

## Syllabus

### Instructor Information

Name:	Cathy Beighey
Email:	<b>Use the internal WebCt E-mail</b> (Under Communication Tools). Click on 'Browse' and select: Catherine Beighey. If that is not possible, email me at <a href="mailto:cathy.beighey@aims.edu">cathy.beighey@aims.edu</a> . Please allow 24 hrs. for an individual response Monday-Friday, and don't forget to check the Home Page and the "Questions & Suggestions" discussion thread for general announcements and tips.
Office location:	WSTV 653A
Office hours:	<b>M F in LV</b> 12:30-2:30pm, TR 12:00-1:30pm, W 1:30-4:00pm
Phone:	(970)339-6371.
Biography:	I was raised in upstate New York (the Clifton Park/Saratoga Springs area), and then attended SUNY New Paltz (1.5 hours north of NYC) for my Bachelor of Arts. I had two majors: Sociology and Psychology. I worked in Human Services as a Residential Counselor for several years, but decided that I wanted to attend graduate school 'out west'. After a few years of 'getting residency' and living in Breckenridge, I decided on CSU. In December 1998, I earned a Master of Arts in Sociology with an emphasis in Race/Ethnicity. I worked as adjunct faculty at FRCC, and then was hired at UNC as a Lecturer. I was at UNC for a year, but then came to Aims starting Fall 2001! I am very happy at Aims and enjoy teaching (and learning) with the students here. Please don't hesitate to contact me via phone or email if I can be of any help to you. Welcome to our class!
Teaching assistants:	For technical support contact the Call Center at 339-6380

### Course Information

Course title:	Introduction to Sociology II
Course number:	CRN #20241
Course discipline:	Social Sciences
Course description:	Social institutions are the dynamic “organs” of society that have been created and organized to meet basic human needs. Furthermore, people of all walks of life encounter these macro-level social structures in a variety of daily micro-level activities because they form the foundation for any society. For instance, the investigation of these socially constructed subsystems uncovers that the concept of ‘family’ is found in every known society and that humans the world over search for why we exist via a multitude of organized religions. By using your ‘sociological imagination’ to link micro-level, ‘individual’ experiences to these macro-level social structures, you will develop a growing awareness of the impact of these institutions while exploring your own perceptions, attitudes, prejudices, and issues regarding sexuality, class,

gender, race/ethnicity, etc. This is accomplished with the use of critical thinking skills that serve as sociological “tools” that help uncover the intrinsic relationship between individuals, social institutions, and society. We will compare various socio-historic frameworks and cultures, which result in the development of an appreciation for their unique identities as well as their inter-relatedness. Also, as societies around the globe undergo unprecedented rapid change, this course assist students in developing skills necessary for analyzing and interpreting historic and contemporary issues. In particular, trends in education, mass media & popular culture, religion, marriage & family, politics & government, and the economy are explored as well as issues regarding health, demography, environmental sustainability, and social change.

Course date: Monday, August 25, 2008 through Thursday, December 11, 2008  
Location: WSTV #617  
Meeting day(s): Wednesday, 8/27  
Meeting time(s): 5:45-7:00pm  
Prerequisite(s): Access to & Proficiency in Microsoft Word. Internet access, Adobe Reader & Media Player. Refer to the Browsers & Plug-ins link on the Navigation Bar to confirm that your computer is WebCT compatible.

#### Course Objectives

: You will learn: 1) the sociological framework, theoretical paradigms, and underlying assumptions central to sociology , 2) society as a dynamic system responsive to historical, economic, cultural, and political influences, 3) about yourself, as a socialized being, by recognizing the link between macro-level social structures and yet how your everyday micro-level interactions are representative of those structures due to the socialization process, 4) issues central to urbanization, globalization, and the environment, 5) the process and theories of social change not only relevant to the U.S. but around the world, 6) about several types of economies, families, world religions, political forms and specifically the social institutions of family, government, work & the economy, education, the mass media, and health systems, 7) a deeper appreciation for diverse cultures and people in addition to ways in which they interact in a larger global context, 8) an understanding of western and non-western religions, cultures, values, and social norms 9) the perspectives, contributions, and concerns of various racial/ethnic, gender, and age groups, 10) to effectively express (written and orally) a well-informed interpretation of the social world based on sound sociological reasoning.

