course relying on the *development* of sociological **method** and **theory** to

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broaden the notion of community and to challenge the individual's responsibility within the community.

“It's the questions you all – it's the questions”.

Political Engagement Project:

This semester we will be participating in the Political Engagement Project. This initiative is under the university's commitment to the American Democracy Project and the more general mission of the university to become a more engaged campus. The main impact on the participants of this course will be a more focused discussion of power as it relates to the meaning of community. The subtitle is the

“Community as Built, and thus Political Space”

General Education Course Criteria:

This course is partial fulfillment of two General Education Criteria: Social Awareness and Race/Ethnicity/Gender. ***Social Awareness*** criteria requires: The outcome “recognizes that to understand ourselves we need to understand our psychological, social, economic, and political roles”. Each of these assume a **societal context**. The social awareness criteria also expects students to be able to apply **theory** and **social science methodologies** in order to create this understanding.

Race/Ethnicity/Gender criteria requires: an analysis of the impacts of race, ethnicity and gender on the social structures of the United States and the world. Clearly these three social characteristics organizes much of our social lives. This course will offer **demographic** and **theoretical** analysis of the **individual's relationship** to these variables.

Course Outcomes:

1. Students will have general understanding of **analysis and methods** of community sociology.
2. Students will be expected to develop a critical analysis of the **impact of race, gender and class on community life**, through exposure to various communities
3. Students will examine the **individual's relationship** with community and understand the implications at the personal and political levels of these relationships.
4. Students will develop **critical analysis of power**, as it relates to community.
5. Students will develop **skills in analyzing data** and **organizing observations** in a field journal
6. Students will **show evidence of analytical skill development** through presentations, journals and quizzes.
7. Students will **consider possibilities** of 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 experience of others' communities as observers for the purpose of discussion and analysis. The field experiences in Grand Rapids, Baldwin, Big Rapids and Chicago will provide you with a deep connection to many ways of imagining community. Reflection on the

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community experiences (through journaling), a group community research project and examinations will represent the bulk of the evaluation process.

Course Requirements:

Disclaimer: The following syllabi and schedule represents the best estimate of activities for the semester. The instructor reserves the right to make changes as time and content allows.

Participation: Given the emphasis on field experiences it is absolutely necessary that students be in attendance at all times. **The field experiences can not be made up. Missing a field experience can (Chicago will) result in an incomplete or failure of the course.** If you foresee a problem, speak with instructor as soon as possible. You are also expected to be prepared and actively participate in class discussions. Since this is an experience based course, participation will be worth a significant portion of the grade.

25 Points

Quizzes/Discussion Questions

I will post questions for reading assignments on our *FerrisConnect* course site. The questions will serve as reference points for class discussion and/or online posting. On days of an excursion and a reading assignment is due, you will be required to post comments to the discussion list. On days when a reading assignment is due and we have a class discussion scheduled you should expect a quiz based on that week's posted questions. Specific instructions for a quiz or written response to question will be posted no later than the Tuesday prior the Friday due date.

25 Points

Field Journal – Field notes of all field experiences, including community tours, community service and the Chicago trip should be kept. Extensive discussion and course materials will be developed throughout the class. See *FerrisConnect*. This is a primary skill that I expect to be developed as a result of this course. You will have an opportunity to improve on journals and journal grade as the semester progresses with rewrites possible

100 Points

Field journal should keep will follow these three stages:

- A. Observation/Description
- B. Perception/Reflection
- C. Analysis

Pay attention to these unique community stories as we travel through our destinations. These questions should form the basis for the analysis question of your journal.

1. Founding Moments.
2. Community Builders.
3. Key Historical Events.
4. Community Boundaries. All communities have an “us” and a “them.”
5. Challenges and Conflicts – These can be ongoing or historical.
6. Community Institutions
7. Community Symbols
8. Who has the power?

Data and Community – Hometown Analysis

Describe your hometown community using visual descriptions, historical insight and demographic data. The paper should answer the questions raised above and provide demographic data. You must use the following sources as a minimum:

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American Fact Finder (U.S. Census Data) http://factfinder.census.gov/home/saff/main.html?_lang=en

Choose whatever data you would like, but make sure you include: population, ethnic make-up and economic data, occupations, etc.

Schools Data – Michigan Department of Education: <https://oeaa.state.mi.us/ayp/>

Town/County Website: How does the community tell its own story?

Interview

Your own analysis.

Include this data and stories in a three to five page paper.

Due Friday, October 29

50 Points

Arranging Community – Group Assignment

Each student will be randomly placed into a group to study one of the following three types of community:

- A. Ghettos/Gated Communities
- B. Enclaves
- C. Cosmopolitan

Group will consider the historical and contemporary arrangements of these types of communities in the United States. Louis Wirth in his essay *Urbanism as a Way of Life* argued that diversity or heterogeneity in a city causes a breakdown of morality. This causes the city to be a more difficult place to live. In other words, “community” is more difficult to establish. Kenneth Clark argued that ghettos are places created by white society to contain black Americans. Robert Putnam argued that as the Cities around the world become more cosmopolitan and diverse due to immigration that humans tend to “hunker down” to create safety. Yet, Putnam and others argue that we can create diverse communities that elevate our human connections in community with one another.

As a group you will explore and demonstrate to the class various manifestations of the experience of each of the above community types in the United States. Each presentation should include:

1. General Trends throughout American History (Past 100 years, or so)
2. At least one Case Study of the community type
3. Public Policy (Fair Housing Act, School Choice)
4. Cultural Depictions (Leave it to Beaver, Weeds, Law and Order)
5. Current state of each type. (For instance – Are ghettos in American Cities becoming more or less common).

50 Points

Essay Exam: Take Home

50 Points

Total 300 Points

Grading Scale - Total 300 Points

A	280 – 300	D+	195 - 204
A-	270 – 279	D	185 - 194

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B+	260 – 269	D-	175 - 184
B	250 – 259	F	174 and below
B-	240 – 249		
C+	230 – 239		
C	215 – 229		
C-	205 - 214		

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, Grand Rapids, Chicago and Idlewild, Michigan.

The Michigan community excursions will occur on Fridays and will actually take place between Noon and 6:30. The Chicago Trip will occur Friday at 8:00 A.M. – Sunday, at 5:00 P.M. The following two Fridays, there will be no class. The Chicago Trip will require approx \$100.00 to cover expenses not covered by the Honors program. See Maude Bigford for any questions regarding trip expenses. I will keep the costs of books low to supplement this expense.

Week 1. Course Introductions
Sept. 3

Week 2. (Big Rapids Walking Tour)
Sept. 10

Week 3. Class Lecture – First Journal Due
Sept. 17 Read “Community” in *Encyclopedia of Informal Education*
<http://www.infed.org/community/community.htm>

Week 4. Grand Rapids Excursion
Sept. 24

Week 5. No Class
Oct. 1

Week 6. Class Lecture
Oct. 8

Week 7.
Oct. 15

Week 8.
Oct. 22

Week 9
Oct. 29 Leave for Chicago

Week 10 No Class

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Nov. 5

Week 11 No Class
Nov. 12

Week 12 Chicago Field Notes Due
Nov. 19

Week 13 Thanksgiving
Nov. 26

Week 14
December 3

Week 15 (Group Presentations)
Dec. 10

Final Exam Take Home – Turn in by Wednesday Dec. 15 at 3:00 at your convenience.
Note: Schedule below is subject to change. All class sessions are Fridays, from 1-4, unless otherwise noted.

Community Sociology Theory

<http://www.infed.org/community/community.htm> : Encyclopedia of Informal Education Good discussion of community concepts and ways of considering the concept, i.e. social capital, neighborhood, etc.

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World Urban Sociology
Ferris State University
Sociology 344
Spring 2010
MW 3-4:15

Shawna Mauldin
ASC 2077
Office Hours: MW 5:30-9pm, T 2-6pm, & R 9:30- 10:30am, or by appt.
Ph: 231-591-5632
shawnamauldin@ferris.edu

“The chief function of the city is to convert power into form, energy into culture, dead matter into the living symbols of art, biological reproduction into social creativity.” L. Mumford

This course examines the 20th century development of theories about human behavior in cities and the production of urban space. These theories reflect the historical problems of modern cities -- urban poverty, immigrant assimilation, public safety, and urban redevelopment -- and address four central debates in urban studies:

1. Does the built environment influence community and other forms of social organization?
2. How do public interactions, human agency, community life, and other local phenomena affect the macro-phenomena of cities and urban hierarchies?
3. Do the city, its forms, and its processes comprise entities that are *sui generis* (i.e., in a class by themselves), or can they be attributed to other social properties. If the latter is true, then why focus on the *urban* at all?
4. How can theory, an explanatory account conventionally based on large numbers of observations, be used to understand cities that are arguably too diverse to make scientific generalizations from?

Required Books

1. *Living Theory: The Application of Classical Social Theory to Contemporary Life*

Charles E Hurst
ISBN: 0-205-27775-6
2000

2. *Savage Inequalities: Children in America's Schools*

Jonathan Kozol
ISBN: 0-06-097499-0
1991

3. [Annual Editions: Urban Society, 14/e](#)

Myron Alfred Levine
ISBN-13 9780078127717
2010 (Paperback)

4. *The Jungle*
Upton Sinclair

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ISBN: 0-553-21245-1

1906

This course is aimed at enhancing the student's theoretical understanding rather than encouraging the acceptance or rejection of a theory.

PRIMARY OBJECTIVE OF CLASS: Each student will develop a general understanding of World Urban Sociology: that is the terms, concepts, and perspectives employed in sociology.

GENERAL COURSE GOALS & RELATED OBJECTIVES:

- 1a. To understand the major approaches to Urban Sociology.
- 1b. The objective is to develop a level of competence for further study in sociology
- 2a. To obtain a general knowledge of the historical development of sociology and an appreciation for the fundamental principles of the scientific method used in the study of group behavior.
- 2b. The objective is to equip students with a foundation for understanding the scientific method used in the study of human behavior.
- 3a. To become acquainted with different theoretical approaches to sociology and to be able to evaluate their applicability for different patterns of social behavior.
- 3b. The objective is to prepare students to deal with and understand diverse populations.
- 4a. To develop and apply critical thinking skills to the study of human social behavior.
- 4b. The objective is to enhance personal awareness and to develop a "sociological imagination."

Grading: Letter grades will be based on the following system:

- A 90 - 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% and below

The following descriptions of grades:

- A = Honor grade; indicates comprehensive mastery of required work.
- B = Indicates high level of performance in meeting course requirements.
- C = Indicates satisfactory level of performance.
- D = Indicates lowest passing grade.
- F = Indicates failure.

- 15 Quizzes 300 points 30%
- 10 Outlines 200 points 20%
- Final Project 450 points 45%
- Participation 50 points 5%

Week One Jan 11-15 Exploring the City

Readings for this week:

- Chapter One The Contemporary Relevance of Old Theories Hurst
- Art. 18 Jane Jacobs' Radical Legacy pp 68-70 Levine
- The Jungle pp 1-21 Sinclair

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On Monday

Introduction to Class & Video *Uncovering the Real Gangs of New York*

On Wednesday

Quiz over readings

Typed Outline of Chapter One The Contemporary Relevance of Old Theories Hurst

Week Two Jan 18-22 The Origins & Development of the Worlds Cities

Readings for this week:

Chapter Two The Janus-Faced Nature of Society Hurst

Savage Inequalities To the Reader p. ix & Looking Backward pp 1-7

The Jungle pp 22-42 Sinclair

NO CLASS MONDAY - MLK DAY

On Wednesday

Quiz over readings

Typed Outline of Chapter Two The Janus-Faced Nature of Society Hurst

Week Three Jan 25-29 The Development of North American Cities

Readings for this week:

Chapter Three Private Lives & Public Connections Hurst

ART. 19 Neighbor Power: Building Community the Seattle Way pp 71-73 Levine

The Jungle pp 43-63 Sinclair

On Wednesday

Quiz over readings

Typed Outline of Chapter Three Private Lives & Public Connections Hurst

Week Four Feb 1-5 Today's Cities & Suburbs

Readings for this week:

ART 1 Can Buffalo Ever Come Back? Pp 3-6 Levine

ART. 2 Skipping the City for the Suburbs pp 7-9 Levine

ART. 27 Joint Statement of nine University-Based Civil Rights Centers on Today's

Supreme Court Rulings on Voluntary School Desegregation pp. 99 – 101 Levine

Savage Inequalities Life on the Mississippi pp 4-40 Kozol

The Jungle pp 64-85 Sinclair

On Wednesday

Quiz over readings

Typed Outline of The Jungle up to page 85

Week Five Feb 8-12 Urban Sociology & Modern Statements

Readings for this week:

ART 32 Affluent, But Needy pp 129-130 Levine

ART. 33 Principles of New Urbanism pp 131-133 Levine

Savage Inequalities Other People's Children pp 40-83 Kozol

The Jungle pp 86-107 Sinclair

On Wednesday

Quiz over readings

Week Six Feb 15-19 Spatial Perspectives: Making Sense of Space

Readings for this week:

ART 25 Here Comes the Neighborhood pp. 95-97 Levine

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ART 26 The UCLA Civil Rights Project State of Segregation: Fact Sheet, 2007 p. 98
Levine
ART 36 Regional Coalition-Building in the Inner Suburbs pp 140-143 Levine
Savage Inequalities The Savage Inequalities of Public Education in New York pp 83-133
The Jungle pp 108-129 Sinclair
On Wednesday
Quiz over readings
Typed Outline of The Jungle pp 108-129 & Savage Inequalities The Savage
Inequalities of Public Education in New York pp 83-133

Week Seven Feb 22-26 Critical Urban Sociology: The City & Capitalism

Readings for this week:

Chapter Seven The Polarization of Economic Resources Hurst
ART 16 Eminent Domain Revisited pp 59-61 Levine
ART 17 Legislative & Judicial Reactions to Kelo pp 62-65 Levine
The Jungle pp 130-51 Sinclair
On Wednesday
Quiz over readings
Typed Outline of Chapter Seven The Polarization of Economic Resources Hurst

Week Eight March 1-5 Mid-Terms

Film: The Gangs of New York or another suggested film

Week Nine March 8-12 Spring Break

Week Ten March 15-19 Social Psychology: The Urban Experience

Readings for this week:

ART 24 With More Choice Has Come Resegregation pp 92-94 Levine
Savage Inequalities Children of the City Invincible pp 133-175 Kozol
The Jungle pp 152-173 Sinclair
On Wednesday
Quiz over readings
Typed Outline of *Savage Inequalities Children of the City Invincible* pp 133-175
Kozol & *The Jungle* pp 152-173 Sinclair

Week Eleven March 22-26 Comparative Urbanism: The City & Culture

Readings for this week:

Chapter Five The Decline of Civility: Cynicism, Corruption, & Other Nastiness
Hurst
ART 35 HOPE VI & the New Urbanism pp 137-139 Levine
The Jungle pp 174-195 Sinclair
On Wednesday
Quiz over readings
Typed Outline of Chapter Five The Decline of Civility: Cynicism, Corruption, &
Other Nastiness Hurst

Week Twelve March 29-April 2 (Easter) Stratification & Social Class: Urban & Suburban Lifestyles

Readings for this week:

Chapter Six Commodification & the Value of Human Life Hurst
ART 13 Throwaway Stadium pp 52-53 Levine
ART 42 Demolishing Delhi: World Class in the City Making pp 169-171 Levine
The Jungle pp 196-217 Sinclair
On Wednesday
Quiz over readings
Typed Outline of Chapter Six Commodification & the Value of Human Life
Hurst

Week Thirteen April 5-9 Ethnicity & Gender: Urban Diversity

Readings for this week:

Chapter Four Separatism & Status Hurst
ART. 5 Bridge Blockade after Katrina Remains Divisive Issue pp 16-19 Levine
ART 43 Femicide in Ciudad Juarez pp 172-174 Levine
The Jungle pp 218-239 Sinclair
On Wednesday
Quiz over readings
Typed Outline of Chapter Four Separatism & Status Hurst

Week Fourteen April 12-16 Housing, Education, and Crime: Confronting Urban Problems

Readings for this week:

ART 26 Broken Windows pp. 104-111 Levine
Savage Inequalities The Dream Differed, Again, in San Antonia pp 206-235
Kozol
The Jungle pp 240-261 Sinclair
On Wednesday
Quiz over readings

Week Fifteen April 19-23 Cities in the Developing World

Readings for this week:

ART 7 pp Measuring Globalization 29-30 Levine
ART 44 Are Europe's Cities Better pp 175-178 Levine
The Jungle pp 262-284 Sinclair
On Wednesday
Quiz over readings

Week Sixteen April 26-30 Planning the Urban Environment

Readings for this week:

ART 37 Is Regional Government the Answer pp 144-149 Levine

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The Jungle pp 284-346 Sinclair
On Wednesday
Quiz over readings
Final Project Due

Week Seventeen May 3-7 FINALS WEEK

IN GENERAL

I DO NOT post my notes or powerpoints. The notes given in class are your responsibility. I am not on-line 24/7. Weekdays I will respond to you within 24 hours. Weekends & holidays you may or may not be replied to. I also do not FACEBOOK, TWITTER, MYSPACE, etc

ABSENCES

In general, I make no distinction between "excused" and "unexcused" absences. This frees you from having to bring a note from your doctor or something of that nature. I know that there are times when real life comes into conflict with the demands of pursuing an education, but your attendance in this class is important and you should make it a priority. If you are unable to attend at least 80% of the classes, then it is advisable that you withdraw from the course or else risk the application of penalties in the assessment. One class period is allowed, with each subsequent class missed amounting to a 2 point deduction in this component of the assessment. The one allotted absence is to be used in the event that dire circumstances keep you from class. Use the absence at your discretion, but **DO NOT VIEW THIS ALLOTTED ABSENCE AS A SKIP DAY!!!** The absence is provided because I understand that real life occasionally collides with your school responsibilities and this absence gives you the flexibility to responsibly manage conflicting circumstances that may arise during the course of the semester without severe consequences for your point total. If you have MAJOR extenuating circumstances requiring an extended absence from campus (e.g. an accident or illness that requires extensive hospitalization, a death in the family, etc.), please see me and we may be able to make arrangements and/or will talk about the options the University provides for dropping, withdrawing, switching to audit, and so on.

