

**CLD 102 – Dynamics of Rural Social Life
General Education Sample Syllabus
Lorraine Garkovich September 2009**

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Carl, John. Think Sociology, Publisher: Prentice Hall, 2010 (will be used in Spring, 2010)

Additional Course Readings: Available on electronic reserves via Blackboard.

Introduction

The essential questions that will guide our learning activities in this course are: How do we explain the emergence and characteristics of the structure of our taken-for-granted social worlds? What social processes influence interpersonal and inter-group relationships? And, how might these differ in rural and urban communities?

This course will provide an intellectual framework for understanding the dynamics of social life from the perspective of individuals, groups, organizations and institutions. The concepts and methods of the discipline of sociology will be the basis for explaining, examining and analyzing similarities and differences among rural and urban communities. These tools will be useful as you continuously revise your perspectives on the social worlds you live in and those you observe from afar. A goal is for you to improve your social analytical skills to a point where you can identify and explain examples of sociological concepts among the experiences of your daily life.

The kinds of questions we will explore this semester include: What are the social and economic forces that have transformed rural America? How have these changes transformed rural social structures? What are the consequences for communities? Is there a persistence of a uniquely rural culture -- values, norms, beliefs -- and if so, what can account for this persistence in the face of so much social and economic change? Is there any truth to "conventional wisdom"? What is the relationship between technological innovations and the nature of community and household life? How have community values and norms changed over the decades?

Because this course is an introductory sociology course with a focus on rural America, **if you have already taken SOC 101 (Introductory Sociology) you cannot take CLD 102 for credit.**

Course Learning Objectives

By the end of the semester, a successful student in this course will be able to:

1. Identify, describe, illustrate and apply sociological concepts and theories
2. Use a social science research method to examine an aspect of social life within an understanding of key ethical issues associated with social science research.
3. Identify, explain and assess the ways in which a sociological imagination (sociological concepts and theories) help us to explain individual and group behavior.

For example, given a social trend (e.g., proportion of women employed in US labor force now is higher than that for males) you can name and describe social variables influencing this trend (e.g., restructuring of the industrial sector affecting availability of skilled crafts and manufacturing jobs).

4. Recognize, explain and evaluate interrelationships among components of a social system.

For example, given a social system (e.g., a rural community with loggers and forest service officers residing there) you can trace interrelationships among the parts (e.g., how type of employing firm influences patterns of social interaction).

5. Apply critical thinking about social phenomena to evaluate claims or arguments offered to explain social trends and/or conditions

For example, you can review and evaluate the validity of the claim that illegal immigration has only costs for the U.S.

Methods of Evaluation

My approach to evaluation is based on three beliefs. (1) Students differ in their ability to perform on different types of evaluation measures. (2) You remember best what you learn in different ways. (3) You have the right to at least one evaluation activity prior to the last day to drop a class.

Grading is as follows: 90 - 100 = A. 80 - 89 = B. 70 - 79 = C, 60 - 69 = D. Under 60 = E.

Method	Number	Pts Each	Total Pts
Short Quizzes or in-class activities	8	Variable	62
Application activities	4	7	28
Scholarly article review	1	10	10

Short Quizzes and in-class applications. The quizzes will focus on assessing your knowledge, comprehension and ability to apply concepts. These will be multiple choice or fill-in-the-blank questions and some may be about a 3-5 paragraph story I give you with questions that ask you to demonstrate your knowledge, comprehension and ability to apply concepts and principles. The in-class activities will include group discussions, group problem-solving and individual "hot" writing assignments. There will be more of the in-class activities than we need so there will be no make-up for the in-class activities.

Application activities. The application activities will be a mix of short reflective essays and/or work sheets wherein you will demonstrate your ability to apply the concepts and tools of sociology to an understanding or interpretation of contemporary or historic events. Some of these will be in-class reflective writings or applications that involve both individual thought and group discussion. My assessment of the quality of your application assignments will depend on your ability to demonstrate competence according to the domains of learning listed below AS WELL AS the degree to which your application meets the other listed criteria.

Scholarly article review. In collaboration with another student (or alone) you will review a scholarly article selected from the attached list. In your review you will:

Give the title, author(s), and source of the article.

In your own words, summarize the topic/focus of the article.

What is it about?

What is studied?

How is it studied?

What are the conclusions?

Explain what interested you about this article. Why did you choose it?

Identify 2 concepts, theories or methods that are illustrated by this article. Define the concept and explain how the article illustrates the application of the concept.
What will you carry away from reading this article that will be of practical value/use for you?

Mastery of domains of learning

All these grading activities will be organized around the following domains of learning and these criteria will be used to determine the degree to which you have gained mastery over course content.

Knowledge - Do you understand the meaning of the concepts/theories? Does your application demonstrate your knowledge by accurately describing, identifying or listing -- classifications, categories, principles, generalizations or components of theories?

Comprehension - Do you understand the meaning of the information well enough to be able to give an example of it in your own words or from your own experience or, can identify an example from the real world? Does your application demonstrate your comprehension by accurately summarizing, describing, or identifying examples?