General Education Competencies:

- Critical Thinking Skills
- To Read Critically and Thoughtfully
- Effective Written & Oral Communication

## Textbooks

Required reading: *Sociology*, John Macionis, Prentice Hall , 11th Edition, 2007. Vol. II

## Macoinis Website & Required Reading Articles

Macoinis Website: Visit [Macoinis' Companion Website](#) and take the various practice quizzes listed on the 'Study Guide' page.

Required Reading Articles: **You can access these articles via "Required Reading Articles" on the Home Page or 'On Reserve' in the Aims Library.**

Reading #1- Ehrenreich, Barbara and Arlie Hochschild. "Nannies, Maids, and Sex Workers in the New Economy."

Reading #2- Ehrenreich, Barbara. "Nickel and Dimed: On (Not) Getting By in America".

Reading #3- Schwartz, Barry. "Capitalism, the Market, the 'Underclass,' and the Future".

Reading #4- Domhoff, William. "Who Rules America?"

Reading #5- Barlett, Donald and James Steele. "Corporate Welfare".

Reading #6- Coontz, Stephanie. "The Way We Weren't: The Myth of the 'Traditional' Family".

Reading #7- Shulman, Polly. "Great Expectations".

Reading #8- Anderson, Elijah. "Streetwise: Race, Class, and Change in an Urban Community."

**Covered on Exam #1**

Reading #9- Kozol, Jonathan. "Savage Inequalities".

Reading #10- Bagdikian, Ben. "The Lords of the Global Village".

Reading #11- Entman, Robert. "African Americans According to the TV News".

**Covered on Exam #2**

Reading #12- Ritzer, George. "The McDonaldization of Society".

**Covered on Final Exam**

## Policies

Introduction: So that you learn to more effectively state your beliefs and opinions on controversial issues there will be several occasions for on-line discussions, debates, and exercises, which will count towards your participation grade. Be prepared that some discussion topics or comments may make you feel uncomfortable and challenge what you believe to be true or right. But, it is my belief that such confrontation is an integral part of learning and the virtual classroom is the ideal forum for such an exploration. Also, 'listening to' and learning from diverse views can enrich us all, therefore one must feel safe to express oneself. The environment of this class must be one that facilitates open, non-judgmental discussion. No disparaging remarks will be tolerated in regards to ethnic background, gender, sexual preference, age, socioeconomic background, etc. This includes having tolerance for

differences of opinion. If you are what I consider discourteous to another student or myself, it will be reflected in your participation grade. (For further details please refer to the Standards of Student Conduct in the 2008-2009 Aims Community College). In return, I will do my best to uphold this tenet and treat everyone's educated opinions/interpretations with due respect. If you experience a particularly difficult time or feel uncomfortable with some issue, fellow student (myself included), commentary, or any topic, PLEASE talk to me so we can work it out immediately. **Students with disabilities that need accommodations are encouraged to contact the Disability Access Center in Horizon Hall #327 or call 339-6388 as soon as possible to ensure that these accommodations are implemented in a timely fashion.** Students interested in tutoring are encouraged to contact the Academic Resource Center in Horizon Hall #301, or call 339-6465. Lastly, if a student is not on the roster and has not registered for the class, he/she must contact the Registrar immediately.

#### Class Format

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I cannot make anyone learn anything, I can only offer knowledge and facilitate learning. It is essential that distance learners be particularly self-motivated, independent, and possess effective study skills. You are expected to have the reading completed as assigned so that you can effectively participate in the course. **Before attempting the assignments, I strongly recommend reading both the text and required reading articles first, and studying the on-line lecture notes that highlight the chapter's main points, provide elaboration on the reading, and pertinent examples.** The lecture notes are posted by chapter under the Course Content page. Print them so that you can better use them to study.

All students are required to **log-on to our class at least three times a week** to read announcements on the home page, participate in discussions, refer to the "Questions & Suggestions" thread, complete the assignments, ETC. (I periodically review how frequently each student is logging on because it is imperative that you regularly 'attend' class). I suggest you make a concerted effort to: 1) ask and answer questions, 2) volunteer pertinent, thought-out discussion contributions, 3) comment based on the readings and, 4) in general, be an active participant.

**All students must participate in all assigned discussions.** Your discussion responses must be relevant to the assigned topic, clearly address the issue, and be well-written (i.e., proper grammar and spelling, edited, etc.). Your discussion postings will be usually graded as Excellent (4/4), Good (3/4), or Below Average (2/4). In addition, all students will submit several participation activities that reflect involvement in the class (via visiting assigned web sites and retrieving information, researching specific questions, etc.). Consistently contributing to class discussion, and the successful completion of all the

participation assignments is worth a total of 34 points towards your final grade (10%).