If you are late, YOU are responsible for checking with the professor after class *on the day you were late* to correct the record. It is simply not feasible to alter attendance records days or even weeks after the fact.

Excessive tardiness may result in a further loss of points from the final grade. If you are late for a general class session, simply slip in as quietly as possible.

PARTICIPATION – 50 points

Informed and constructive participation in class discussion is also expected. The course outline lists readings for each. Please read and/or prepare all materials prior to the class period for which they are assigned. It is also helpful if you approach this class with an open mind and a sense of enthusiasm for learning. Participation is awarded for your involvement in in-class activities, exercises, discussions, and so on. Please note that participation points are awarded based on your *active involvement* and *genuine participation*, NOT for mere attendance (which is expected as a *minimal* requirement and is addressed above).

An "A" denotes exceptional work. All assignments and policies indicated above and below must be completed and/or carried out in a satisfactory manner in order to receive a passing grade in this class.

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Keep a folder for handouts, returned papers, and the like. Also keep a photocopy or disk copy of outlines and other items you might submit. Materials that have been graded and returned have comments that may be helpful to you for improving future assignments in class. Keep all graded assignments until I have submitted your grades and you have received your final grade. To calculate your grade in the course as we go along, simply calculate the percentage of points you have earned from the total thus far in the class.

PLAGIARISM, ACADEMIC DISHONESTY, AND DISRUPTIVE BEHAVIOR

Cheating and plagiarism are unacceptable. *Plagiarism* is quoting from, paraphrasing, or using specific ideas contained in any published work, e.g. books periodicals, public documents, internet, etc..., or using another person's ideas without providing an appropriate citation or recognition which credits the author and/or origin of the work or idea, and presenting them as if they are your own. *Academic dishonesty* can refer to a range of inappropriate and unethical behaviors including but not limited to cheating on exams, falsification of sources, and so on. As in other courses at the University, students in this class are expected to do their own work and conduct themselves in a fair, honest, and ethical manner. Those who plagiarize or engage in academic dishonesty of any kind may **minimally** expect to fail the assignment at hand and perhaps the entire course. In addition, instances of academic dishonesty and plagiarism may be dealt with through proper University channels for investigation and disciplinary action.

"Disruptive behavior" includes but is not limited to talking when someone else has the floor, being rude to other people, destructive (rather than constructive) criticism of another, arriving late repeatedly, sleeping during class, belligerent or aggressive behavior, and so on. These behaviors have no place in a college classroom. You have a right to maintain your own opinions and to disagree with others, but you must do so in a fashion that is conducive to learning and does not take the form of a personal attack on others. Minimally, you are expected to treat your classmates and your professor in a respectful fashion and they will return the favor. *Any behavior that obstructs or disrupts the classroom teaching and learning environment will be addressed. Serious or repeated breaches in appropriate behavior may result in a reduction of your final grade in the course and may be referred to additional University authorities.*

STUDENT RIGHTS AND RESPONSIBILITIES

The following are a list of minimum expectations you the student can have of me the professor for this course, and expectations I have of you during the course. If you have any questions or concerns about these expectations, then it is your responsibility to bring these to my attention during the first week of classes. Otherwise it is understood that you agree to abide by these rights and responsibilities.

Your rights

1. course syllabus will be followed, and sufficient notice will be given if any changes will take place
2. clear explanations of assigned written work including assessment
3. respect
4. scheduled office hours, and outside of this appointments can be made
5. provide reasonable assistance individually in understanding the course material if necessary
6. student input into course topics to be discussed

Your responsibilities

1. this is your education so take it seriously
2. be organized and do not procrastinate
3. show up on time
4. attend all classes
5. hand in all written work on time
6. do assigned readings prior to each week's class
7. contribute to class discussions and activities voluntarily and when called upon
8. respect the opinions of others and put yourself in the shoes of others to better understand them
9. seek explanations and help if needed earlier on in the course and not towards the end of the semester

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10. if having learning challenges or other issues which will affect your learning inform me in advance
11. know what is taking place each week with regard to readings and assignment of written work and due dates
12. turn off any cell phones
13. seek out explanation of assessment of written work during office hours or scheduled appointments, not directly after class upon return of graded written work

As your professor, I am responsible for facilitating learning and serving as a resource for you in this class. It is my job to challenge you, to consider your work against the standards I set forth, and to evaluate your efforts based on my years of training and my years of teaching in the field of Sociology. As students, you are responsible for being here, for participating in class, for completing assignments in an appropriate and timely fashion, and for learning. Staying on top of things, being self-motivated, and putting forth adequate effort are all a part of the equation for you to earn a good grade in this course.

That said, I'd like to remind you that it is best if you do not equate your self worth with your grade in this class or on any assignment. You may be an "A+ person" who happened to perform at a C+ level on a given assignment. Remember that grades are an indication of your performance in mastering the material at hand at one point in time. They do not condemn you to a life of doom and drudgery. Nor are they an indicator of your professor's views of you as a person. Reflect on your grade in an honest and realistic fashion before flying off the handle. Remember that I am hired to offer constructive criticism of your speeches, papers, and so on. Digest that criticism and then ask yourself questions like: *Did I put in the preparation time that would've been necessary to receive a better grade?*, *Did I understand the assignment as fully as I could have?*, *Did I turn in all the required paperwork?*, *Did I do an adequate job of proofreading, running a spell check?* If you find that you still have questions about how you can improve or about course content, come see me and we will talk about additional ways for you to work on your mastery of the subject matter.

A few thoughts about attitude... It has been my experience that students who approach their education with a sense of excitement and a willingness to learn are more productive students. Holding on to the belief that you **HAVE TO** take this course prevents you from embracing the point of view that you **GET TO** take this course. This course may be outside your major area of interest, but the content will still relate to your daily activities at home, work, and school. We will laugh, we will experience nervousness, we will think critically, we will speak, we will listen, and we will learn. Most importantly, we will do these things *together*. There is *no* room for negative criticism of others and there is *no* room for laughter at the expense of another in this class. Enjoy the class and look for the concepts to be applicable in your daily life and I think you'll be surprised at what you can accomplish this semester.

And As Per University Requirements in Syllabus:

HOW TO CONTACT A FACULTY MEMBER OR ADVISOR:

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, through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/> or through the Phone Book directory on the FSU main page.

DROPPING CLASSES OR WITHDRAWING:

Dropping and adding only occurs during the first four days of the term. You can adjust your schedule online during the first four days or in person at the Timme Center (from 8-5 except for the last day when it is 12-5). If you add a class you must pay for your additional charges by the fourth day or your schedule will be dropped.

If you need to withdraw from a class after the official drop/add period, you must do so **OFFICIALLY**, through

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your dean's office, in order to avoid receiving an "F" grade in the course. You will receive a "W" for the course. You will not receive a refund. 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 "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. 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). 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.

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FERRIS STATE UNIVERSITY Course Syllabus

COURSE NAME: The Field of Aging SOCY 345 Spring 2010

Professor: Melissa DeRosia

CONTACT INFORMATION

Office Hours: Mondays 11-12 and 3-4:30 in ASC 2075
Wed. 1-2, Friday 2-3, online
Office Location: ASC 2075
Phone: 591-5891

E -MAIL: You must use the ferrisconnect e -mail.
This is the best way to get in touch with me. I will check e-mail and respond to student messages on weekdays between 9 and 11 in the morning and again between 3 and 5 in the evening. You can expect a response to any e-mail questions during those times.

CLASS TIME/LOCATION: Mondays STR 223, 4:30-5:45; online activities as assigned

COURSE DESCRIPTION:

Consideration of the changing position of older people from pre-industrial to modern societies and potential changes in the future. Sociological, psychological, biological, and economic aspects of the aging processes and the later years of life are discussed. Alternative living opportunities in retirement, and community support services, present and emerging are explored. Other contemporary issues in the field of social gerontology are also explored. This course meets General Education requirements: Race/Ethnicity/and or Gender Issues. Pre-Requisites: SOCY 121 or 122 or ANTH 122.

METHODS OF INSTRUCTION

This is a hybrid class. Approximately ½ of the instruction is in class and ½ of it is online. Students are required to be self directed, disciplined, and able to manage their time effectively . If you experience technical difficulties please call 591-4822 for assistance.

REQUIRED TEXT: ISSUES IN AGING, 2nd edition; by Mark Novak, 2009

STUDENT PERFORMANCE OBJECTIVES:

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Upon completion of this course, the successful student will be able to:

1. Describe the sociological perspective and the different theoretical strategies within the field of sociology and gerontology.
 2. Describe the past, present, and predicted future trends in aging in the United States.
 3. Identify the physiological and social components of aging and discuss factors that influence the processes of aging.
 4. Identify the common stereotypes about aging and older people in society and describe the realities.
 5. Discuss the role of public policy in the economic well being of seniors in society.
 6. Discuss the impact of an aging population on the social institutions in society, particularly on the healthcare system and the employment sector.
 7. Compare the government services for the elderly provided by different nations around the world.
 8. Analyze how the experiences and living conditions of the elderly vary by gender, race, and social class.
 9. Identify ways in which one can become an active and effective citizen.
10. Explain how social organizations structure behavior and relations among different age groups in the U.S. and in other societies.
 11. Describe and analyze the factors that have sustained and shaped social inequalities within the U.S..
 12. Draw conclusions regarding the applicability of competing theories on issues related to age stratification and inequality in society.
 13. Compose papers in response to two or more assigned readings or videos, summarizing the main points and evaluating their significance.

RESPONSIBILITIES OF STUDENT:

Academic honesty. Students who engage in any form of academic dishonesty or “cheating” will be referred to the Office for Student Conduct for disciplinary action. Please see more on academic and course policies below. It is the student’s responsibility to know what constitutes academic dishonesty.

Attendance and participation in all class meetings. Students are responsible for knowing everything that happens in class whether or not they are present. Students who are absent from a class period are expected to make contact with their classmates to obtain information missed.

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Participation in online class activities using ferrisconnect. You must use the e-mail through ferrisconnect to communicate with your professor. You must complete some assignments online. You are expected to check your e-mail AT LEAST three times per week on Monday, Wednesdays and Fridays. You may be notified of important updates, changes to the course schedule or assignments, etc. via e-mail and/or announcements on the course homepage.

On-time arrival. You are expected to be in class on time. However, you are encouraged and welcome to come to class even if you are late. If you are late, you are expected to quietly and quickly take a seat close to the door.

Completion of all assignments on or before the specified due date. If an extension is granted for an exam it will lose 10% for each day late. Attendance points can't be made-up and discussion board posts are not accepted late. Absolutely no course work will be accepted after week 15 of the course.

Respect for other members of the class and the professor both in face to face and online classes. Threatening, intimidating, or inappropriate language or behavior will not be tolerated in this class.

Appropriate classroom behavior. Private conversations, ringing cell phones, pagers, or other electronic devices, or any other disruptions to class should be avoided. Have all of your electronics turned off and placed out of site. If you need to send/receive a call or text please step into the hall.

My preference is that you not use laptops or e notebooks to take notes in the class as these seem to encourage those students who are using them to engage in work not related to this course. If this presents a significant hardship for you I do make exceptions. However, please note that I have a “zero tolerance” policy on playing computer games, surfing the web, etc. in class.

GRADING SYSTEM:

UNIT TESTS:

550 points

55%

ATTENDANCE:	130 points	13%
DISCUSSION POSTS:	120 points	12%
RESEARCH PAPER:	200 points	20%
TOTAL	1000 points	100%

GRADING STANDARDS:

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A	93-100%	B-	80-82%	D+	68-69%
A-	90-92%	C+	78-79%	D	63-67%
B+	88-89%	C	73-77%	D-	60-62%
B	83-87%	C-	70-72%	F	0-59%

EXPLANATION OF ASSIGNMENTS

Unit tests: Three multiple choice, true/false and short essay tests covering all material in class including readings, videos, lecture, discussion, and handouts. (first test-- 150 points, tests 2 and 3-- 200 points each)

Attendance: Attendance points are earned by being in class and actively participating in class activities and discussions. Late arrival, lack of participation in class, and /or sleeping in class will all result in a loss of attendance points. Students can not make-up missed attendance points.

- Attendance (130 points; 10 points per class session; 1 “free” absence without deduction)

Discussion posts: There will be 6 discussion board questions and you will need to respond to 4 of these. You will not receive extra credit for doing additional discussion board questions! Late discussion board posts will not be accepted for any reason!

- Discussion board posts (120 points; 30 points per post)

Paper: Each student must complete a semester project on a topic of his/her own choosing, related to some aspect of Aging. Past topics have covered the physical and emotional impacts of aging, political responses to an aging population, and variations between societies with respect to the cultural expectations for the behavior of older persons. Each student will be required to meet with the professor to discuss his/her project proposal and get the topic approved. In addition, you’ll need to bring a rough draft of your paper with you to the April 12th class meeting. Students will submit a double spaced, word processed paper with 10 or 12 point font size and standard margins. The paper should be 5-7 pages in length, plus the sources page. You are required to use a minimum of 6 scholarly publications as references. You may use either APA or MLA guidelines. This assignment will be submitted online. (200 points)

Academic and course policies: My policies on academic dishonesty, cheating, disruptive behavior, plagiarism, withdrawals, incompletes, and all other course and campus policies adhere to Ferris State University guidelines. Academic dishonesty is not tolerated and those students who engage in any form of cheating will be subject to disciplinary action to the fullest extent that is allowed under FSU policies. This may include failing the course and dismissal from the university.

Copyright Statement

Copyright is a form of intellectual property protection granted by Federal statute to original works of authorship fixed in a tangible medium of expression. Protection occurs automatically as soon as the work is fixed and does not require publication or registration

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with the U.S. Copyright Office. Copyright provides the owner with the following exclusive rights in a work: to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly; and to display publicly.

Unless otherwise negotiated, the ownership of the copyright to a student's original work resides with the author. "Student work" is a work produced by a registered student without the use of University funds (other than Student Financial Aid), and is not produced as part of any University employment, or as a result of a sponsored, contracted facilities, or for a commission. Such copyrightable works include papers, computer programs, theses, dissertations, and artistic and musical works.

FERPA Statement

Ferris State University, as consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), recognizes the importance of ensuring the privacy of students' personally identifiable information that is associated with educational records, which include written and digital records, files, documents, course materials, and other records containing information directly related to a student and maintained by the University or a party acting for the University. FERPA gives a student the right to consent to the disclosure of his or her educational records. There are, of course, exceptions to this right, which are described more fully by Ferris' Office of Governmental Relations and General Counsel (see, specifically, <http://www.ferris.edu/htmls/administration/president/generalcounsel/GeneralCounsel/ferpa.htm>). Identifiable student information must not be submitted to turnitin.com when papers are submitted to check for plagiarism.

