

SOCI 4399W (section 1): SENIOR SEMINAR IN SOCIOLOGY
Spring 2018; 3 credit hours

Class location:	CHSS, Room 242B
Class meeting times	Friday: 10:00 a.m. - 12:50 p.m.
Instructor	Dr. Gene L. Theodori
Office	CHSS, Room 270-L
Phone	936-294-4143
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Office hours

Tuesday/Thursday: 8:30 - 9:30; Friday: 9:00 - 10:00.
Monday/Wednesday: by appointment.

Course Description

Senior Seminar in Sociology is designed to enhance critical thinking in the science of Sociology. In this course, students will use fundamental sociological theories (both classical and contemporary), research methods, and concepts and apply them to timely and salient sociological issues.

Course Objectives

Upon completion of SOCI 4399W, students will be able to analyze, critically evaluate and apply:

- different theoretical perspectives used to guide the study of society;
- numerous research methods used in the study of society; and,
- various sociological concepts pertinent to the study of society.

In addition, students will:

- develop skills in expressing themselves orally and in writing; and,
- develop specific skills, competencies, and points of view needed by professionals in Sociology.

Required Course Books and Assigned Readings

Students are expected to purchase the following books:

de Saint-Exupéry, Antoine. [1943] 2000. *The Little Prince*, translated by Richard Howard. Orlando: Harcourt, Inc.

Durkheim, Emile. [1893] 1984. *The Division of Labor in Society*, translated by Lewis A. Coser. New York: The Free Press.

Tonnies, Ferdinand. [1887] 2002. *Community and Society: Gemeinschaft und Gesellschaft*, translated and edited by Charles P. Loomis. Mineola, NY: Dover Publications, Inc.

Additional readings (readings other than those required for purchase) will be assigned and supplied by the instructor throughout the course.

Requirements and Grading

Part of the tradition of higher education is the need to evaluate performance. This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Other assignments may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning. Each student’s final course grade will be based upon his/her performance on the following requirements:

Class Participation (in-class discussions/presentations)

[10 points]

Regular and punctual class attendance is expected of each student at SHSU (see http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf). Regular and punctual attendance is expected of each student in this class. Student attendance will be recorded at the beginning of each class meeting. In light of the discretion attributed to the instructor by SHSU Academic Policy Statement 800401, students will be penalized -2 points for each hour of unexcused absence above and beyond the allotted 3 hours of unexcused absences. Accordingly, active participation is an essential and expected component of this course. Although some material will be presented in traditional lecture format, the course will be primarily conducted as a seminar. The focus of the semester’s work will be on reading, assimilating, writing about, presenting, and discussing materials on issues related to the discipline of Sociology. Therefore, students **must** come to class and participate. Students are expected to read all required assignments and actively discuss the readings during the class meetings for which they are assigned.

READING ASSIGNMENT DATES

January 26 Lipset, Seymour Martin. 2001. “The State of American Sociology.” Pp. 247-270 in *What’s Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*

Simpson, Ida Harper and Richard L. Simpson. 2001. “The Transformation of the American Sociological Association.” Pp. 271-292 in *What’s Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*

Becker, Howard S. and William C. Rau. 2001. “Sociology in the 1990s.” Pp. 121-130 in *What’s Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*

Berger, Peter L. 2001. “Sociology: A Disinvitation?” Pp. 193-204 in *What’s Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*

Ellis, Carolyn and Arthur P. Bochner. 2001. “Writing from Sociology’s Periphery.” Pp. 341-372 in *What’s Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*

* Reading will be supplied by instructor.