**\*\*\*\*Refer to the Assignments Page for detailed instructions for all graded assignments.**

Be sure to check the Homepage and the "Questions & Suggestions" discussion thread to see if your question(s) have already been answered for the entire class.

### Reaction Papers

Of the possible five papers, you are required to submit three two-page reaction papers (12pts./paper). **You can NOT submit more than three reaction papers.** By questioning accepted tenets of 'truth', morality, and the status quo in general, these brief writing assignments are designed to assist you in critically examining the far-reaching impact of social institutions. Generally, you will be asked to analyze yourself, dissect your social world, and uncover the inherent relationship between them. Your reaction papers are to be grounded in sound, sociological reasoning that reflect critical thinking skills. In most instances, it will be difficult to effectively answer all aspects of the question in less than one page, but it cannot be longer than two well-written pages. Your introductory paragraph should include a concise thesis statement that clearly states your position. In the body of your paper you should support your assertions by incorporating course material that you have learned. I expect you to type and double-space (1.5 space is acceptable) all your papers. Use font size 12. Proper grammar and spelling will be taken into account when assessing a grade on all papers. I realize that this can be a potentially frustrating or intimidating exercise, but I believe that writing is just that, an exercise in which one improves with practice and I am more than willing to assist anyone. Please feel free to utilize the Writing Center in Horizon Hall #305, and/ or visit [Purdue University Website](#) for help with grammar, editing, etc. **After your reaction paper has been graded, please review the returned paper for my comments and suggestions so that you understand the material better and your work improves. To do this you must download and open the graded paper (via the Assignments Page). See the 'questions & suggestions' thread for instructions.**

All reaction papers must be submitted as a Word document via the assignment box under the Assignments page by the closing due date for the particular paper. Submitting a reaction paper involves two steps: 1) uploading the file from your computer into WebCT, and 2) **submitting the uploaded file for grading.** Also, please name and save your reaction papers with your last name (i.e., beigheyrp1.doc). Unless you experience unforeseen extenuating circumstances AND obtain prior approval, reaction papers will NOT be accepted late.

### Reaction Paper Assignments

Choose 3:5 Reaction  
Papers:

:

The Economy & Work- Paper #1:- Research and compare a type of store such as discount stores (Target, Wal-Mart, Kohl's, K-mart), or grocery stores (Whole Foods & King Sooper's). How did the different stores compare in regards to workers' benefits (health care, vacation time, etc.), wages, and conditions as well as the working conditions within the producing country (ies). Secondly, where do they get their goods from? Did you find support for the existence of a global economy (include an explanation of post-industrialism)? Lastly, what are your prospects for employment in this post-industrial economy and what fields are more promising than others?

The Family-Paper #2: How do you define: 1) family (kinship, direct blood relation, affinity, extended, nuclear, etc.) and, 2) marriage (opposite sex partners, same sex)? What values and beliefs do your definitions reflect? Compare (similarities) and contrast (differences) your personal definitions with the definitions provided in your textbook. Lastly, why are the definitions of family and marriage being re-evaluated and subsequently changing? What social, cultural, and economic factors are encouraging this change? In your opinion, do you think this change is a necessary, positive step demanded by our evolving post-industrial economy, or does it represent the deterioration of traditional 'family values'?

Religions-Paper #3:- First, what do you think religious faith offers its followers (moral tenets, a guide to life and/or spiritual salvation, is it a mechanism of social control, etc.), and how? Include a definition of what you think religious faith is. Secondly, compare two of the five world's major religions (Christianity in the northern & western hemispheres, Judaism in Israel and the US, Hinduism in India, Buddhism in China, or Islam in the Middle East and northern Africa). What moral, value, and behavioral consistencies did you find between the three religions? Do you find them to be functional for that society overall? How?

Education-Paper #4: Schooling is a very powerful, wide spread agent of socialization that greatly impacts one's self image, concept of appropriate aspirations, and later life decisions. Perhaps more significantly, the process of schooling 'grooms' people (or tracks people, depending on your perspective) for later occupational 'choices'. How may the US educational system perpetuate social inequality and perhaps latently serve the best interests of the more powerful? (Keep in mind the current economic climate, job growth, as well as the shift in loans versus grants). Include an example of the relationship between an inequitable U.S. education system and the reproduction of the current socio-economic (i.e., class) hierarchy. Then, offer policy recommendation(s) designed to address specific causal factors that result in an inequitable U.S. education system.