Make-up Policy: Make-up exams are allowed solely at the discretion of the instructor. If a make up exam is permitted it may be in oral, essay, and/or short answer form. Each individual request for a make-up exam is considered separately, and the request is granted or denied based on the merits of that specific case. There are no "excused" absences in this class. To earn the attendance points for the day, you must be in class for the entire class session. Late discussion board posts are not accepted for any credit.

COURSE OUTLINE

*Due to the nature of this mixed delivery (hybrid) class, the course schedule below is tentative. You will be notified of any changes at the earliest possible time. If we are unable to meet in class due to bad weather or any other unforeseen circumstance, I will substitute online assignments or activities to make up for the missed face to face class. I will post an announcement on our homepage that the day's class is canceled as early as possible (no later than 9:00 a.m.). In that event, you will be required to complete the substituted online activities.

(Always complete the assigned readings from the text before our class meeting on Monday. Additional online readings may be assigned and will be announced in class and/or as an announcement on ferris connect.)

WEEK 1: January 11-15

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Introduction to course, review of syllabus. Novak, Chapter 1: Aging Today

Web link reading: Ageism

Review of Introductory Sociology: Concepts and Theories (see online link)

WEEK 2: January 18-22 (No face to face class due to Martin Luther King Jr. holiday)

Novak, Chapter 2: Theories and Methods

Online question #1, responses due by 6:00 on January 20

WEEK 3: January 25-29

Novak, Chapter 3: Aging at other times.... Web link reading: The Social Security Act

WEEK 4: February 1-5

Novak, Chapter 4: Demography

Online question #2, responses due by 6:00 on February 3

Web link reading: Community Preparedness

WEEK 5: February 8-12

Novak, Chapter 5: Personal Health...

Web link reading: Living to be 100 calculator

WEEK 6: February 15-19

Unit test 1

Novak, Chapter 6: The Life Course

WEEK 7: February 22-26

Novak, Chapter 7: Race and Ethnicity

WEEK 8: March 1-5

Novak, Chapter 8: Healthcare System

Online question #3, responses due by 6:00 on March 3

WEEK 9: March 15-19

Novak, Chapters 9: Finances and Economics and 10: Retirement and Work

Web link reading: Dependency ratios

Online question #4, responses due by 6:00 on March 17

WEEK 10: March 22-26

Unit test 2

Novak, Chapter 11: Housing and Transportation

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Web link reading: Age and Driving

WEEK 11: March 29-April 2

Novak, Chapter 12: Leisure, Recreation...

Online question #5, responses due by 6:00 on March 31

WEEK 12: April 5-9

Novak, Chapter 13: Family Life and Social Support

Web link reading: Aging and Sex

WEEK 13: April 12-16

Novak, Chapter 14: Death and Dying

Bring rough draft of your paper to class

Online question #6, responses due by 6:00 on April 14

WEEK 14: April 19-23

Novak, Chapter 15: Politics and Policies

Research Paper due on April 21st

WEEK 15: April 26-30

Unit test 3

WEEK 16: May 3-7

Finals week: student conferences

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Syllabus for Sociology 347

The Sociology Of Disasters And Emergency Preparedness
Spring, 2012; Three Credit Hours;
Class meets Monday and Wednesday from 4:30 – 5:45 p.m. in Starr 232;
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
Office hours--Monday and Wednesday 3 – 4:15 p.m.; and Tuesday and Thursday: 12 - 1 p.m., and by appointment.

COURSE PRE-REQUISITE INFORMATION:

In order to be admitted into this course, you 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:

Sociology 347 clearly fulfills the GE Social Awareness requirement. As a result of successfully completing this course, students will be able to:

- A. Understand the sociological approach to a variety of both natural and man-made disasters or emergency situations
- B. Appreciate the sociological significance of various well-known major disasters, and the responses to those events as they occurred
- C. Understand what studying major disasters can teach us as we look toward developing protection/prevention, preparedness, response, recovery, and mitigation strategies for future disasters or emergencies
- D. Appreciate the importance of personal and community preparedness for various types of disasters or emergencies that could occur here in Michigan

The knowledge, skills, and values just described will contribute to students as citizens by helping them become informed about the various realities that shape responses to, actual or potential disasters or emergency situations. The course will aid students in their chosen profession by giving them an increased ability to respond effectively to any disasters or emergencies that might occur in the work place. In general, the course will make students better people by providing them with the tools that will help them more completely prepare for, and respond to, any disasters or emergencies that they might experience, either personally, or on the broader community level.

Specific Course Objectives: This course has been designed to achieve three basic objectives. You will be expected to show that you have fulfilled each of these objectives in order to receive a passing grade in the course:

- A. Gaining the ability to utilize basic sociological approaches to understanding the nature, consequences, and implications of a variety of both natural and man-made emergency or disaster situations

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B. Documenting competence in various aspects of emergency preparedness and response by completing a combination of “on line” course examinations and other certification programs, C. Demonstrating a willingness to become personally, socially, and politically involved in issues of concern in the field of emergency preparedness and response.

In order to determine the extent to which these outcomes are being achieved, you will be assessed via a number of practically-oriented assignments and class activities. These are discussed in detail in the “Course Requirements And Grading Criteria” section of this syllabus.

REQUIRED READINGS:

There is no required textbook for this course. The required readings will come from a variety of other sources, and will be assigned when appropriate for certain designated course units. These sources will include the following:

- A. Articles or other selected postings from relevant web sites
- B. Class hand-outs
- C. E-reserve articles, which are kept on a specially-designated web site for this course.

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 the scheduling or completion of affected course activities. As a registered student in this course, you will be responsible for keeping informed about these alterations if they occur.

- I. January 9, 11, 18, and 23--Basic introductory activities
 - A. Introduction and general orientation to the course—Do practical exercise 1.
 - B. Introduction of useful sociological principles and concepts for the Sociology of Disasters and Emergency Preparedness
 1. C. Wright Mills’ sociological imagination
 2. Major theoretical perspectives—i.e. structural-functionalism, conflict theory, and interactionism—Read class hand-out, and do practical exercise 2.
 3. In-class simulation exercise aimed at demonstrating the extreme importance of careful listening and accurate communication during an emergency or disaster situation—Do practical exercise 3.

WEDNESDAY: JANUARY 25—INTRODUCTION TO SERVICE LEARNING, AND THE SERVICE LEARNING PROJECT ASSIGNMENT—OVERVIEW OF ASSIGNMENT GUIDELINES, AND DISCUSSION WITH available REPRESENTATIVES FROM INVOLVED ORGANIZATIONS.

- II. January 30 and February 1--A review of some common hazards, and patterns of response to disasters and emergencies
 - A. Summary overview of major hazards facing Michigan and the United States

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1. Michigan hazards—taken from “hazards analysis” documents to be distributed as class handouts.

2. Brief mention of other U.S. hazards- hurricanes, earthquakes, landslides, volcanoes, tsunamis, etc. that we typically don’t have to be concerned with here in Michigan.

B. Some General thoughts on our overall lack of preparedness for major disasters—Read the E-reserve article entitled “The Problem And Approach” taken from The Human Side Of Disasters by Thomas Drabek pp. 20—36, “Chapter 18: The Future: Where Do We Go From Here?”, and the June, 2006 article from University Of Chicago magazine—to be distributed as a class handout.

C. An overview of the wide variety of social and psychological responses to emergencies and disasters—Read Introduction to The Unthinkable by Amanda Ripley on E-reserve.

III. February 6,8, and 13-- Overview of important concepts in the field of disasters and emergency preparedness

A. Emergency, state of emergency, disaster, Federally-declared disaster—See class hand-out.

B. Protection/prevention, preparedness, response, recovery, and Mitigation as the five basic phases in effective emergency management practice—See class hand-out.

C. The nature and growing importance of Incident Command (ICS), and the National Incident Management System (NIMS) as a standardized way to handle emergency or disaster situations—Read the E-reserve article entitled “The Organized Disorganization” taken from The Human Side Of Disasters by Thomas Drabek pp. 145—168. During this segment of the course, we will have several guest speakers, and a “hands on” classroom demonstration.

IV. February 15 through March 14—Detailed consideration of the nature, consequences, and public-policy implications of selected types of emergency or disaster situations that either have occurred, or could occur here in Michigan

A. February 15--Weather-related emergencies—severe thunderstorms, tornados, floods, blizzards, and ice storms--guest speaker from the National Weather Service Grand Rapids Forecast Office. Also see U.S. Department of Health and Human Services website: <http://www.hhs.gov/emergency> and class hand-outs to be distributed.

B. February 20--School violence/terrorism--Guest speaker from local Emergency Management Office.

C. February 22--Violent or terrorist incidents on the university campus--A special look at the Virginia Tech tragedy and other related incidents—Will involve the showing

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of a DVD entitled “When Lightning Strikes”, and a panel presentation by representatives from Ferris who are actively involved in ensuring the University’s preparedness and ability to respond effectively to such an event if it were to occur here. Also, refer to the following web sites:

<http://www.governor.virginia.gov/TempContent/techPanelReport.cfm>

<http://www.vtnews.vt.edu/story.php?relyear=2007&itemno=459>

and <http://www.ferris.edu>

D. February 27 and 29--Terrorist events (both international and “home grown”--See U.S. Department of Health and Human Services website:

<http://www.hhs.gov/emergency>, and class hand-outs to be distributed. Also, read the

following library E-reserve readings from the following “Annual Editions on Violence and Terrorism” anthologies:

- 07/08 AE – “The Origins of the New Terrorism” by Matthew J. Morgan pp.9-15.
- 06/07 AE – “Understanding the Terrorist Mind-Set” by Randy Borum pp. 22-24.
- 06/07 AE – “The Making of a Suicide Bomber” by Michael Bond, pp. 25-27.
- 08/09 AE – “Toy Soldiers: The Youth Factor In The War On Terror” by Cheryl Benard pp. 34—37.
- 06/07 AE – “Due Process for Terrorists?” by Thomas F. Powers pp. 111-113.
- 07/08 AE – “Homegrown Terror” by Michael Reynolds pp. 86-91.
- 12/13 AE “Militant Extremists In The United States” by Jonathan Masters pp. 68—70.
- 12/13 AE “Nightmares Of Nuclear terrorism” by Rolf Mowatt-Larssen pp. 47—51
- 06/07. AE – “The Next Threat” by Robert Lenzner and Nathan Vardi pp. 202-204.
- 07/08 AE – “Are We Ready Yet?” by Christopher Conte pp. 194-197.

E. March 12--Hazardous materials incidents, including chemical spills, radiological accidents, toxic gas releases, and toxic waste problems--Guest speaker presentation by Mike McKay, Ferris State University’s Safety Coordinator. Also, see (U.S. Department of Health and Human Services website: <http://www.hhs.gov/emergency> and class hand-outs to be distributed.

F. March 14--Public health-related emergencies—disease outbreaks, food or water contamination situations, etc.

(possible guest speaker from regional health department) Also, read distributed class hand-outs, and see U.S. Department of Health and Human Services website:

<http://www.hhs.gov/emergency>.

V. March 19 through 28—Detailed consideration of the nature, consequences, and public-policy implications of selected types of emergency or disaster situations that either have occurred, or could occur in other parts of the United States

A. March 19 and 21--Weather-related disasters such as hurricanes—See class hand-

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outs, and relevant web sites to be determined.

1. The special case of Katrina — Guest speaker will share experiences and other insights on Katrina from the perspective of New Orleans residents who actually lived through the disaster, and are still coping with it today.

Read:

- The class hand-out article entitled “Hurricane Katrina – Our Experiences” by Paramedics Larry Bradshaw and Lorrie Beth Slonsky Sept. 6, 2005 from www.truthout.org,
- The class hand-out article by Mary Foster entitled “Before Storms: A Nursing Home Dilemma”, and
- The assigned E-reserve article entitled “Hurricane Katrina: A Multicultural Disaster” taken from the Communique , March, 2006 pages i – xvi and xxvii – xxxiv).

Also, see U.S. Department of Health and Human Services website:

<http://www.hhs.gov/emergency>.

B. March 26 and 28--Natural/geological events such as earthquakes, landslides, volcanoes, and tsunamis—possible guest speaker.

Also, see distributed class hand-outs, and U.S. Department of Health and Human Services website: <http://www.hhs.gov/emergency>

MONDAY: APRIL 2—“ON LINE” CERTIFICATION TEST DAY:

You will be given the opportunity to work on the FEMA IS22 “Are You Ready?” course, plus one other on line FEMA class of your choice, if you have not already done so.

VI. April 4—Emergency/disaster protection/prevention, preparedness, response, recovery, and mitigation: some personal considerations—Read distributed class hand-outs, and see the following relevant web sites:

www.michigan.gov/michiganprepares

www.doonething.com

www.theiceguy.com

www.ready.gov

and www.hhs.gov/emergency

Also, do practical exercise 4, and view basic family preparedness DVD.

VII. April 9 through 23—The dynamics and mechanics of emergency-disaster protection/prevention, preparedness, response, recovery, and mitigation on the local, State, and Federal levels—agencies involved, issues of importance, etc.

A. April 9--Local issues and concerns (part I)--(Emergency Managers’ panel involving Emergency Managers from Local County Emergency Management offices)

B. April 11—Local issues and concerns (part II)--An Introduction to the Emergency Operation Center (EOC) concept—Overview provided by local emergency management personnel as a prelude to required Emergency Response Simulation Exercise.

C. April 16—Local issues and concerns (part III.)—Panel consisting of

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representatives from other local agencies or organizations (Mecosta County Medical Center, The City of Big Rapids, West/Central Michigan Search And Rescue, Roben-Hood Airport, an elderly care facility (e.g. Altercare or Metron), and The American Red Cross.

D. April 18—State and Federal issues and concerns—Possible guest speaker from the Michigan State Police Emergency Management And Homeland Security Division.

E. April 23—Emergency planning and preparedness for special needs populations—Possible guest speaker--to be covered if time allows--Read distributed class hand-outs.

VIII. April 25—Service Learning Project Student Presentations.

THE FINAL WRAP-UP ACTIVITY FOR THE COURSE WILL OCCUR ON WEDNESDAY: MAY 2 FROM 4 – 5:40 P.M. THIS IS THE UNIVERSITY-SCHEDULED FINAL EXAMINATION PERIOD. IN ORDER TO GET CREDIT FOR HAVING COMPLETED THIS FINAL COURSE ACTIVITY, YOU WILL NEED TO BE IN CLASS AT THIS OFFICIALLY-DESIGNATED TIME. THE FINAL COURSE ACTIVITY WILL CONSIST OF A FINAL REFLECTIVE WRAP-UP PAPER WHICH WILL BE SUBMITTED IN WRITTEN FORM, AND WILL BE PRESENTED BY EACH STUDENT.

COURSE REQUIREMENTS AND GRADING CRITERIA:

This will not be the traditional type of course that contains highly structured exams, and other assignments that are geared toward typical Ferris classes with 40 or more students. Instead, the course will involve a considerable amount of reflective thinking and writing, a great deal of small group work, a significant “on line” instructional component, and a tremendous amount of “hands on” learning out there in the broader community. Therefore, it will be extremely important for you to be a highly motivated student who is sincerely interested in the topics that will be addressed. You also will need to be a “self directed” learner, who is comfortable functioning in a flexible class setting, where assignment parameters or deadlines may need to be changed if circumstances warrant.

More specifically, the grade that you ultimately receive in this course will be determined by your performance on a wide variety of items, each of which will have an associated point value. Your entire course grade will be based on a total of 100 possible points. The points will be divided up as follows:

1. Completion of a series of 4 practical exercises, which will consist of brief written assignments, in-class group exercises, or outside class activities. The exercises will involve sociological analyses, “hands on” tasks, or personal reflections. (worth 20 points total).

2. Documented completion of the FEMA IS 22 “Are You Ready?” course, plus one other on-line FEMA course of your choosing. A set of access instructions for these on-line courses will be handed out shortly after the semester begins. (Each course is worth

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10 points, for a total of 20 points.)

3. Documented completion of at least one other emergency certification exam or related activity, such as obtaining National Weather Service Basic Skywarn Spotter training; acquiring an amateur radio license; or passing a CPR or First Aid certification course. Scheduling information regarding these training opportunities will be provided as it becomes available. Other types of training also will be accepted, as long as they are approved in advance. (worth 10 points).