- February 2 Cole, Stephen. 2001. "Why Sociology Doesn't Make Progress Like the Natural Sciences. Pp. 37-60 in *What's Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*
- Collins, Randall. 2001. "Why the Social Sciences Won't Become High-Consensus, Rapid Discovery Science." Pp. 61-84 in *What's Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*
- Stinchcombe, Arthur L. 2001. "Disintegrated Disciplines and the Future of Sociology." Pp. 85-98 in *What's Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*
- Davis, James A. 2001. "What's Wrong with Sociology?" Pp. 99-120 in *What's Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*
- Rule, James B. 2001. "Dilemmas of Theoretical Progress." Pp. 157-172 in *What's Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*
- Molotch, Harvey. 2001. "Going Out." Pp. 173-191 in *What's Wrong with Sociology?*, edited by S. Cole. New Brunswick, NJ: Transaction Publishers.*
- February 9 Tonnies, Ferdinand. [1887] 2002. *Community and Society: Gemeinschaft und Gesellschaft*, translated and edited by Charles P. Loomis. Mineola, NY: Dover Publications, Inc. (pp. vii-x, 33-270).
- February 16 Durkheim, Emile. [1893] 1984. *The Division of Labor in Society*, translated by Lewis A. Coser. New York: The Free Press. (pp. vii-87).
- February 23 Simmel, Georg. [1903] 1950. "The Metropolis and Mental Life." Pp. 409-424 in *The Sociology of Georg Simmel*, edited by K.H. Wolff. New York: The Free Press.*
- Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology* 44:1-24.*
- Shils, Edward. 1962. "Theory of Mass Society." *Diogenes* 10:45-66.*
- Kasarda, John D. and Morris Janowitz. 1974. "Community Attachment in Mass Society." *American Sociological Review* 39:328-339.*
- Buttel, Frederick H., Oscar B. Martinson, and E.A. Wilkening. 1979. "Size of Place and Community Attachment: A Reconsideration." *Social Indicators Research* 6:475-485.*
- Goudy, Willis J. 1990. "Community Attachment in a Rural Region." *Rural Sociology* 55:178-198.*

- Stinner, William F., Mollie Van Loon, She-Woong Chung, and Yongchan Byun. 1990. "Community Size, Individual Social Position, and Community Attachment." *Rural Sociology* 55:494-521.*
- Theodori, Gene L. and A.E. Luloff. 2000. "Urbanization and Community Attachment in Rural Areas." *Society and Natural Resources* 13:399-420.*
- March 23 Galpin, C.J. 1915. *The Social Anatomy of an Agricultural Community*. Madison, WI: Agriculture Experiment Station of the University of Wisconsin, Research Bulletin 34.*
- Hillery, George A. 1955. "Definitions of Community: Areas of Agreement." *Rural Sociology* 20:111-123.*
- Reiss, Albert J. 1959. "The Sociological Study of Communities." *Rural Sociology* 24:118-130.*
- Sutton, Willis A. and Jiri Kolaja. 1960. "The Concept of Community." *Rural Sociology* 25: 197-203.*
- Arensberg, Conrad M. 1961. "The Community as Object and as Sample." *American Anthropologist* 63:241-264.*
- Bernard, Jessie. 1973. "Community Paradigms in Crisis" (pp. 3-14) in *The Sociology of Community*. Glenview, IL: Scott, Foresman and Company.*
- Delanty, Gerard. 2003. "Community and Society: Myths of Modernity" (pp. 28-49) in *Community*. New York: Routledge.*
- March 30 Webber, Melvin. 1963. "Order in Diversity: Community without Propinquity." Pp. 23-54 in *Cities and Space: The Future of Urban Land*, edited by L. Wingo. Baltimore: Johns Hopkins University Press.*
- Gieryn, Thomas F. 2000. "A Space for Place in Sociology." *Annual Review of Sociology* 26:463-496.*
- Walmsley, D.J. 2000. "Community, Place and Cyberspace." *Australian Geographer* 31:5-19.*
- Stedman, Richard C. 2003. "Is It Really Just a Social Construction?: The Contribution of the Physical Environment to Sense of Place." *Society & Natural Resources* 16:671-685.*
- Day, Graham. 2006. "The Idea of Community" (pp. 1-25) and "Community Studies" (pp. 26-56) in *Community and Everyday Life*. New York: Routledge.*
- April 6/13 Poplin, Dennis E. 1979. "Human Ecology." Pp. 83-199 in *Communities: A Survey of Theories and Methods of Research*. New York: MacMillan.*