The Mass Media- Paper #5: Americans often assume that media representations and reports are unbiased and “free” of capitalistic or political agendas, but economic and political forces shape the dissemination of information and public opinion in general by controlling, or at least influencing, what stories are told, how they are told, and by voicing prejudicial, ideological assumptions. In addition, alternative, oppositional voices can be silenced, skewed negatively, or only partially reported. Use the depiction of gender (the masculine or feminine), class, race/ethnicity, or sexual orientation in a “cultural artifact” (i.e., cartoon, TV show or radio report/show, commercial, advertisement, book, website, etc.) to critically analyze how that portrayal perhaps reflects oppressive stereotypes, prejudicial and/or discriminatory cultural themes (or challenges cultural assumptions)? In particular, what representation does this cultural artifact convey and what stereotypes are illustrated or implied? Lastly, what effect do you suppose this portrayal may have on the acquisition and development of someone’s attitudes about an out-group? For example, people often assume that all women are naturally maternal and the better “caregiver”, while all men are naturally aggressive, uncommunicative, and emotionless. Your paper must include the source, its date, title (if appropriate) and a brief summarization of your example's sociological relevance.

\*\*\* See the Assignments Page, or "Reading, Assignment & Exam Schedule" for the due dates of the reaction papers.

#### Reaction Paper Grading Guidelines

: 12-11 points- Use excellent, well-thought example(s), illustrate applied theory, exhibit insight by making connections to the lectures and/or reading material with only minimal grammar mistakes, 10 points- An excellent example(s), including a solid reference to class material and related concepts, minimal grammar errors, 9 points- Very good example(s) that expand upon textbook and class material but exhibit minimal conceptual or theoretical understanding, 8 points- A satisfactory example (s) that illustrates concepts, but a weak connection to class material or the reading, several writing errors, 7 points- Failing to make connection(s) to class/ lecture, appearing to have very limited understanding of terms, many writing errors, did not follow reaction paper guidelines, 6-1 points- Make substantively false comments, or seeming to have no sociological understanding of terms, poorly written.

#### Annotated Bibliography & Research Paper

Annotated Bibliography:

An annotated bibliography is a list of citations to books, articles, and other sources that may be used to build the research paper due at the end of the semester. Each citation is followed by a brief, descriptive, and critical paragraph, the annotation, that exposes the author's point of view and informs the reader of the relevance and quality of the sources cited. You are required to have four-five citations listed in alphabetical

order. You will probably need to order articles, reports, books, and journals using inter-library loan so allow enough time to receive the material. See the Assignments Page for details.

Research Paper: A three-four page research paper that expands upon one the critical thinking/reaction papers (or one of the topics listed in the 'Annotated Bibliography' assignment on the Assignments Page) by providing a concise review of relevant literature, in depth 'sociological thinking', incorporating applied theory, and reflecting a growing awareness of sociological studies. Once you have introduced the sociological issue, you will defend your position with applicable research and literature pertinent to your paper. This paper must be 1.5 or 2.0 spaced, typed with a cover page, and have a proper bibliography. Three scholarly references must be cited within your paper AND properly listed in your bibliography. If you are interested, you may choose another topic with PRIOR approval. Be sociological and make sure that your research topic is focused enough to be addressed in a relatively short paper, but not so narrow (or broad) that you can not adequately research it (i.e., find sources). You may have to sift through many sources before finding three that help support your research so allow enough time for unanticipated research 'set-backs'. For this very reason, you are also required to submit an annotated bibliography prior to your research paper. See the Assignments Page for details.

#### Exams & Grading

: There will be two fifteen-point quizzes during the semester that precede Exam #1 and Exam #2. The exams will reflect the reading from the textbook, required reading articles, lecture notes, assignments, and poignant discussions. Exams #1 and #2 are 50 points/exam and consist of multiple-choice questions. The cumulative final exam is 100 points (29% of your final grade) and consists of multiple choice questions. Utilize the review outline for each exam available on the Course Content Page and the practice quizzes that are on the Study Guide page for each chapter.

**You must take ALL EXAMS (#1, #2, & the Final Exam) within the availability period for each exam.**

Any form of cheating or plagiarism will result in a zero on that exam or paper, and possibly an 'F' as a final grade.

#### Exam Make-Up Policy

: You must make arrangements with me prior to the end of the exam deadline in order to be eligible for a make-up exam. If a dire emergency occurs immediately before the deadline, I at least expect an e-mail or phone message. You may be required to submit verification of your emergency and make-up exams will be taken in the Academic Resource Center in Horizon Hall #301.