4. Documented active participation in an Academic Service Learning course project. All students will be required to become involved in the work of a local emergency response organization, and will write a brief 1-to-2-page paper on their experience. It is expected that each student will contribute between 10 and 15 volunteer hours throughout the semester to help with the work of their chosen organization. More details regarding this particular project will be provided shortly. (worth 25 points)

5. Documented active participation in a major emergency response simulation “table top” exercise, which will be organized with the help of several county emergency managers, and will be conducted on a Saturday in April toward the very end of the semester. More details regarding this activity will be provided as the semester proceeds. (worth 15 points)

6. A final reflective paper, which will be turned in and presented to the class on the final exam day--Wednesday: May 2—Worth 10 points.

7. Attendance—Class attendance is going to be highly important for every student in the class, and for the overall success of the class itself. Therefore, this course has an attendance policy that will be adhered to rigorously.

Specifically, you will be allowed two unexcused absences during the entire length of the term. For every unexcused absence that exceeds the allowable limit of two, five percentage points will be deducted from your final course grade. In order for an absence to be considered "excused", you will have to provide documentation in the form of a medical excuse or some other official written verification of the problem which caused you to miss class. This verification should be provided immediately upon your return to class, and should be a copy that I can keep for my records.

Serious attention to attendance also can be something for which you can be rewarded positively when final course grades are calculated. If at the end of the semester, you have not missed a single class period for any reason, and therefore have a perfect attendance record, five percentage points will automatically be added to your final course average. I also will consider adding a few additional percentage grade points onto your final course average if your total number of absences is minimal (i.e. two or fewer), but only if those absences are "excused" via official written verification.

A BRIEF NOTE ON MID-TERM GRADES:

Even though I will not be giving mid-term grades in this course, I would like to meet

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with each of you individually sometime between Monday: February 27 and Thursday: March 15, in order to assess your degree of progress in the course, and to address any developing problem areas of concern.

The following percentage grading scale will be used for all course 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; doing homework for other courses during class; or participating in activities that have nothing to do with the course
- D. Using cell phones during class--All cell phones must be turned off and put away at the beginning of the class period. (Anyone who repeatedly uses a cell phone during class for texting or other purposes will be asked to leave the room.)
- E. Using iPods, MP3 players, or laptop computers during class. All such devices must be turned off and put away at the beginning of the class period. (Anyone who repeatedly uses any of these devices will be asked to leave the room. The only exception will be if someone needs to use a laptop computer for note-taking purposes, in which case, permission to do so must be obtained in advance.)
- F. 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 313 of the Starr Building (telephone extension 3057).

Appendix B – Syllabi and Checksheets

Leisure
Ferris State University
Sociology 361
Spring 2010
TR Noon – 1:15

Shawna Mauldin
ASC 2077
Office Hours: MW 6-9pm, T 2-6pm, & R 9:30- 10:30am, or by appt.
Ph: 231-591-5632
shawnamauldin@ferris.edu

Leisure: The freedom from time-consuming duties, responsibilities, or activities.

The theme for this course is the sociology of leisure: What can we learn about ourselves, and about society, by the ways that we spend our leisure time? As with studying other institutions

(i.e., the educational system, economic system, and legal system), a sociological examination of leisure can provide insights into a society's ideologies and beliefs. And, as is typically the case with other institutions, leisure involvement is often governed by stratification and inequality. Unlike many other institutions though, leisure participation generally provides opportunities for freedom of expression; some people may choose from a different and/or more limited menu than others, but their leisure preferences still reveal much about their values, tastes, and their personal identity, as well as access to resources required for leisure activities. This semester we will explore how society influences leisure behavior, how individuals respond and adapt to those influences, how individuals' leisure choices can impact society, and how exclusions from leisure activities shape & reinforce stereotypes. Along the way we will challenge common notions about what leisure is, about what it is not, and about its triviality.

All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts

A. Leopold

Required Books

1. *Living Theory: The Application of Classical Social Theory to Contemporary Life*

Charles E Hurst

ISBN: 0-205-27775-6

2000

2. *Environmental Ethics: Divergence & Convergence*

S. Armstrong & R. Botzler

ISBN: 0-07-283845-0

2004

This course is aimed at enhancing the student's theoretical understanding rather than encouraging the acceptance or rejection of a theory.

Appendix B – Syllabi and Checksheets

This course is an interdisciplinary introduction to the study of leisure. It is intended to integrate the various perspectives used to study social stratification, environment, sports & their praxis in the realm of leisure.

Course Objectives:

1. To understand what leisure is and how it has evolved over time.
2. To understand how leisure reflects, perpetuates, and influences cultural values and lifestyles.
3. To understand how leisure is related to other social institutions, including the family, the educational system, politics, economy, health, the urban landscape, and religion.
4. To understand how leisure involvement is mediated by gender, race, class, sexual orientation, disability, and age.
5. To develop an understanding of the many benefits of leisure involvement, the barriers that constrain us, and the facilitators that encourage participation.

Course Goals:

At the end of the semester students will be able to:

1. Understand the history of social stratification, environment, sport, and leisure activities and their modern manifestations.
2. Learn the use of evidence for developing an understanding of the institutions of social stratification, environment, sport, and leisure.
3. Develop an awareness of the differential access to various forms of environmental activities, geographical locations, sports, and leisure activities based on group membership.
4. Compare the actual and reported values of leisure participation for individuals.
5. Think critically about media based depictions of leisure in “*American*” society.
6. Comprehend the importance of gender, race, ethnicity, class, sexuality, and age to our understanding of environment, sports, and leisure activities.
7. Use sociological methods to create an empirical understanding of the validity of societal beliefs about the institutions of environment, sports, and leisure.

Grading: Letter grades will be based on the following system:

- A 90 - 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F 59% and below

The following descriptions of grades:

- A = Honor grade; indicates comprehensive mastery of required work.
- B = Indicates high level of performance in meeting course requirements.

Appendix B – Syllabi and Checksheets

C = Indicates satisfactory level of performance.
D = Indicates lowest passing grade.
F = Indicates failure.

15 Quizzes 300 points 30%
10 Outlines 200 points 20%
Journal 150 points 15%
Final Project 300 points 30%
Participation 50 points 5%

Week One Jan 11-15 Basic Concepts & History

Readings for this week:

Reading 17 The Ancient Roots of Our Ecological Crisis pp 160-164 Armstrong & Botzler

Reading 21 Nature in Industrial Society pp 191-199 Armstrong & Botzler

On Tuesday

Introduction to Class & Video *Life After People*

On Thursday

Quiz over readings & Video *Life After People*

Typed Outline of readings 17 & 21

Week Two Jan 18-22 How We Know

Readings for this week:

Chapter One The Contemporary Relevance of Old Theories Hurst

Reading 3 Facing the Problem of Uncertainty pp 34-39 Armstrong & Botzler

Introduction the Chapter Two: Morality pp 53-57 Armstrong & Botzler

On Thursday

Quiz over readings

Typed Outline of Chapter One The Contemporary Relevance of Old Theories Hurst

Week Three Jan 25-29 Socialization

Readings for this week:

Chapter Two The Janus-Faced Nature of Society Hurst

Reading 20 “Wasty Ways” Stories of American Settlement pp 180-188 Armstrong & Botzler

On Thursday

Quiz over readings

Typed Outline of Chapter Two The Janus-Faced Nature of Society Hurst

Week Four Feb 1-5 Family

Readings for this week:

Chapter Three Private Lives & Public Connections Hurst

Reading 9 Environmental Ethics & the Social Construction of Nature pp 87-93

Armstrong & Botzler

On Thursday

Quiz over readings

Typed Outline of Chapter Four Separatism & Status Hurst

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Week Five Feb 8-12 Gender & Ethnicity

Readings for this week:

Chapter Four Separatism & Status Hurst
Reading 27 Voices from White earth pp 247-254 Armstrong & Botzler
On Thursday
Quiz over readings
Typed Outline of Chapter Four Separatism & Status Hurst

Week Six Feb 15-19 Deviance

Chapter Five The Decline of Civility: Cynicism, Corruption, & Other Nastiness Hurst
Reading 41 The Land Ethic pp 374-383
Perceptions of Fairness Handout
On Thursday
Quiz over readings
Typed Outline of Chapter Five The Decline of Civility: Cynicism, Corruption, & Other Nastiness Hurst

Week Seven Feb 22-26 Sports

Readings for this week:

Chapter Six Commodification & the Value of Human Life Hurst
The Institutionalized Nature of Identity in & Around Sports Handout
Reading 12 Walking pp 121-129 Armstrong & Botzler
On Thursday
Quiz over readings
Typed Outline of Chapter Six Commodification & the Value of Human Life Hurst

Week Eight March 1-5 Mid-Terms

Film: *Glory Road*
The Whiteness of Sport Media/Scholarship McDonald Hand-Out
On Thursday
Journal Due
Typed Outline of The Whiteness of Sport Media/Scholarship McDonald Hand-Out

Week Nine March 8-12 Spring Break

Week Ten March 15-19 Economics

Readings for this week:

Chapter Seven The Polarization of Economic Resources Hurst
Reading 29 The Environmentalism of the Poor pp 258-264 Armstrong & Botzler
On Thursday
Quiz over readings
Typed Outline of Chapter Seven The Polarization of Economic Resources Hurst

Week Eleven March 22-26 Health

Readings for this week:

Reading 60 Genuine Progress Indicator (GIP) Accounting: Relating Ecological Integrity to Human Health & well-Being pp 537-549
On Thursday
Quiz over readings

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Week Twelve March 29-April 2 (Easter) Anthropocentrism

Readings for this week:

Introduction to Chapter Six: Anthropocentrism pp 271-273 Armstrong & Botzler
Reading 30 Animals are Machines pp 274-278 Armstrong & Botzler
Reading 31 Duties to Animals: The Failure of Kant's Moral Theory pp 278-279
Armstrong & Botzler
Reading 32 Anthropocentrism: A Modern Version pp 280-287 Armstrong & Botzler
Reading 33 The Golden Rule- A proper Scale for Our Environmental Crisis Armstrong & Botzler
On Thursday

NO CLASS EASTER BREAK

Week Thirteen April 5-9 Religion

Readings for this week:

Reading 23 The Historical Roots of Our Ecological Crisis pp 219-224 Armstrong & Botzler
Reading 24 Created in the Image of God: Humanity & Divinity in an Age of Environmentalism pp 224-229 Armstrong & Botzler
Reading 26 Islamic Environmental Ethics, Law, & Society pp 240-246 Armstrong & Botzler
On Thursday
Quiz over readings
Typed Outline of Readings 30 & 32 (week 12) & Readings 23 & 26 (week 13)

Week Fourteen April 12-16 Urban Landscape

Readings for this week:

Reading 18 Anglo-American Land Use Attitudes pp 164-175
Reading 55 The Tragedy of the Commons pp 494-497 Armstrong & Botzler
The Chicago Wilderness Controversy Handout
On Thursday
Quiz over readings

Week Fifteen April 19-23 Mass Media & Music

Readings for this week:

Examining Identity in Sports Media Billings & Hundley Handout
The Effects of Music on Exercise?
<http://www.unm.edu/~lkravitz/Article%20folder/musicexercise.html>
On Thursday
Quiz over readings

Week Sixteen April 26-30 Globalization

Readings for this week:

Reading 51 Biocentrism & Genetic Engineering pp 468-472 Armstrong & Botzler
Reading 56 Visitors to the Commons: Approaching Thailand's "Environmental" Struggles from a Western Starting Point pp 497-505 Armstrong & Botzler
On Thursday
Journal Due

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Quiz over readings

Week Seventeen May 3-7 FINALS WEEK Final Project Due Wednesday by 4pm in ASC 2077

Journal

All students are required to choose a leisure goal that they will work towards throughout the semester. The goal must be stated in such a way that weekly progress toward its completion can be measured and verified empirically. All leisure goals **MUST** be approved by me by the end of the second week; goals that are illegal, dangerous, or potentially harmful to the participant or others will not be approved. Students must keep a journal that; 1) outlines their reasons for choosing the goal, 2) how the goal fits with different conceptions of leisure, 3) their weekly progress towards the goal, and 4) factors that serve as barriers or facilitators to achieving the goal. As stated above, journals will be collected at mid-term [**Thursday, March 4**], and again at the end of the semester [**Thursday, April 29**]. Whether or not the student successfully reaches the goal is of no consequence, “it is the journey, not the destination.” The journals will be graded primarily on their content and wherever possible, students should strive to display a thorough understanding of the concepts introduced in this course. In a best case scenario the journal should be a stepping stone for your final project.

IN GENERAL

I DO NOT post my notes or power points. The notes given in class are your responsibility.

I am not on-line 24/7. Weekdays I will respond to you within 24 hours. Weekends & holidays you may or may not be replied to. I also do not FACEBOOK, TWITTER, MYSPACE, etc

ABSCENCES

In general, I make no distinction between "excused" and "unexcused" absences. This frees you from having to bring a note from your doctor or something of that nature. I know that there are times when real life comes into conflict with the demands of pursuing an education, but your attendance in this class is important and you should make it a priority. If you are unable to attend at least 80% of the classes, then it is advisable that you withdraw from the course or else risk the application of penalties in the assessment. One class period is allowed, with each subsequent class missed amounting to a 2 point deduction in this component of the assessment. The one allotted absence is to be used in the event that dire circumstances keep you from class. Use the absence at your discretion, but DO NOT VIEW THIS ALLOTTED ABSENCE AS A SKIP DAY!!! The absence is provided because I understand that real life occasionally collides with your school responsibilities and this absence gives you the flexibility to responsibly manage conflicting circumstances that may arise during the course of the semester without severe consequences for your point total. If you have MAJOR extenuating circumstances requiring an extended absence from campus (e.g. an accident or illness that requires extensive hospitalization, a death in the family, etc.), please see me and we may be able to make arrangements and/or will talk about the options the University provides for dropping, withdrawing, switching to audit, and so on.

If you are late, YOU are responsible for checking with the professor after class *on the day you were late* to correct the record. It is simply not feasible to alter attendance records days or even weeks after the fact.

Excessive tardiness may result in a further loss of points from the final grade. If you are late for a general class session, simply slip in as quietly as possible.

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PARTICIPATION

Informed and constructive participation in class discussion is also expected. The course outline lists readings for each. Please read and/or prepare all materials prior to the class period for which they are assigned. It is also helpful if you approach this class with an open mind and a sense of enthusiasm for learning. Participation is awarded for your involvement in in-class activities, exercises, discussions, and so on. Please note that participation points are awarded based on your *active involvement* and *genuine participation*, NOT for mere attendance (which is expected as a *minimal* requirement and is addressed above).

An "A" denotes exceptional work. All assignments and policies indicated above and below must be completed and/or carried out in a satisfactory manner in order to receive a passing grade in this class. Keep a folder for handouts, returned papers, and the like. Also keep a photocopy or disk copy of outlines and other items you might submit. Materials that have been graded and returned have comments that may be helpful to you for improving future assignments in class. Keep all graded assignments until I have submitted your grades and you have received your final grade. To calculate your grade in the course as we go along, simply calculate the percentage of points you have earned from the total thus far in the class.

PLAGIARISM, ACADEMIC DISHONESTY, AND DISRUPTIVE BEHAVIOR

Cheating and plagiarism are unacceptable. *Plagiarism* is quoting from, paraphrasing, or using specific ideas contained in any published work, e.g. books periodicals, public documents, internet, etc. . . ., or using another person's ideas without providing an appropriate citation or recognition which credits the author and/or origin of the work or idea, and presenting them as if they are your own. *Academic dishonesty* can refer to a range of inappropriate and unethical behaviors including but not limited to cheating on exams, falsification of sources, and so on. As in other courses at the University, students in this class are expected to do their own work and conduct themselves in a fair, honest, and ethical manner. Those who plagiarize or engage in academic dishonesty of any kind may **minimally** expect to fail the assignment at hand and perhaps the entire course. In addition, instances of academic dishonesty and plagiarism may be dealt with through proper University channels for investigation and disciplinary action.

"Disruptive behavior" includes but is not limited to talking when someone else has the floor, being rude to other people, destructive (rather than constructive) criticism of another, arriving late repeatedly, sleeping during class, belligerent or aggressive behavior, and so on. These behaviors have no place in a college classroom. You have a right to maintain your own opinions and to disagree with others, but you must do so in a fashion that is conducive to learning and does not take the form of a personal attack on others. Minimally, you are expected to treat your classmates and your professor in a respectful fashion and they will return the favor. *Any behavior that obstructs or disrupts the classroom teaching and learning environment will be addressed. Serious or repeated breaches in appropriate behavior may result in a reduction of your final grade in the course and may be referred to additional University authorities.*

STUDENT RIGHTS AND RESPONSIBILITIES

The following are a list of minimum expectations you the student can have of me the professor for this course, and expectations I have of you during the course. If you have any questions or concerns about these expectations, then it is your responsibility to bring these to my attention during the first week of classes. Otherwise it is understood that you agree to abide by these rights and responsibilities.