Lyon, Larry. 1987. "Chapter 3: The Ecological Approach: Community as a Spatial Phenomenon." Pp. 32-53 in *The Community in Urban Society*. Philadelphia: Temple University Press.*

Stoneall, Linda. 1983. "Human Ecology: Community as Competition." Pp. 65-101 in *Country Life, City Life*. New York: Praeger.*

Sanders, Irwin T. 1966. "The Community as a Social System: A Preview." Pp. 25-53 in *The Community: An Introduction to a Social System*. New York: The Ronald Press Company.*

Warren, Roland L. 1972. "The American Community as a Social System." Pp. 135-166 in *The Community in America*. Chicago: Rand McNally & Co.*

Stoneall, Linda. 1983. "Structural Functionalism: Community as Consensus." Pp. 103-133 in *Country Life, City Life*. New York: Praeger.*

Lyon, Larry. 1987. "Chapter 4: The Community as a Social System." Pp. 54-63 in *The Community in Urban Society*. Philadelphia: Temple University Press.*

Kaufman, Harold F. 1959. "Toward and Interactional Conception of Community." *Social Forces* 38: 8-17.*

Wilkinson, Kenneth P. 1970. "The Community as a Social Field." *Social Forces* 48: 311-322.*

Wilkinson, Kenneth P. 1999. Pp. 1-10 ("Introduction: Studying the Community in Rural America") and pp. 11-36 ("The Community: An Interactional Approach") in *The Community in Rural America*. Middleton, WI: Social Ecology Press.*

April 20

DeFilippis, James and Susan Saegert. 2008. "Communities Develop: The Question is How?" Pp. 1-6 in *The Community Development Reader*, edited by J. DeFilippis and S. Saegert. New York: Routledge.*

Robinson, Jerry W. and Gary Paul Green. 2011. "Developing Communities." Pp. 1-10 in *Introduction to Community Development: Theory, Practice, and Service-Learning*, edited by J.W. Robinson and G.P. Green. Thousand Oaks, CA: Sage.*

Garkovich, Lorraine E. 2011. "A Historical View of Community Development." Pp. 11-34 in *Introduction to Community Development: Theory, Practice, and Service-Learning*, edited by J.W. Robinson and G.P. Green. Thousand Oaks, CA: Sage.*

Robinson, Jerry W. and Frank Fear. 2011. "The Technical Assistance Approach." Pp. 55-70 in *Introduction to Community Development: Theory, Practice, and Service-Learning*, edited by J.W. Robinson and G.P. Green. Thousand Oaks, CA: Sage.*

Green, Gary Paul. 2011. "The Self-Help Approach to Community Development." Pp. 71-84 in *Introduction to Community Development: Theory, Practice, and Service-Learning*, edited by J.W. Robinson and G.P. Green. Thousand Oaks, CA: Sage.*

Bridger, J.C., M.A. Brennan, and A.E. Luloff. 2011. "The Interactional Approach to Community." Pp. 85-100 in *Introduction to Community Development: Theory, Practice, and Service-Learning*, edited by J.W. Robinson and G.P. Green. Thousand Oaks, CA: Sage.*

Summers, Gene F. 1986. "Rural Community Development." *Annual Review of Sociology* 12:347-371.*

Theodori, Gene L. 2018. "Reexamining the Associations among Community Attachment, Community-Oriented Actions, and Individual-Level Constraints to Involvement." *Community Development* 49:101-115*

Association of Public and Land-grant Universities. 2012. *The Land-Grant Tradition*. Washington, D.C.: Association of Public and Land-grant Universities.*

In-Class Quizzes/Writing Assignments

[1 @ 10 points; 3 @ 20 points each]

Four in-class quizzes/writing assignments will be administered throughout the semester. Detailed information on the in-class quizzes/writing assignments will be provided during the first class meeting (and again, prior to the in-class quizzes/writing assignments).