#### Final Grade

Exam #1: 50 points (14%)  
Exam #2: 50 points (14%)  
Cumulative Final Exam: 100 points (29%)  
Quiz #1 & Quiz #2: (15 pts./ quiz) 30 pts. (9%)  
Annotated Bibliography & Research Paper: 50 points (14%)  
Participation in discussions, activities, etc.: 34 points (10%)  
Three Reaction Papers (12pts./paper): 36 points (10%)  
Your final grade will be determined on the percentage of the total points (350) you obtain throughout the semester: 350-314 total points= 100%-90%=A, 313-279= 89%-80%=B, 278-244= 79%-70%=C, 243-209 =69%-60%=D, 208= 59%=F  
\*\*\* Per Aims' policy, I can NOT grant Administrative Withdrawals (AW) after the withdrawal date.

### Student Outcomes

1. List the basic characteristics of the family. Discuss the importance of marriage and kinship to the family.
2. Describe the functions the family performs for its members and for society.
3. Describe some cross-cultural variations in families.
4. Indicate the changes that have occurred in family patterns with increasing industrialization and urbanization.
5. Outline the functions and dysfunctions of the nuclear family form.
6. Describe the impact of divorce upon the two individuals directly involved, other family members, the community, and society.
7. Describe how education has changed with the rise of industrialism in the United States.
8. Present the functionalist view of the purposes of education.
9. Present a conflict view of education and the influence of schooling on social mobility.
10. Explain how the self-fulfilling prophecy operates in schools.
11. Discuss the relationship between class, race, and educational achievement; explain which factors affect students' chances of educational success.
12. State the sociological definition of religion.
13. List topics of interest to a sociologist studying religion as social behavior.
14. Compare and contrast the elements of religion with those of functionally equivalent belief system.
15. Compare the views of Marx, Durkhem, and Weber on the relationship between religion and social change.
16. Explain Weber's "Protestant ethic" thesis and the current evidence for it.
17. Compare the religiosity of the American people with that of other nations and discuss the social consequences of these differences.
18. Identify the factors that have led to a fundamentalist revival in the United States.

19. Discuss the economic order and the importance of economic activity.
20. Explain the idea of division of labor and the consequences of surplus wealth.
21. Compare Durkheim's concepts of mechanical and organic solidarity in terms of social cohesion.
22. Define "anomie" and describe its sources and consequences.
23. Contrast occupations and professions and explain the trend toward professionalization.
24. Present Marx's analysis of alienation and work.
25. Describe the extent of economic control exerted by large corporations, noting its social consequences.
26. Explain the increase in multinational corporations and its global consequences.
27. Outline the social consequences of unemployment for the individual and for society.
28. Define the sociological concepts of the political order and the state.
29. Explain Weber's definitions of power, legitimacy, and coercion.
30. Characterize the state in modern industrial societies.
31. Contrast the three basic forms of government.
32. Discuss current political trends in the U.S.
33. Describe the political behavior of interest groups.
34. Present evidence of ways in which interest groups support or interfere with democratic government.
35. Summarize Mill's view of the concentration of power in the United States.
36. Outline Reisman's perspective on the levels of power in the United States.
37. Define the field of demography and give three examples of topics demographers study.
38. Explain how the three factors of birth rate, death rate and rate of migration into or out of the society affect population growth or decline.
39. Discuss how population growth is measured and how populations of the same size may vary internally.
40. Evaluate Malthus's argument about population growth.
41. List some causes of rapid population growth.
42. Identify three American demographic characteristics and explain the impact of each on the United States and the world.
43. Define urbanization and give a sociological definition of a city.
44. Characterize the contemporary city, both in less developed and more developed societies, and outline its pre-requisites.
45. Summarize the ecological approach to urban growth.
46. Distinguish between Tonnies's concepts of Gemeinschaft and Gesellschaft as they relate to the definition of a community.
47. List two important population trends in the United States in terms of degree of urbanization.