Your rights

7. course syllabus will be followed, and sufficient notice will be given if any changes will take place
8. clear explanations of assigned written work including assessment
9. respect
10. scheduled office hours, and outside of this appointments can be made
11. provide reasonable assistance individually in understanding the course material if necessary
12. student input into course topics to be discussed

Your responsibilities

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14. this is your education so take it seriously
15. be organized and do not procrastinate
16. show up on time
17. attend all classes
18. hand in all written work on time
19. do assigned readings prior to each week's class
20. contribute to class discussions and activities voluntarily and when called upon
21. respect the opinions of others and put yourself in the shoes of others to better understand them
22. seek explanations and help if needed earlier on in the course and not towards the end of the semester
23. if having learning challenges or other issues which will affect your learning inform me in advance
24. know what is taking place each week with regard to readings and assignment of written work and due dates
25. turn off any cell phones
26. seek out explanation of assessment of written work during office hours or scheduled appointments, not directly after class upon return of graded written work

As your professor, I am responsible for facilitating learning and serving as a resource for you in this class. It is my job to challenge you, to consider your work against the standards I set forth, and to evaluate your efforts based on my years of training and my years of teaching in the field of Sociology. As students, you are responsible for being here, for participating in class, for completing assignments in an appropriate and timely fashion, and for learning. Staying on top of things, being self-motivated, and putting forth adequate effort are all a part of the equation for you to earn a good grade in this course.

That said, I'd like to remind you that it is best if you do not equate your self worth with your grade in this class or on any assignment. You may be an "A+ person" who happened to perform at a C+ level on a given assignment. Remember that grades are an indication of your performance in mastering the material at hand at one point in time. They do not condemn you to a life of doom and drudgery. Nor are they an indicator of your professor's views of you as a person. Reflect on your grade in an honest and realistic fashion before flying off the handle. Remember that I am hired to offer constructive criticism of your speeches, papers, and so on. Digest that criticism and then ask yourself questions like: *Did I put in the preparation time that would've been necessary to receive a better grade?*, *Did I understand the assignment as fully as I could have?*, *Did I turn in all the required paperwork?*, *Did I do an adequate job of proofreading, running a spell check?* If you find that you still have questions about how you can improve or about course content, come see me and we will talk about additional ways for you to work on your mastery of the subject matter.

A few thoughts about attitude... It has been my experience that students who approach their education with a sense of excitement and a willingness to learn are more productive students. Holding on to the belief that you HAVE TO take this course prevents you from embracing the point of view that you GET TO take this course. This course may be outside your major area of interest, but the content will still relate to your daily activities at home, work, and school. We will laugh, we will experience nervousness, we will think critically, we will speak, we will listen, and we will learn. Most importantly, we will do these things *together*. There is *no* room for negative criticism of others and there is *no* room for laughter at the expense of another in this class. Enjoy the class and look for the concepts to be applicable in your daily life and I think you'll be surprised at what you can accomplish this semester.

And As Per University Requirements in Syllabus:

HOW TO CONTACT A FACULTY MEMBER OR ADVISOR:

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, through the College of Arts and

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Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/> or through the Phone Book directory on the FSU main page.

DROPPING CLASSES OR WITHDRAWING:

Dropping and adding only occurs during the first four days of the term. You can adjust your schedule online during the first four days or in person at the Timme Center (from 8-5 except for the last day when it is 12-5). If you add a class you must pay for your additional charges by the fourth day or your schedule will be dropped.

If you need to withdraw from a class after the official drop/add period, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. You will receive a "W" for the course. You will not receive a refund. 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 "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. 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). 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.

SOCY 373 CRM 82943
Health/Illness in Society
Fall 2010

Instructor: Dr. Carole McKenna Email: mckenne3@ferris.edu (first choice)
Room: STR 322 Days: MWF Time: 1:00-1:50
Office: Arts and Science 2077 Phone 231 591 5632 (last resort)
Office Hours: MWF 9-9:45 and 11-12 and by appointment

University Course Objectives

This class covers health and illness as social concerns. We will study major actors in the health care system, issues facing health care systems including but not limited to the environment, employment, the economy, and cross-cultural perspectives on health and illness. This course meets General Education requirements: Race/Ethnicity/Gender Issues Global Consciousness and Social Awareness. Pre-Requisites: Socy 121, 122 or Anth 122.

Student Learning Outcomes
Social Awareness
Global Consciousness

7. Synthesize reading material and videos with global diversity, health, and illness as demonstrated in small group participation, quizzes, and presentations.
8. Show evidence of an understanding of social theories in relation to health and illness while participating in class open forum discourse, quizzes, and presentations.
9. Demonstrate the ability to self-identify with diversity in health care by presenting the data in class and comparing it to a current newsworthy incident.
10. Analyze knowledge of how social class, race, and gender, among others are socially constructed and applied to situations in health care, workplace and environmental effects within classroom discourse and presentations.
11. Make sense of health care and illness in a social, historical, and cultural framework in small group discussion and classroom interaction.
12. Summarize and critically analyze material through classroom debates and writing in small group entries about sociological concepts explaining diversity in health and illness with regard to economic injustice, the environment, globalization, and some influencing legal components.

Teaching Philosophy

I am using the “Learner Centered” approach in teaching. This means that you are to be an active participant in the learning processing. Success in this course relies on your contributions in class discussions, reading the literature, viewing the videos, doing well on the quizzes, and learning from each other through your group presentations and discussions. You will have the opportunity to create topics upon which you can direct the class discussion and lecture by integrating a current newsworthy event of your choice into your group presentation.

Technology

We will be using technology from eInstruction. It makes tasks like taking attendance and quizzes more efficient, better organized, and fun. Additionally, you will know within a few minutes which questions you answered correctly or not. It works like this:

1. **You have a “response pad”** that acts like a remote control. You will sign your response pad up on FerrisConnect. This will register your remote on a class list and give your remote a number-name assignment.
2. **I have a “receiver”** connected to my computer in the front of the class. I will have the eInstruction program up on the computer, with your class list open. To take attendance, you will point your response pad and click to the front of the room. To take a quiz, you will be given a question on a PowerPoint or hard copy and you will answer the question through the response pad. When the entire class has answered we will move on to the next question. Students who have difficulty with this assignment and/or other assignments because of special needs please talk to me after class. We will set something up through the Office of Student Disability Services (774-3018).
3. If you encounter problems, the Tech Support number is 888 707 6819

Text and Materials

[Sociology of Mental Health and Illness](#)

Authors: [Anne Rogers](#), [David Pilgrim](#)

2010- 4th Edition

ISBN 0335236650 / 9780335236657

Access to the internet is critical since we will be using Ferris Connect for materials in lieu of purchasing another text.

The CPS “clicker” can be purchased in the Ferris bookstore. The lifetime membership registration code is recommended. To enroll your CPS pad click on the link in the course FerrisConnect site

Course Assignments, Student Responsibilities, and Grades

- 1) Quizzes – 200 points (20 @ 10 points each)

You will use CPS or “clicker” technology to record your attendance and quizzes. The quizzes will consist of 5 questions each worth 2 points and will be given directly after the presentation. The presenting students will create two questions drawn from their presentation and I will create three questions drawn from the readings.

- 2) Attendance and Class Activities – 200 points (40 @ 5 points each)

Be on time because at the beginning of each class you will be responsible to “click” into the CPS to receive attendance points and, when appropriate, class activities on the material assigned for that day.

Attendance means that students, unless previously arranged with the instructor, should show up on time, leave when the class is over, and not before. Be awake with your attention on the class, not your cell phone, texting, computer, newspaper or doing homework for other classes. Cell phones must be turned off. If you use your computer or text messaging, you will be asked to leave the class for the day and lose 5 attendance points. Accordingly to recent and preliminary studies multi-tasking is a myth so please concentrate on the class work and not

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outside interests. 5 points will be deducted for each missed class. If you leave early or arrive too late for class activities you will have 5 points deducted from that day.

To make up an excused absence:

1. Check the Ferris Connect for any announcements, assignments, and power points that may be posted for the day you were absent.
2. Check the syllabus for what was assigned the day of your absence.
3. Ask other students what was done on the day of your absence.
4. Gather all the above material and prepare either a 3 page paper (worth 10 points) or a 2 page paper (6 points) or a 1 page paper (3 points) on the material covered in class, any power points that were shown and the assignments that were due.
5. If you are absent during the presentations, please contact the students who presented and request their information for the paper.
6. Send the paper to me through Ferris Connect drop box.
7. When I review the paper, the 0 will be removed from your grade book and replaced with the grade you earned from your paper.

No make-ups will be accepted for unexcused absences.

- 2) Presentations [10 minutes per presenter (2 in group) – total of 20 minutes per presentation – 100 points]

Presentations are learning experiences for the presenters and the audience and they are worth 100 points each. Please be sure to time yourselves before class, as 5 points will be deducted from your grade for every minute you are under or over the 20 minutes per presentation. Timing is extremely important because we are all working within the time constraint of 50 minutes. You will work in groups of 2 and there must be 15 groups. You will pick your groups from a folded paper the first week of school. This is an organized and fun way to get to know about the sociology of health and illness while you work with each other. The intention is to exchange ideas with different people and not to work with people you already know. We will work on the grading rubric together, but the presentation must meet the following criteria:

1. Outline in detail the central argument of the material.
2. Define the terminology. Select a theory and explain how it relates to the material.
3. Prepare two (2) multiple choice questions on which the class will be quizzed at the end of your presentation.
4. Meet with me at least one week prior to your presentation with a detailed outline, questions, and power point or poster. Our meeting will clarify what is expected of you to earn a good grade.
5. Locate one current news article per presenter that relates to the text and have a copy of the article for the class.
6. Explain the point of each article.
7. Clearly state how the article relates to the chapter that you are covering.

As a member of the audience you are expected to engage with the presenters and take the quiz at the end of the presentation. The quiz will be 5 multiple choice

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questions. The presenters will compose 2 from the presentation and I will compose 3 from the readings and/or video.

3) Personal Health/Illness Experience Analysis Paper

This paper will have two possible due dates. The due-dates are Friday 10/22/10 and Friday 11/19/10. If you submit your paper on 10/22/10 five (5) points will automatically be added onto your final paper grade. (Note: The above-specified due-dates are final; you will be penalized one letter grade for each late day.)

You will analyze a health experience which affected you or someone who 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 is attached to this syllabus.

Your “personal health/illness experience” 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. Title page (does not count as a page in the actual text) must include your name, course number, course section and submission date.
2. Introduction: the paper should begin with an introductory paragraph delineating the three concepts or theoretical ideas that you will be using, and the personal relationship around which the paper will be centered.
3. Concept descriptions: The paper should then contain descriptions for each of the three concepts or theoretical ideas that you plan to use in your analysis. Each of these initial descriptions should include a brief definition of the chosen concept or idea (in your own words), and a few remarks concerning the overall significance of that concept or idea to the sociology of health and illness.
4. Concept illustrations: Once the three concepts have been described adequately, your paper should then attempt to incorporate each of the concepts into a sociological analysis of your chosen personal health/illness experience. The goal of this analysis simply should be to illustrate how each of the three concepts can be applied to your experience in order to help us understand that relationship 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.

The paper must be:

- a. Neatly typed
- b. 12 point font
- c. Written in accordance with the standards appropriate for college-level writing assignments.
- d. Use the grammar and spell check.
- e. Four pages in length (If your paper is less than or exceeds the four-page limit, a ten-point penalty will be given for each page).
- f. Drop-box your paper to me using the Ferris Connect course connection only.
- g. Please ask the writing center to review for grammar, spelling, and clarity.

4) Final Exam

Appendix B – Syllabi and Checksheets

The final exam is optional. If you decide to take the exam to boost your grade I will include the grade only if it is to your advantage.

Quizzes	200 points (20 @ 10 points each)
Attendance/Activities	200 (40 @ 5 points each)
Presentation /Engagement	100
Personal Experience	
Analysis Paper	<u>100</u>
Total	600 points

A	570-600
A-	540-569
B+	510-539
B	500-509
B-	485-499
C+	467-484
C	445-466
C-	420-444
D+	385-419
D	355-384
F	000-354

Ethics and Courtesy

Plagiarism or other cheating is never acceptable in any form because it is deceitful and fraudulent. I encourage you to collaborate, but the result must be presented or written in your own words. While we work together in class, you will be exposed to ideas and theories that may challenge your own beliefs, understandings, or experiences in society. I appreciate that you may be uncomfortable with some of the material, but you are expected to complete the topics and come to class ready to share your thoughts, critiques, and questions in a thoughtful and respectful manner. We will sometimes challenge our societal beliefs and assumptions, but we must try to understand the lives and perspectives of those we study.

Disclaimer

This syllabus is a tentative plan for the course and likely will be altered, orally or in writing, at my discretion. Course content may also vary from this syllabus to meet the needs of this particular class. It is your responsibility to keep up with the revisions.

Course Schedule

- 8/30 Introduction and Syllabus
- 9/1 Set up Groups and Appointments
- 9/3 Class Activity “What do you know about diversity, globalization, the environment, workplace, and their link to health/illness from a sociological viewpoint?”
(Begin Clicker Technology attendance and practice quiz)
- 9/6 No Class – Labor Day
- 9/8 Lecture on Theory and class activity
Green-for-all <http://www.greenforall.org/media-room/multi-media>
Presentation Group #1 and #2 meet with me.
- 9/10 Do not come to class. The assignment is on Ferris Connect.
- 9/13 Do not come to class. The assignment is on Ferris Connect.
- 9/15 Quiz #1 Gulf oil spill and seafood safety (quiz on first hour)
View video before class:
<http://www.c-spanvideo.org/program/295105-1>
- 9/17 Quiz #2 Gulf oil spill and seafood safety (quiz on second hour)
View video before class:
<http://www.c-spanvideo.org/program/295105-1>
- 9/20 Quiz #3 Presentation Group (PG) #1- Perspectives on mental health and illness
Pp 1-19
- 9/22 Quiz #4 PG #2 – Stigma revisited and lay representations of mental health
problems Pp 25-43
- 9/22 Class activities on Health Care in Five Capitalist Democracies
<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/countries/>
- 9/24 Quiz #5 PG #3 Social class and mental health Pp 47-63
- 9/27 Grand Rapids Peace Studies Conference - Details TBA (10 points)
- 9/29 Quiz #6 PG #4 Women and Men Pp 68-86
- 10/01 Class activity and lecture – Mental Illness, Poverty, Men and Women
We will view these videos in class:
<http://www.pbs.org/wgbh/pages/frontline/released/bridgeview/sullivan.html>.
Men 1:39
<http://www.pbs.org/wgbh/pages/frontline/released/bridgeview/sullivan.html>.
Women 19:19
- 10/4 Quiz #7 PG #5 Race and ethnicity Pp 89-107
If time permits we will view these videos in class:
Prisons – Frontline: Inmates in Crisis 12:05
<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02n497q73>
- 10/6 **View this video before class:** Autism and Environmental Health Research
<http://www.c-spanvideo.org/program/294878-1>
Class activity and lecture
- 10/8 **View this video before class:** A Discussion about Food
<http://www.booktv.org/Watch/11160/Jonathan+Safran+Foer+quotEating+Animal+squot+and+Frank+Bruni+quotBorn+Roundquot.aspx>
Class activities and lecture