Out-of-Class (Take Home) Quizzes/Writing Assignments

[1 @ 10 points]

One out-of-class (take home) quizzes/writing assignments will be administered throughout the semester. Detailed information on the take home quizzes/writing assignments will be provided during the first class meeting (and again, prior to the take home quizzes/writing assignments).

In-Class Group Assignment

[5 points]

One in-class group project will require students to come together and act as a unit. Details on the in-class group assignment (including grading) will be provided during the first class meeting (and again, prior to the assignment).

IN-CLASS GROUP ASSIGNMENT DATE

March 9

FINAL PAPER DUE DATE

May 5 (prior to the exam)

Exam 1

[50 points]

Exam 1 will consist of multiple-choice, true/false, fill-in-the-blank, and/or short essay questions. Additional information on the exam will be provided during the first class meeting.

EXAM 1 DATE

March 2

Exam 2

[50 points]

Exam 2 will consist of multiple-choice, true/false, fill-in-the-blank, and/or short essay questions. Additional information on the exam will be provided during the first class meeting.

EXAM 2 DATE

May 4

NOTE: Exam 1 and Exam 2 will not be administered after their scheduled examination dates. If a student cannot take either exam on the scheduled examination date, he/she must notify the instructor and make arrangements to take an alternate version of the exam before the scheduled examination date.

Writing Assignment

[100 points]

The major written assignment will be the preparation of an original, multi-paragraph community-related topic review paper. Additional information on the writing assignment will be provided during the first class meeting and throughout the first half of the semester.

*NOTE: Students must write and submit a paper to earn any points on this assignment. Failure to submit a paper will result in a course grade of zero (0). Papers will be graded on content, ability to analyze/synthesize, quality of ideas, organization and development, clarity and style, and writing (sentence structure, grammar, mechanics). While it is not required, I strongly encourage students to visit the **SHSU Academic Success Center** at least once before submitting their final draft. Additional grading criteria and paper/presentation guidelines will be announced in class.*

Final Course Grade

Grades will be based on a total of 295 points.

265.50 – 295.00 = A

236.00 – 265.49 = B

206.50 – 235.99 = C

177.00 – 206.49 = D

0.0 – 176.99 = F

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

[Dean of Student's Office](#)

The SHSU Academic Policy Statement 810213 – Procedures in Cases of Academic Dishonesty – will be enforced (see <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>).

Plagiarized work will not be accepted or tolerated. Students who violate the policy and/or submit plagiarized work will earn a course grade of 'F' and be reported to the Dean of the College of Humanities and Social Sciences and the Dean of Students.

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

</dept/academic-affairs/documents/aps/students/861001.pdf>

Visitors in the Classroom

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Instructor Evaluations

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Classroom Rules of Conduct

A classroom serves as a backdrop for interaction between instructor and student and between/among students. Facts and opinions rooted in knowledge are exchanged in a classroom; opinions rooted in ignorance should not be shared. Students are expected to act professionally at all times in the classroom. The Code of Student Conduct and Discipline is found at the following link: <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>

a. Use of Cellular Telephones (per SHSU Academic Policy Statement 100728 – Use of Telephones and Text Messengers in Academic Classrooms and Facilities – <http://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf>)

The use of cell phones and other communication devices in the classroom is PROHIBITED at all times unless specifically permitted by the instructor. All such devices must be turned off or put in silent mode and must not be visible during class. At no time will students answer or make a call, page, surf the Web, or text message during class. Failure to comply with this policy will result in the following action: first offence – the student's final grade will be dropped by one full letter grade; second offence – see first offence and repeat; third offence – student will fail the course.

b. Use of Laptop Computers

The use of laptop computers is permitted for note-taking purposes only. At no time should students check and/or send email messages or surf the Web. Students wishing to use a laptop computer will be instructed to sit in 'laptop row.' Failure to comply with this policy will result in the following action: first offence – the student's final grade will be dropped by one full letter grade; second offence – see first offence and repeat; third offence – student will fail the course.

NOTE: This syllabus does not constitute a contract between student and instructor. It may be necessary to change the sequence of topics and/or due dates. Any changes will be repeatedly announced in class.