48. Describe the process of sub-urbanization.
49. Identify factors that have led to the deterioration of central cities.
50. Define collective behavior and social movement and indicate the forms each may take.
51. Identify Smelser's six basic conditions for collective behavior.
52. Identify several important characteristics of a crowd and contrast them with those of a mass.
53. Compare contagion theory with emergent-norms theory as explanations of crowd behavior.
54. Identify basic types of crowd and give your own examples of each.
55. Explain the nature of rumors, and when and how they are likely to arise, providing examples.
56. Distinguish between fashions and fads.
57. Present a sociological explanation of a public and list factors affecting public opinion.
58. Illustrate at least three propaganda techniques. Describe a social movement.
59. Define social change.
60. Describe how environmental factors influence social change.
61. Identify demographic factors that have affected or will affect social change.
62. Present the theory of technological determinism.
63. Compare the roles of individual action and collective action in social change.
64. Characterize the sociocultural-evolution theory of social change.
65. Identify the conditions conducive to and opposed to revolutionary change.
66. Describe the role of social scientist in predicting the future.
67. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information in the study of Sociology.

### **READING, ASSIGNMENT & EXAM SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>
8/25	Overview/Get Acclimated to the Course	Read Syllabus, Browse SOC 102, & Take Learning Styles Survey
8/26	What are Social Institutions?	Review Introductory Lecture Notes on Course Content Page
8/27	Course Orientation	Meet in WSTV #617 at 5:45-7:00pm
8/28	Work & the Economy	Chapter #16, Readings #1-#3 & Watch the video "The Corporation" via 'Videos' on the Home Page
<b>8/31</b>	See Assignments Page	<b>Student Home Page Introduction Due</b>
<b>9/4</b>	See Assignments Page	<b>Paper #1 Due</b>

9/5	Power, Politics, & Government	Ch. #17 & Readings #4-#5
9/10	*Last Day to Drop*	
9/12	See Assignments Page	<b>Discussion: The Undertaxed American?</b>
9/13	Family: Evolving or Deteriorating?	Ch. #18 & Readings #6-#8
9/21	See Assignments Page	<b>Debate: The Traditional Family vs. Family Reformists</b>
9/22	See Assignments Page	<b>Discussion: The Rights of Same Sex vs. Opposite Sex Couples</b>
9/23	See Assignments Page	<b>Paper #2 Due</b>
9/24	Exam #1 Review	Take Practice Quizzes & Study the 'Exam #1 Outline' on the Course Content Page
9/26	See Assignments Page	<b>Quiz #1 Due</b>
9/29	See Assignments Page	<b>Exam #1</b>
9/30	Religions of the World	Ch. #19
10/7	See Assignments Page	<b>Paper #3 Due</b>
10/8	Schooling: US Class Reproduction	Ch. #20, Reading #9, & Watch the video "The Breeding of Impotence" via "Videos" on the Home Page
10/15	See Assignments Page	<b>Paper #4 Due</b>
10/16	Mass Media & Popular Culture	Study Mass Media Lecture Notes on Course Content Page & Readings #10-#11
10/22	See Assignments Page	<b>TV Stereotype Analysis Due</b>
10/23	See Assignments Page	<b>Paper #5 Due</b>
10/28	See Assignments Page	<b>Annotated Bibliography Due</b>
10/29	Health & Medicine	Ch. # 21
11/4	See Assignments Page	<b>Debate Privatized or Public Health Care</b>
11/5	Exam #2 Review	Take Practice Quizzes & Study the 'Exam #2 Outline' on the Course Content Page
11/7	See Assignments Page	<b>Quiz #2 Due</b>
11/10	See Assignments Page	<b>Exam #2</b>
11/11	The Environment & Sustainability	Ch. #22
11/12	*Last Day to Withdraw*	
11/17	See Assignments Page	<b>Participation Activity</b>
11/18	Social Change & The McDonaldization of Society	Ch. #24, Reading #12, Study McDonaldization of Society Lecture Notes on Course Content Page & Watch the video "Wal-Mart: The High Cost of Low Prices" via 'Videos' on the Home Page
11/28	See Assignments Page	<b>The Pros &amp; Cons of McDonaldization</b>

<b>12/7</b>	See Assignments Page	<b>Research Paper Due</b>
<b>12/8</b>	Final Exam Review	Study the 'Final Exam Outline' on the Course Content Page
<b>12/11</b>	Take Practice Quizzes & See the Assignments Page	<b>Cumulative Final Exam</b>
<b>*BOLD-TYPE IS USED TO HIGHLIGHT EXAMS AND DUE DATES</b>		
Ch.# = Textbook Chapter, Reading # = Required Reading Article listed in syllabus, Paper # = Reaction Paper # (Refer to the corresponding reaction paper question in the syllabus)		

\*\*\* This is subject to change per the instructor