Appendix B – Syllabi and Checksheets

- 10/11 Class activity - A Debate between Campaign for Safe Cosmetics Founder and Cosmetics Industry Spokesperson 30:00
We will view this video in class.
http://www.democracynow.org/2010/7/21/lead_in_lipstick_coal_tar_in
- 10/13 Quiz #8- PG #6 Age and ageing Pp 112-128
- 10/15 Guest Speaker TBA
Prepare 5 questions related to the Sociology of Health and Illness
- 10/18 Quiz #9-PG #7- The mental health professions Pp 132- 151
- 10/20 Quiz #10
View both videos before class:
Gary Greenberg: "Manufacturing Depression: The Secret History of a Modern Disease" 15:00
http://www.democracynow.org/2010/3/1/gary_greenberg_manufacturing_depression_on_the_secret
The Truth about Mental Health Disorders – Psychology 10:00
<http://www.youtube.com/watch?v=j-wMP2Q0Ifs>
- 10/22 Class activity and lecture
We will view this video in class:
The environment and disease - Nagasaki 65 Years Later: A Look Back at the Censored Dispatches of Pulitzer Prize-Winning Journalist George Weller 8:00
http://www.democracynow.org/2010/8/9/nagasaki_65_years_later_a_look
Personal Health/Illness Experience Analysis Paper – If you “drop box” your paper today 5 points will automatically be added onto your final paper grade. This is a onetime proposal and no points will be given after midnight tonight.
- 10/25 Class activity and lecture
We will view this video in class
Eight Years After 9/11, Ground Zero Volunteer Dying of Lung Disease is One of Many Still Fighting for Justice 18:00 minutes
http://www.democracynow.org/2009/9/11/eight_years_after_9_11_ground
- 10/27 Quiz #11 BP Oil Spill Dispersant and 27,000 wells in gulf
http://www.democracynow.org/2010/7/20/epa_whistleblower_accuses_agency_of_covering
http://www.democracynow.org/2010/7/9/report_27_000_abandoned_wells_pose
- 10/29 Quiz #12
View this video before class:
Miner Safety and Health
<http://www.c-spanvideo.org/program/294500-1> (Start at 1:54 Stanley Stewart)
- 11/01 Quiz #13- PG#8- the treatment of people with mental health problems
Pp 154-183
- 11/03 Class activity and lecture Dr. Gabor Maté: "When the Body Says No: Understanding the Stress-Disease Connection"
http://www.democracynow.org/2010/2/15/dr_gabor_mat_when_the_body
- 11/05 Quiz #14 The New Asylum
http://www.pbs.org/wgbh/pages/frontline/released/view/?utm_campaign=searchpage&utm_medium=videosearch&utm_source=videosearch

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- 11/08 Quiz #15- PG #9 The organization of mental health work Pp 186-207
- 11/10 Class work and lecture Stigma, and War - Frontline: Chapter 4 In Iraq You Have to Be Numb
http://www.pbs.org/wgbh/pages/frontline/woundedplatoon/view/?utm_campaign=homepage&utm_medium=proglis&utm_source=proglis
- 11/12 Quiz #16 PG #10 – Psychiatry and legal control Pp 211-235
- 11/15 Quiz #17- Digital Nation Chapters 1-5
<http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/>
- 11/17 PG #11 Digital Nation Chapters 6-9
<http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/>
- 11/19 **Personal Experience Analysis Paper is due. One full grade will be deducted for each day the paper is late.**
Class activity and lecture
Healthcare in India (alternative medicine)
Frontline: Demystifying Ayurveda 12:00
We will view this video in class:
<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02n71eq101>
- 11/22 Quiz #18 PG #12 – Users of mental health service Pp 237-258
- 11/24 No class after noon
- 11/29 Lecture and Class Activities
- 12/01 Quiz #19 PG #13 Public mental health and the pursuit of happiness 261-268
- 12/03 PG #14 (Prepare class activity) - The Vaccine War
View this video before class.
<http://video.pbs.org/video/1479321646/> 1 hour
- 12/06 PG #15 (Prepare class activity) – “Swimming Upstream” 25 minutes
View this video before class.
http://www.democracynow.org/2010/8/26/swimming_upstream_eve_ensler_marks_fifth
- 12/08 Class activity – What do you know about the sociology of health and illness?
- 12/10 Quiz # 20 Assess 12/8 activities and discuss final exam
- 12/13-17 Exam week TBA

Ferris State University
Spring 2011
Social Stratification/Inequality
SOCY 443

Instructor: Tony Baker, Ph.D.
Class Time 1:00 MWF, STR 223
Office & Hours ASC 2070
M, W, F: 9:30 – 10:00, 12:30 – 1:00
M and F: 3:00 – 3:30
Other hours also by appointment.

Contact Info: Phone: 591-2753
E-Mail: bakerA@Ferris.edu – Preferred method of communication

Texts: **American Society**, Wright and Rogers
Where We Stand: Class Matters, bell hooks
(Available Free ONLINE FLITE)
Grinnell University, Sociology Department, Sociology Theories:
<http://web.grinnell.edu/courses/soc/s00/soc111-01/introtheories/IntroTheoriesIndex.html>

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, family status and gender will be persistently explored in the context of these inequalities. We will also explore the concepts of **family, 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) and **public policy** responses that have emerged to make society more equitable. Finally, students will contribute to the course material their own research, using the sociological **method** on an arrangement of inequality, in today’s society.

Appendix B – Syllabi and Checksheets

FerrisConnect: This course is enhanced with communication tools available via FerrisConnect. All students should be familiar with using this media. Many required and optional resources are available on this site. Also, students are required to pay attention to email communications emanating from this site, regarding schedule changes and other logistical issues.

Course Objectives:

1. Students **will** be able to define Social Stratification and Inequality using the three major sociological theories
2. Students **will** be able to identify the historical and contemporary **impacts** of race, ethnicity and gender on the construction and maintenance of inequalities
3. Students **will** critique cultural structures that legitimate inequality
4. Students **will** be able to measure inequality from a critical perspective
5. Students **will** articulate the consequences of inequalities in the United States
6. Students **will** debate current economic policy controversies
7. Students **will** have knowledge of social movements that have sought to alleviate inequalities
8. Students **will** expand analysis to Global Inequalities

Course Design:

This course will focus on lecture, discussion, web based resources and student presentations. *Note: students are responsible for all readings, even if not included in lecture. If you have any specific questions regarding the readings make sure you ask the question.*

Course Requirements:

Attendance/Participation

The objectives of this course can not be fulfilled without full attendance and active participation in classroom discussion. This grade will include attendance, participation in class discussion and in class/slash take home exercises. I am treating this course like a seminar. **Punitive Policy:** Excessive absences, (determined solely at discretion of instructor) will result in loss of one full letter grade. Any absences must be communicated with instructor. Missing 1/3 or more of classes (10) will result in automatic failure of the course. **Discussion:** Students are expected to be engaged in the discussion of academic material

Section Exams

There will be two multiple choice and short answer exams covering the major themes of each section on the following dates. **60 Points Each**

Section 1 Week 5
Section 2 Week 11

120 Points

Appendix B – Syllabi and Checksheets

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

Group Theory Discussion

We must start with and persistently remind ourselves of the major sociological theories that inform our understanding of inequality. Students will be placed into their research groups during the second class session: January 12. Groups will be responsible for research the following topics to present a class session on the major terms that organize the theoretical perspectives. The textbook, website address above, and numerous internet resources are available to provide information regarding the following. We will begin presentations and discussions of these terms on Friday, **January 21**.

Group 1: Marx: Historical Materialism and Superstructure

Group 2: Functionalism: Division of Labor and Organism Analogy

Group 3: Symbolic Interactionism: Subjective Meaning

10 Points

Family Class History: Write a two to three page story/outline of the **economic class** and mobility experiences as you were growing up. List key experiences that impacted your family's class positions such as: your parents' work; family structure – one- parent, two parent; luck, the type of neighborhood lived in; etc. List also, apparent consequences/outcomes of these class positions, such as: quality of schools; aspirations of your peers; leisure activities or vacations; time spent with family members, your parents' expectations for your work endeavors. Relate to hooks' Chapter 1 – “Making the Personal Political: Class in the Family”. Due **Friday, February 4 Week 4**.

25 Points

Institutions of Mobility and Change: Education, Politics and Work

Group Research and Presentations

You will be randomly assigned to a team, to complete a research project. The **team**, consisting of approximately seven members, Presentations will occur in week14.

The work for the group research/presentations will occur with an emphasis on individual research work combined with the group imagination of a project.

Steps in Project

1. Review Wright and Rogers discussion of any relevant work related to your topic. Use index to list and examine all discussions related to the topic.
2. With Dr. Baker, discuss other questions that need to be considered. Identify distinct topics for individuals to explore, i.e. history, theory, supreme court decisions, presidential impacts, etc.

Appendix B – Syllabi and Checksheets

3. Individual Research, Use a variety of sources, with at least two academic journal articles and a total of five. Write a 5 page research paper on your portion of the project. **Due Friday, March 4. 35 Points of Total**
4. Group Presentation. Use total research gathered to teach one full class session on your overall topic. Group members must be present to receive points. Grading will be based on “groupness” of the presentation. It is not to be broken into parts, with information individually based. All members of the group must be familiar with all parts of presentation. **Week 14. 25 Points of Total**

All Presentations should be done in an electronic format (i.e. Power point) and submitted to ferrisconnect. This presentation is expected to be a **sociological and objective** analysis on the impact of this question of inequality.

60 Total Points

Discussions:

Periodically, we will have discussions and opportunities to do group work, These will typically occur around discussions of bell hooks, group research, or anytime I feel a need to have small group discussions. Grades for this segment will be based on attendance and preparation for the work prior to class, i.e. completed readings.

15 Points

Total 300 Points

Grading Scale

A	280 – 300	D+	200 - 209
A-	270 – 279	D	190 - 199
B+	260 – 269	D-	180 - 189
B	250 – 259	F	179 and below
B-	240 – 249		
C+	230 – 239		
C	220 – 229		
C-	210 - 219		

Schedule – Note subject to change. *Despite possible changes to schedule, the readings listed are required for each week listed.*

Week 1, - *Introduction to Stratification*

W & R – Chapter 1 - Prologue

Hooks - Preface

Values of American Society: Equality vs. Liberty

Stratification Survey and Myths

Week 2 – *Characteristics of American Society and Basic Structures*

W&R – Chapter 2

Sociology Theories:

<http://web.grinnell.edu/courses/soc/s00/soc111-01/introtheories/IntroTheoriesIndex.html>

Know and discuss theories: Friday – Group Theory discussion

Appendix B – Syllabi and Checksheets

Week 3 – *Class*

W&R Chapter 11

Hooks' Chapter 1 – “Making the Personal Political: Class in the Family”

Week 4 – *Measuring inequality and poverty*

W&R Chapter 12

Social Mobility and Status Attainment

Family Class History Due, Friday February 4

Week 5

Exam 1

Section 2 – *Impacts of Race and Gender on Class*

Week 6: Race and History

W&R, Chapter 14, Pgs, 247 - 265

Hooks: Introduction - Class Matters

Week 7: Race and the 21st Century

W&R, Chapter 14, Pgs. 265 – 295

Week 8: Focus on bell hooks

Hooks, Chapter 8 – Black Elite

Hooks, Chapter 10 – White Poverty

Hooks, Chapter 9 – Feminism and Class Power

Individual Research Paper Due. Friday March 4

Spring Break

Week 9: Gender and American History

W&R, Chapter 15, Pgs. 296-325

Week 10

W&R, Chapter 15, Pgs. 325-333

Week 11:

Test

Section 3: *Structures and Institutions*

Week 12 – Capitalism

W&R, Chapters 3 and 4

Appendix B – Syllabi and Checksheets

Week 13 – Government and the Public
W&R, Chapter 16
W&R, Chapter 18

Weeks 14 – Group Presentations

Education, Electoral Politics and Work

Week -15 – *Course Wrap-up*

Finals week - Final exam

Appendix B – Syllabi and Checksheets

ID:

Name:

**SOCIOLOGY
BACHELOR OF ARTS**

FERRIS STATE UNIVERSITY

Major Advisor: Dr. Tom Behler

Phone: (231) 591-3611

Campus Address: ASC 2108A

E-mail: behlert@ferris.edu

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 CUMULATIVE grade point 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

Number of 300+ Credits: _____

Courses required for students entering this major Fall Semester 2012

REQUIRED	COURSE TITLE FSU PREREQUISITES SHOWN IN BRACKETS ()		FSU S.H.	GRADE
Major: Minimum 30 credits. No grade lower than "C" (2.0) allowed to apply toward this major Prerequisites				
SOCY	121	Introductory Sociology	3	
SOCY	270	Sociological Theory (SOCY 121)	3	
SOCY	271	Sociological Methods/Qualitative (SOCY 121, SOCY 270 or permission)	3	
SOCY	371	Social Statistics (SOCY 121, 270, 271 or permission)	3	
SOCY	480	Directed Research Experience (SOCY 121, 271 or SSCI 310, Junior status and instructor approval)	3	
Directed Electives: Select 15 credits from the following				
SOCY	122	Social Problems	3	
SOCY	141	The American Community (Instructor Permission)	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	
GEOG	311	Social Applications of GIS	3	
SOCY	340	Race and Ethnicity in the U.S. (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	347	Sociology of Disasters (SOCY 121 or 122 or ANTH 122)	3	
SOCY	350	Black Images in Pop Culture (SOCY 121 or 122 or ANTH 122)	3	
SOCY	361	Work & Leisure in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	373	Health & Illness (SOCY 121 or 122 or ANTH 122)	3	
SOCY	411	Applied Community Research (SOCY 271, other methods or permission)	4	
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	491	Sociology Internship	3	
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).				

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	Credits	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 COMM 121 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	Credits	
Lab			
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CRSE	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score \geq 24	Score	
TOTAL			

D. CULTURAL ENRICHMENT 9 Sem Credits			
Only approved "C" courses may count toward this category excluding foreign languages numbered 101, 102, and 201. Requirements: 1) one course must be 200+ level. 2) maximum 5 credit hours of music and/or theater activities may apply			
Course	Grade	Credits	
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	Credits	
(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 program major			

Sample Course Sequence: The following chart depicts one strategy to begin the program 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

Spring 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.

SOCIOLOGY MINOR

FERRIS STATE UNIVERSITY - COLLEGE OF ARTS AND SCIENCES

ADVISOR: Dr. Bonnie Wright

PHONE: (231) 591-2791

E-MAIL: wrightb3@ferris.edu

CAMPUS ADDRESS: ASC 2090

Why Choose the Sociology minor?

The Sociology minor enables 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 cope with a changing world and workplace.

The Sociology minor will help prepare you for the world of work and the life-long changes you will encounter in your careers. Sociologists study all human institutions and levels of social systems and how they interact in the modern world. Sociology helps us understand the motivations and aspirations of those with whom we deal on a daily basis. This helps us function more easily and effectively in the workplace and in the larger society, which is becoming ever more diverse. Employers seek those who have skills dealing with people. Whatever major you are pursuing, a Sociology minor will add a human social dimension with a breadth not available in other disciplines.

Admission Requirements

This Sociology minor is open to any student admitted to Ferris State and pursuing a Baccalaureate degree except those pursuing the Bachelor of Arts with a Sociology major. The minor is designed to complement any Ferris major program. Students should choose courses carefully to avoid excessive overlap with their major or second minor. Students may use only one-third of the credits in a minor that overlap with the student's major. For example: If a minor is 18 credits, 6 credits may be applied to the minor that are also used in the major. Students may apply 6 credit hours of overlap between minors.

Graduation Requirements

An academic minor may only be awarded upon completion of a Baccalaureate degree at Ferris State. At least 50% of the credits of the minor must be Ferris State University credits.

Required:	Course Title:	Prerequisites:	
SOCY121	Introductory Sociology		3
Choose additional courses from among the following to total 18 credits; 3 courses must be 300 level or higher:			
SOCY122	Social Problems		3
SOCY 141	The American Community	Instructor Permission	3
SOCY225	Marriage and the Family	(SOCY 121 or 122 or ANTH 122)	3
SOCY230	Gender Roles in Society	(SOCY 121 or 122 or ANTH 122)	3
SOCY242	Sociology of Deviant Behavior	(SOCY 121 or 122 or ANTH 122)	3
SOCY340	Race and Ethnicity in the U.S.	(SOCY 121 or 122 or ANTH 122)	3
SOCY341	Community Studies	(SOCY 121 or 122 or ANTH 122)	3
SOCY344	World Urban Sociology	(SOCY 121 or 122 or ANTH 122)	3
SOCY345	The Field of Aging	(SOCY 121 or 122 or ANTH 122)	3
SOCY347	Sociology of Disasters	(SOCY 121 or 122 or ANTH 122)	3
SOCY350	Black Images in Pop Culture	(SOCY 121 or 122 or ANTH 122)	3
SOCY361	Work and Leisure in Society	(SOCY 121 or 122 or ANTH 122)	3
SOCY373	Health / Illness in Society	(SOCY 121 or 122 or ANTH 122)	3
SOCY443	Social Stratification / Inequality	(SOCY 121 or 122 or ANTH 122)	3
SOCY450	Criminology	(SOCY 121 or 122 or ANTH 122)	3

C:\USERS\BEHLERS\DESKTOP\PROGRAM UNIT MATERIALS\SOCIOLOGY\SOCIOLOGY PROGRAM REVIEW MATERIALS.2012-2013\2012-2013 APR MATERIALS\ACADEMIC PROGRAM REVIEW FIRST DRAFT 2013 BY SECTION\APPENDIX 2 SYLLABI CHECKSHEETS\UPDATED SOCY MINOR CHECK SHEET SUMMER 2012.DOC MARCH 2012

Appendix B – Syllabi and Checksheets

COLLEGE OF ARTS AND SCIENCES – ACADEMIC MINOR CLEARANCE FORM

MINOR IN SOCIOLOGY

NAME _____ STUDENT NUMBER _____

STUDENT'S COLLEGE: _____ B.S./B.A. PROGRAM: _____

Procedures for declaring a minor: The student will meet with the minor advisor to create a plan for completion of the minor, sign Section A and receive a copy of the form. The minor advisor will route the form through the department office and the Dean's Office. The student is not enrolled in the minor until the Dean's Office submits the form to Records.

Procedures upon completion of a minor: The student will notify the minor advisor when requirements are complete. The department and the advisor will verify that the student has completed the minor, sign Section B and forward the form with copies of any approved substitutions or exceptions forms to the Dean's Office for signature. The Dean's Office will send a copy to Records for posting the completion of the minor.

SECTION A DECLARATION OF MINOR	General Requirements:			
	1)	At least 50% of the credits of the minor must be numbered 300 or higher		
	2)	At least 50% of the credits of the minor must be Ferris State University credits		
	3)	This minor requires a minimum of <u>18</u> credits		
	4)	This minor requires a minimum GPA of <u>2.0</u> in these courses		
	5)	Minor requirements must be completed prior to or at the time of the awarding of a baccalaureate or higher degree.		
	6)	A maximum of 1/3 of the minor credits may overlap the student's major*.		
	7)	Students may apply 6 credit hours of overlap between minors**.		
		Required Courses	Credit Hours	Grade
		SOCY 121	3	
		3		
		3		
	300 Level:	3		
	300 Level:	3		
	300 Level:	3		
	Signatures		Date	
	Student			
	Advisor			
	Department			
SECTION B MINOR COMPLETE	Routing (FOLLOWING COMPLETION OF THE REQUIRED COURSES FOR THE MINOR)		Date	
	Department			
	CAS Dean	<input type="checkbox"/> MyDegree Verified		
	Registrar			

DECLARATION SENT TO RECORDS _____

COMPLETION SENT TO RECORDS _____

*Approved by the Academic Senate, March 13, 2001
 ** Approved by the Academic Senate, April 19, 2001

Combined Sociology/Anthropology Program Proposal

Bachelor of Science – Sociology/Anthropology

The following proposal outlines the request of Sociology and Anthropology faculty members to create a new Bachelor of Science degree in Sociology/Anthropology. This proposal allows for Ferris to maximize its current faculty and course offerings in a way that benefits current students and will allow for the recruitment of new students into the program and department. Currently the Sociology program has been underutilized by Ferris students while Anthropology resources are left untapped for students beyond the fulfillment of general education requirements. This program change seeks to increase program capacity without any additional financial resources.

Ferris State University has had a strong commitment to engaged learning opportunities for its students and programs that apply knowledge to the community and workplace. Its sociology program has developed with this perspective in mind. The sociology program has incorporated these ideals with a consistent partnership alongside Anthropology faculty and students. We feel that these two units have been exemplary models for engaged, experience based education for Ferris' students.

Ferris' Anthropology courses are well received and its instructors are repeatedly asked for the opportunity to major or minor in the field. Currently this opportunity does not exist at Ferris. There are minors that incorporate Anthropology courses into their degree requirements (Health and Society, Multicultural...) However, students with a serious interest in Anthropology usually transfer out of Ferris in favor of a university that has the major. Some students often consider majoring in sociology, but this again limits the number of courses in their interest area of Anthropology, and does not offer them the opportunity to pursue graduate study in the field.

All of the state universities in Michigan, with the exception of Northern Michigan offer full majors and minors in Anthropology. Some of the universities combine the two programs into single departments, while others have entirely separate departments for the two fields of study. Smaller colleges across the state and country even offer students a single Sociology/Anthropology major. These include among many others Swarthmore, Dennison and Albion College, here in Michigan. Albion, whose program Ferris' sociology unit has consulted with regularly offers both an independent sociology major as well as a combined major in Sociology/Anthropology.

We would like to offer a combined major.

The Sociology Program at Ferris has recruited successfully some students who are classic sociology majors, with the intention of heading onto graduate studies in the field. A recent graduate was successful in achieving admittance to the University of North Carolina-Chapel Hill, a top five graduate program in the field. We would also expect, considering already expressed interest, some Anthropology students interested in academic graduate programs.

Appendix C – Sociology /Anthropology Merger Proposal

However, the average Ferris student would likely be attracted to sociology or anthropology as a second or supplemental major. Nationally, majors in both fields use their training, research skills and analytical capacities as background for careers in: public policy/government, public health/health care, education, human services, law, criminal justice, international business, museum work and other cultural and research oriented fields.

Anthropology and Sociology share methodological and analytical frameworks. Each uses social science methods to discover the human experience. At Ferris State University, both fields have been utilized to prepare students for understanding the increasingly interconnected global worlds. The methodological tools of inquiry intersect frequently in our coursework. Both require students to engage in hands on learning experiences, through applied research, service learning, field exposure and internships.

The faculty in both Sociology and Anthropology believe it is in the best interest for both programs, the department and the University to create a single major that combines the resources of the department. We believe this will increase the overall numbers of our students and better serve the interests of our current students. This can be done without any additional resource expenditure to the University.

This change offers the Social Science Department a chance to create a program that becomes the premier program on campus for preparing students to work in cross cultural and international settings. This preparation can provide a supplemental degree for students to major in the variety of fields listed above, or again be used to prepare students for Graduate Programs in either field.

The Sociology program change does not limit the fulfillment of admissions requirements for Sociology students considering graduate school. Adding Anthropology courses into a major (short of a separate major) actually increases the chances a Ferris student can access a graduate program in Anthropology. Consider the following admissions requirements for sociology. At the *University of Michigan*, emphasis is based on having background in social science courses and a “methodological pluralism”. *Michigan State University* emphasizes an international interest and a social science background. *Wayne State University* only requires a substantial background in sociology especially in Theory and Methods. *Western Michigan University* requires 24 hours in the social sciences, 15 in sociology with theory and methods. The *University of Illinois at Chicago*, “prefers” a social science field background. *University of North Carolina – Chapel Hill* only requires a strong demonstrated interest in sociology.

The primary requirements (other than strong GRE scores and writing ability) for the sociology programs are very flexible with the exception of an expectation that students are well prepared in methods and theory. Both of these areas are strong throughout the program and will be strengthened by adding Anthropology. The increasing interest in “methodological pluralism” means that adding components related to methods used by Anthropologists will only strengthen the program.

Appendix C – Sociology /Anthropology Merger Proposal

However, there are expectations that students entering Anthropology graduate programs have some background in Anthropology courses. The *University of Michigan, Michigan State University* and the *University of Illinois at Chicago*, for instance, all require preparation in Anthropology. *Michigan State* requires 12 hours in Anthropology. Currently a Ferris student cannot earn these credits as part of a degree program. Combining the Sociology program with Anthropology strengthens the opportunities for sociology students. *And*, for the first time at Ferris, a student has a chance to get a degree that allows them to pursue graduate work in Anthropology. These advantages are achieved with no increased resource allocation.

Curriculum Check Sheet

The following curriculum makes a broad change mostly in a new prefix for sociology and anthropology courses. Taken as a whole, adding the anthropology courses into the program creates a program with much more depth. It also dramatically increases the offerings that a degree program has in the areas of cross cultural and international courses. This need not have any impact on general education requirements. (With the exception of course prefixes.) The course offerings, prefixes and numbering methods reflect similar combined programs at other institutions. (See Swarthmore, Albion and Dennison as examples). The changes also reflect dropping a few sociology courses that are rarely or never offered.

The impact to a sociology student would be a requirement to take the course *Cultural Anthropology*, and to be exposed to increased methodological tools, as well as increased theoretical perspectives. A student could presumably then, choose entirely from a list of elective courses that are traditional sociology courses.

A student interested in Anthropology would be required to take courses in statistics and Introductory Sociology, as well as being exposed to sociological methodological tools and theorists. However, these expectations would be quite common for Anthropology students anywhere. This student could then choose all of their electives from traditional anthropology courses.

We would expect, though more overlap for all of our students. Our goal would be that students leave the program with a firm background in social theory, a variety of social science methods and an ability to work in an increasingly divers world. This curriculum fulfills these goals.

Major changes are explained at bottom of program check sheet. Prior sociology course check sheet and a list of currently offered Anthropology courses are listed at bottom of this proposal.

Sociology and Anthropology SOCY-ANTH

Degree Type: **Bachelor of Arts**

College: **Arts and Sciences**

Career Path: **Human Services**

Required Courses	Credit Hours
General Education	
<p>This degree requires completion of the General Education requirements for a Bachelor of Arts degree. Details of these requirements are delineated on the General Education website. Courses listed below as program/major required courses with the indicators: C, S, Z, R, G, may also be used to satisfy some of these general education requirements.</p>	

Courses (*Originating program in Italics*)

Required Courses (15 Hours)

- SOAN 121 Introductory Sociology (*Sociology*)
- SOAN 122 Introductory Cultural Anthropology (*Anthropology*)
- SOAN 271 Statistics (*Sociology – Psychology 210*)
- SOAN 371 Research Methods Qualitative: (*Sociology, Anthropology, New*)
- SOAN 370 Social Theory (*Sociology, New*)

Elective Courses (5 courses)

- SOAN 123 Introductory Physical Anthropology (*Anthropology*)
- SOAN 225 Marriage and the Family (*Sociology*)
- SOAN 230 Gender Roles in Society (*Sociology*)
- SOAN 242 Sociology of Deviant Behavior (*Sociology*)
- SOAN 290 Special Topics in Sociology/Anthropology
- SOAN 297 Special Studies in Sociology/Anthropology
- SOAN 300 North American Archeology (*Anthropology*)
- SOAN 310 North American Indians (*Anthropology*)
- SOAN 320 Contemporary American Indian Issues (*Anthropology*)
- SOAN 321 Women in Cross-cultural Perspective (*Anthropology*)
- SOAN 340 Minority Groups in America (*Sociology*)
- SOAN 341 Community Studies (*Sociology*)
- SOAN 344 World Urban Sociology (*Sociology*)
- SOAN 345 The Field of Aging (*Sociology*)
- SOAN 350 Black Images in Popular Culture (*Sociology*)
- SOAN 361 Leisure and Society (*Sociology*)
- SOAN 371 Medical Anthropology (*Anthropology*)
- SOAN 373 Health-Illness in Society (*Sociology*)
- SOAN 374 Reproductive Health-Sexuality (*Anthropology*)
- SOAN 385 Japanese Culture and Society (*Anthropology*)

Appendix C – Sociology /Anthropology Merger Proposal

SOAN 386	Japanese Culture and Society 2 (<i>Anthropology</i>)
SOAN 390	Special Topics in Sociology/Anthropology
SOAN 397	Special Studies in Sociology/Anthropology
SOAN 411	Applied Community Research (<i>Sociology</i>)
SOAN 443	Social Stratification-Inequality (<i>Sociology</i>)
SOAN 450	Criminology (<i>Sociology</i>)
SOAN 490	Special Topics in Sociology/Anthropology
SOAN 491	Field Internship (<i>Sociology, New</i>)
SOAN 497	Special Studies in Sociology/Anthropology

B.A. Core

3-15 credits

The BA core consists of one COMM course and proficiency in a foreign language through the 201 level.

Why Choose Sociology and Anthropology?

Both Sociology and Anthropology study the human social condition. A major in Sociology and Anthropology combines the traditional sociological focus of analysis, modern Western industrial societies, with the cross-cultural analysis of non-Western nations. Students majoring in both sociology and anthropology have the opportunity to broaden study similar topics with a global perspective. For example, students interested in the gender will take the Sociology of gender and the sociology of the family, focusing Western gender relations, and Anthropology of Reproductive Health and Sexuality and Women Cross-Cultural Perspectives.

Students in the Sociology and Anthropology major complete core courses in social theory and research methods. They also choose from an array of courses dealing with different topics such as marriage and family, reproductive health and sexuality, minority groups, the social construction of health, illness and medicine, social change, deviant behavior, urban sociology. Advanced students often participate in undergraduate research projects or internships.

Professional Opportunities

The Sociology and Anthropology 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.

Admission Requirements

First year student admission is open to high school graduates (or equivalent) who demonstrate academic preparedness, maturity and seriousness of purpose with educational backgrounds appropriate to their chosen program of study. High school courses and grade point average, ACT composite score, and Act reading and mathematics subscores will be considered in the admission and 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 must provide their high school records and ACT scores for admission review.

Graduation Requirements

In order to graduate with a Bachelor of Arts in Sociology, a student must complete a minimum of 120 credit hours including the Sociology major, the BA core, an academic minor in another field of study, and all general education requirements for the Bachelor of Arts degree. No grade lower than 'C' will count toward the major.

More Information

Appendix C – Sociology /Anthropology Merger Proposal

Social Sciences Department
Ferris State University
Dr. Anthony Baker
820 Campus Drive/ASC 2077
Big Rapids, MI 49307
Phone: 231-591-2753
Email: bakera@ferris.edu

Note: Changes in Courses

- Renumber all courses with prefix SOAN – Must numbers remain the same
- Renumber Physical Anthropology 121 to SOAN 123 or 120
- Delete Social Problems SOCY 122
- Change Sociological Theory to Social Theory and make 300 level – Include Anthropologists in Course
- Change Sociological Statistics to 200 level (Better correspondence with Psych 210 statistics)
- Consider dropping Senior Capstone: Emphasize either internship or an independent research option. We can advise students later to do equivalent of capstone type course. Difficult to offer currently with number of students.
- Drop Asia-Pacific Rim SOCY 410 (Richard Ball’s former course)
- Drop Social Change SOCY 460 (Course has not been offered in years, Ball offered unsuccessfully years before his retirement)
- SOCY 491 Sociology Internship – Changed To SOAN 491 “Field Internship”

Original Program (Sociology)

Major: Minimum 30 credits.

<u>SOCY 121</u>	Introductory Sociology	3
<u>SOCY 270</u>	Sociological Theory	3
<u>SOCY 271</u>	Sociological Meth/Qualitative	3
<u>SOCY 371</u>	Sociological Statistics	3
<u>SOCY 472</u>	Senior Capstone Project	3
Directed Electives: Select 15 credits from the following		
<u>GEOG 311</u>	Social Aspects of GIS	3
<u>SOCY 122</u>	Social Problems	3
<u>SOCY 225</u>	Marriage and the Family	3
<u>SOCY 230</u>	Gender Roles in Society	3
<u>SOCY 242</u>	Sociology Of Deviant Behavior	3
<u>SOCY 340</u>	Minority Groups in America	3
<u>SOCY 341</u>	Community Studies	3
<u>SOCY 344</u>	World Urban Sociology	3
<u>SOCY 345</u>	The Field of Aging	3
<u>SOCY 350</u>	Black Images in Pop Culture	3
SOCY 355		3
<u>SOCY 361</u>	Leisure and Society	3
<u>SOCY 373</u>	Health-Illness in Society	3
<u>SOCY 410</u>	Asia-Pacific Rim	3

Appendix C – Sociology /Anthropology Merger Proposal

<u>SOCY 411</u>	Applied Community Research	4
<u>SOCY 443</u>	Soc Stratification-Inequality	3
<u>SOCY 450</u>	Criminology	3
<u>SOCY 460</u>	Social Change	3
<u>SOCY 491</u>	Sociology Internship	3

Original Program (Anthropology)

ANTH 121 Intro Physical Anthropology

ANTH 122 Intro Cultural Anthropology

ANTH 290 Special Topics in Anthropology

ANTH 297 Special Studies in Anthropology

ANTH 300 North American Archaeology

ANTH 310 North American Indians

ANTH 320 Contemp American Indian Issues

ANTH 321 Women in Crosscult Perspective

ANTH 371 Medical Anthropology

ANTH 374 Reproductive Health-Sexuality

ANTH 385 Japanese Culture and Society

ANTH 386 Japanese Culture and Society 2

ANTH 390 Special Topics in Anthropology

ANTH 397 Special Studies in Anthropology

ANTH 490 Special Topics in Anthropology

ANTH 497 Special Studies in Anthropology

**ADVISORY COMMITTEE PERCEPTIONS
OF SOCIOLOGY PROGRAM
FERRIS STATE UNIVERSITY**

This survey is being conducted to assist the Sociology Program at Ferris State University in its routine review of its academic program. We would appreciate your honest responses to the questions below, based on your current knowledge of our program and its various aspects. Please e-mail your completed survey back to me at your earliest convenience. my e-mail address is: behlert@ferris.edu

Thank you!

Dr. Thomas Behler,
Professor of Sociology and
Sociology Program Coordinator
Department Of Social Sciences
Ferris State University

Appendix D – Survey Instruments

Please circle your response to the following items, with a score of “1” being “Strongly Disagree” and “5” being “Strongly Agree.”

	Strongly				
	Disagree	Disagree	Neutral	Agree	Agree
1. The Sociology Program serves a valuable function at FSU	1	2	3	4	5
2. In general, the Sociology Program courses are based on a solid and reputable academic foundation	1	2	3	4	5
3. The Sociology baccalaureate is a quality degree comparable to other baccalaureate degrees in Sociology at similar institutions	1	2	3	4	5
4. The Sociology Program provides the knowledge and expertise that is needed for successful involvement in relevant professions in today’s job market	1	2	3	4	5
5. The Sociology faculty have adequate academic credentials and experience	1	2	3	4	5
6. The Sociology Program has an adequate number of faculty to insure overall program adequacy and effectiveness	1	2	3	4	5

Please answer the following open-ended questions, based on your current knowledge of Ferris State University’s BA Sociology Program:

7. What do you perceive to be the strengths and weaknesses of the program?
8. Do our current course requirements for the major adequately cover the most important areas of Sociology? Should those requirements be increased, decreased, or modified in any way? Please specify.
9. In terms of our more general course offerings (i.e. our directed electives), do we offer an adequate number and variety of courses? Are there any courses missing that you feel should be added? Are there any that should be eliminated?

Appendix D – Survey Instruments

10. Do we offer adequate opportunities for student research and/or internship experiences? Are there any ways in which you think we might increase, or improve upon these opportunities?

For more information on Ferris State University's under-graduate Sociology program, go to: <http://www.ferris.edu/htmls/colleges/artsands/Social-Sciences/programs/sociology/>

Appendix D – Survey Instruments

**Sociology Program
Academic Program Review
Sociology Graduate Questionnaire**

1. **What is your current employment/education situation?**
2. **What is/was your experience getting work or graduate school based on your degree in sociology?**

Notes:

Full Time Part Time

If Graduate School, what degree?

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

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

Before attending Ferris

At Ferris State University:

First year

Second Year

Third Year

Other _____

5. Did you also have a second major program? If so please list.

For the following questions please answer with your opinion regarding the overall quality of the sociology program. Please answer with Strongly Disagree, Disagree, Agree, Strongly Agree.

6. The sociology program offered an adequate range of courses.

Strongly Disagree

Disagree

Agree

Strongly Agree

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

7. Courses in the sociology program were readily available.

Strongly Disagree

Disagree

Agree

Strongly Agree

Appendix D – Survey Instruments

8. The facilities (computers, classrooms, and other program needs) were adequate.

Strongly Disagree Disagree Agree Strongly Agree

Please state here any specific facility that needed improvements _____

9. Advising for the sociology program was readily available.

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

11. The sociology program prepares students well for working and living in a racially diverse society.

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

13. I felt I adequately prepared for graduate school after completion of the sociology program.

Strongly Disagree Disagree Agree Strongly Agree

14. I apply my sociology degree in my current employment/education experience..

Strongly Disagree Disagree Agree Strongly Agree

15. With regard to general education course requirements, the sociology program required:

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

If too few, which courses should be added? _____

Appendix D – Survey Instruments

If too many, which courses should be deleted? _____

Questions regarding quality of instruction and preparation for field.

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

Poor Below Average Average Good Excellent

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

Poor Below Average Average Good Excellent

18. Overall, I was content with the sociology program at Ferris State University.

Strongly Disagree Disagree Agree Strongly Agree

Any further comments you feel should be included in an analysis of the sociology program here at Ferris State University.

Appendix D – Survey Instruments

Sociology Program Academic Program Review Sociology Student Questionnaire

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

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

Before attending Ferris

At Ferris State University:

First year

Second Year

Third Year

Other _____

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

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

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.

Strongly Disagree

Disagree

Agree

Strongly Agree

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

6. Courses in the sociology program are readily available.

Strongly Disagree

Disagree

Agree

Strongly Agree

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

Strongly Disagree

Disagree

Agree

Strongly Agree

Please state here any specific facility that needs improvement. _____

Appendix D – Survey Instruments

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

Strongly Disagree Disagree Agree Strongly Agree

9. Advising for the sociology program is readily available.

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

12. With regard to general education course requirements, the sociology program requires:

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

If too few, which courses should be added? _____

If too many, which specific courses should be deleted? _____

Questions regarding quality of instruction and preparation for work in the field.

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

Poor Below Average Average Good Excellent

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

Poor Below Average Average Good Excellent

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

Strongly Disagree Disagree Agree Strongly Agree

16. The sociology program prepares students well in the use of the scientific method.

Strongly Disagree Disagree Agree Strongly Agree

17. The sociology program prepares students well in communication skills.

Strongly Disagree Disagree Agree Strongly Agree

18. The sociology program prepares students well in critical thinking.

Appendix D – Survey Instruments

Strongly Disagree Disagree Agree Strongly Agree

19. The sociology program prepares students well for working and living in a racially diverse society.

Strongly Disagree Disagree Agree Strongly Agree

20. The sociology program offers hands-on learning opportunities.

Strongly Disagree Disagree Agree Strongly Agree

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.

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

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

Strongly Disagree Disagree Agree Strongly Agree

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.

Appendix D – Survey Instruments

Sociology Major
Exit Survey

Cover Sheet.

Please take the time to answer the attached questions with careful consideration. We congratulate you on your accomplishment and would like to give you one last chance to provide feedback.

This cover sheet asks personal information with the sole purpose of accounting for each graduate. We wish to guarantee that every student gets the chance to provide feedback. It will not be used to identify you with your comments. The cover sheet will be separated from your copy of the survey as soon as it is received in order to protect your anonymity.

Thanks again and please keep in touch.

Tom Behler, Ph.D.
Sociology Program Coordinator

Name _____

Semester and Year of Graduation _____

Appendix D – Survey Instruments

Sociology Major Exit Survey Focus Group Questions

1. What do you imagine will be your immediate plans post-undergraduate?
2. What are your long term career plans?
3. Has your experience with the sociology program thus far prepared you for these expected goals?
4. Other than classroom experiences, list and discuss any other learning opportunities you have participated in, related to the sociology program (i.e. Jim Crow Museum, Chicago trip, independent study, research, internship or other campus events).
5. With regard to classroom experiences, how would you describe the learning environment? Such as: class size, proportion of non-majors to majors, variety in learning styles of various professors, challenge, etc.
6. The sociology program has a strong emphasis on community sociology. How did you feel about this emphasis?
7. The sociology program has a strong emphasis on race in America. How did you feel about this emphasis?
8. Are there any other substantive areas that you would like to see emphasized more in the Sociology Program in the years to come?
9. Was anything missing from your Sociology Major experience?
10. What are the strengths of the sociology program?
11. What resources would you like to see added, or improved upon?
12. Did you feel students had the opportunity to provide input in the sociology program?
13. Did you major in any other program as well?

Any other considerations or comments?

**Academic Program Review
Sociology Faculty Survey**

The following questions and concerns pertain to items in the Program Review that relate to our perceptions of the sociology program; the resources provided by the department, college and university; and any other issues that we feel should be addressed. This is quite lengthy, so do not feel you must respond to everything. **YOU MUST** respond to items 8 and 9, since I need this information for our APR document. Also, please respond to those items in which you have a special interest, and those items that you want me to emphasize in our next program review.

PROGRAM VALUE

- 1) Describe the benefit of the program, facilities, and personnel to the University.
- 2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.
- 3) What is the value of the program to employers? Explain how this value is determined.
- 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.). List any entities you personally want accounted for.
- 5.) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program?
- 6.) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, types of flexible learning, use of summer courses, mixed delivery courses, scheduling, service learning.
- 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.
- *8.) Please list your promotions, merit awards and major professional activities since our last Academic Program Review in 2006.**

Appendix D – Survey Instruments

***9.) List any activities that you have received release time for since our last Academic Program Review in 2006.**

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

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?

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

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

- The sociology curriculum (consider our most recently-proposed changes)
- Resources
- Admissions standards
- Degree of commitment by the administration to the sociology program
- The sociology program's ability to prepare students for graduate school and/or the job market.
- The quality and preparedness of sociology majors for our program.

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.
- Class and teaching schedule arrangements
- Student access to needed courses and qualified instruction.
- Adequate Classroom resources. (Please include any suggestions for improvement).
- Adequate preparation for future program needs.
- Other Instructional or Library resources.

Please use the 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.

Appendix E – Sociology/Anthropology Student Organization (SASO)

CONSTITUTION OF THE SOCIOLOGY AND ANTHROPOLOGY STUDENT ORGANIZATION AT FERRIS STATE UNIVERSITY

Article I

The official name of the organization shall be The Sociology and Anthropology Student Organization, also commonly known as SASO.

Article II (Purpose)

The purpose of this organization shall be:

- 1. To educate sociology and anthropology students about social issues and promote fellowship among them.*
- 2. To promote activism among all students and faculty members.*
- 3. To explore the educational and career opportunities available in the fields of sociology and anthropology.*
- 4. To develop the proper theoretical lenses among group members through observation and exploration of diverse groups and social issues.*
- 5. To stimulate and improve member's research methods and sociological imagination.*

Article III (Membership)

Those eligible for membership are:

- 1. Any student enrolled in day or evening classes at Ferris State University may become an active member upon payment of dues.
 - a. Dues shall be established every year by the officers.**
- 2. Former sociology club members, now alumni, may become nonvoting members.*
- 3. The secretary-treasurer shall be in charge of all membership applications and the officers shall decide on questions of eligibility, suspension, and reinstatement of members.*
- 4. Membership will consist of any student or faculty member at Ferris State University, either in a full-time or part-time basis, with a GPA of 2.0 or higher and is in good standing with the aforementioned University shall be eligible for membership.*
- 5. Membership will be revoked by the organization under the following conditions:
 - a. Non-payment of dues.*
 - b. Withdrawal from the University.**

Article IV (Officers)

Officer positions of the organization shall be:

- 1. President*
- 2. Vice-President*
- 3. Secretary*
- 4. Treasurer*

Powers and duties of officers shall be:

- 1. President. To preside over all meetings, to establish and oversee committees, and all other activities of the club.*
- 2. Vice-President. To assist the President in all club endeavors and to assume the duties of the President in his or her absence. The Vice-President must be of Junior status or lower or have a year left at Ferris.*
- 3. Secretary. To keep a running log of all club meetings, written proposals, and important files pertaining to the organization and to keep an active membership file. To assume the duties of the President or Vice-President if either are absent.*
- 4. Treasurer. To assume the duties of the President or Vice-President should they both become absent. To handle and monitor all organization funds, including club dues.*

Election of Officers:

Appendix E – Sociology/Anthropology Student Organization (SASO)

1. To qualify for officership one must be a student of Ferris State University, an active member of the organization, and be willing and able to commit the time necessary to manage the organization.

2. Nominations will be by any active organization member.

3. Elections will be held on the last scheduled meeting of the spring semester. At this time the votes will be counted. The results will be posted the following day on the sociology billboard and online on OrgSync.

4. The terms of office shall be no less than one year, barring any disciplinary action taken by the organization members or the college that may make the officer ineligible for membership.

5. If a vacancy occurs among the officers during the year, the President (or Vice-President, Secretary, or Treasurer depending on the office that is vacant.) shall call a special election at the next meeting of the organization.

6. Impeachment proceedings will be brought against any officer for the following reasons:

a. Failure to carry out the aforementioned prescribed duties of the office.

b. Failure to act in the best interests of the club.

Impeachment procedure will consist of:

1. A written and signed proposal of impeachment. It must be submitted to any organization officer or advisor.

2. The proposal will be read at the next scheduled meeting.

3. The officer will then have the right to rebuke the charges or explain himself.

4. The proposal will then be voted on by all present group members.

3. A majority vote will be necessary and if so received, impeachment will be effective immediately.

Article V (Organizational Structure)

The executive committee shall consist of the following persons:

1. There shall be an executive committee consisting of the President, the Vice-President, the Secretary, the Treasurer, and the faculty advisor whose duty it shall be to arrange programs for each scheduled semester.

2. The executive committee's duties shall be to plan potential programs which include films, speakers, fieldtrips, and other social events.

Other committees of the organization and their duties will be:

1. The Publicity Committee: To gain public attention for the group in order to increase membership, to gain attention for organization events, or to increase knowledge of social issues.

2. Program Committees: To organize and plan any program voted on by the majority of present members.

Article VI (Rules of Procedures)

1. Attendance policy for members will be that members must attend more than one-half of the scheduled meetings.

2. Organizational meetings will be held once a week.

3. A quorum will consist of those members who are present at the meeting.

4. Minutes of organizational proceedings will be the responsibility of the Secretary.

Article VII (Finance)

1. Dues for membership in the organization will be determined by the officers each year.

2. Other sources of organizational funding shall be fundraisers that may be proposed at later dates, and Ferris Student Government.

Appendix E – Sociology/Anthropology Student Organization (SASO)

3. *SASO will manage its own finances, but in accordance with the rules and regulations prescribed by Ferris State University.*

Article VIII (Amendments)

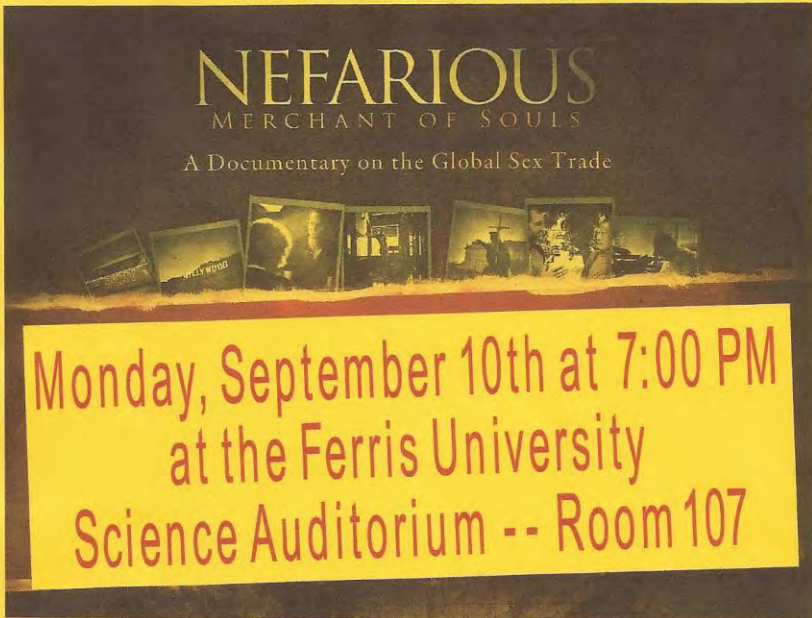
1. *All amendments to this constitution must be approved by active organization members.*

2. *This constitution may be amended at any time by a majority vote of all regular members.*

A copy of our current constitution shall always be kept in the SLAAC office, by the advisor, and by the current Secretary of the organization.

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Slavery Still Exists
There are more than 27 million people today enslaved worldwide.



NEFARIOUS
MERCHANT OF SOULS
A Documentary on the Global Sex Trade

Monday, September 10th at 7:00 PM
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Science Auditorium -- Room 107

Behind the veil of the sex industry.
See the documentary, get the facts,
get involved!!

Mature Audience Only -- 18 or older
ADA REQUIRED BY LAW

Anyone with a disability who needs special accommodations to attend this program must contact 231-629-9074 at least 72 hours in advance.

STANDING IN THE GAP

S.A.S.O.

MY SISTER'S KEEPER **WESLEY HOUSE**