Application - Can you apply your knowledge? Does your application demonstrate your ability to use the knowledge to demonstrate the utility of the concept/theory by either presenting an accurate example that you have developed on your own or, interpreting accurately an observation you have made?

Analysis - Can you recognize and explain the linkages among the concepts/theories? Does your application demonstrate your ability to see and draw connections among ideas by explaining the reasons for the connections or by predicting outcomes as a result of the connections?

Synthesis/Evaluation - Can you combine concepts/theories in order to develop a comprehensive explanation for a situation, trend, or outcome? Or, can you assess the relative utility of different concepts/theories, make a judgment and then explain your reasoning process? Does your application demonstrate your ability to connect knowledge in ways that enable you to solve problems, to examine the roots of a problem, to explain the reasons why a situation unfolds as it has, to evaluate the factors influencing the judgments of others or, to hypothesize on probable outcomes given certain conditions?

Other course information

Attendance

Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

Quality of writing as a component of your grade

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, 10% of the grade for all your assignments and quizzes will be based on the clarity and quality of your written presentation. I draw your attention to Part II Rules of the University Senate found at: (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English."

Classroom behavior, decorum, and civility

We (myself, this department and the University) have a commitment to respect the dignity of all and to value differences among members of our academic community. During this course, we will have discussions about issues that may be controversial. Everyone has the right to respectfully disagree from time-to-time and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). We may disagree with the ideas of others but we cannot attack the other person. Equally, as a faculty member, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.. Thus, classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Our discourse is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

Classroom and Learning Accommodations

Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, Room 2 Alumni Gym. The DRS telephone number is (859) 257-2754. Please do not request accommodations directly from the professor without a letter of accommodation from the Disability Resource Center.

Academic honesty

Academic dishonesty is not tolerated. All assignments and projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are not to reuse papers from previous courses, assignments, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. If you are caught, the minimum penalty is zero on an assignment for the first offense; an additional penalty of extra work, reduced letter grade, or E may be imposed. There is a minimum penalty of E for offenses subsequent to a "minor" offense. There is a minimum penalty of suspension for offenses subsequent to a major offense.

You should read the official University policy on plagiarism at the site listed below. See Part II, Section 6.3.0 of "The Code of Student Conduct" at the following website: <http://www.uky.edu/StudentAffairs/Code/part2.html>. You should also read the paper: "Plagiarsim: What is it?" at the Academic Ombud website: <http://www.uky.edu/Ombud/Plagiarism.pdf>. There is also an online tutorial on plagiarism entitled "How to avoid plagiarism" at the Ombud website that will help you understand what plagiarism is and how you can avoid this problem.

Excused absences

Attendance at scheduled classes and participation in class activities and discussions is at the heart of learning. While I will not take attendance, I expect you to attend and participate in classes unless you have a legitimate excuse. See the following website (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) and specifically Section 5.2.4.2 Excused Absences for the University's policy on excused absences.

This section notes: "Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred."

Make-up of attendance points

Given that total attendance points possible are less than the number of class sessions, there is no opportunity to make-up attendance points.

Late papers

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in the paper or E-mail me a copy by midnight of the day the assignment is due. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

Missed exams

If you have an excused absence, you will, of course, be able to make-up a scheduled exam. However, I am not required to give you the same exam as presented to the rest of the class during the designated time of the quiz. It might be but it is more likely that the make-up exam will cover the same content but be in a different format.

End of the semester incomplete

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.

Course Outline and Readings

This is a **proposed** course schedule. Every attempt will be made to follow it but circumstances may alter the actual time of particular events or activities. To facilitate class discussion, assigned readings are to be completed **before** the scheduled class meets. Course readings outside of the text will be available on reserve in the library and or via electronic course reserve.

Classes	Topic - Concepts	Learning activities and/or assignments
1	Introductions, Course Overview - What is a Sociological Imagination?	
2	Social science theoretical perspectives What is the purpose of a social science theory? Functionalism Conflict theory Social Constructionism	
3	Social science theoretical perspectives	
4	Social science research methods Science and conventional wisdom (the taken-for-granted social world) What is the scientific method?	<u>Sample in-class discussion</u> - Students will complete a quiz entitled "Sociology vs Common Sense" and discuss the implications for differentiating between fact vs beliefs

	<p>The research process Causation, correlation, generalization</p> <p><u>Qualitative methods</u> Participant observation Interviews</p> <p><u>Quantitative methods</u> Secondary data analysis Surveys</p>	
5	<p>Social science research methods</p> <p>Ethical issues in social science research</p>	<p><u>Sample in-class discussion</u> of the ethical issues associated with a recent study tracking cell phone use. For this, students will evaluate the research with respect to the degree it does or does not reflect the following ethical principles:</p> <p>Respect for persons (autonomy) Beneficence (do no harm, maximize the good and minimize the harm) Justice (Select subjects equitably, avoid exploitation of vulnerable populations or populations of convenience)</p> <p>Then, students will be given additional information on the study and asked if knowing this information would change their perspective on the ethics of this study.</p> <p>Additional information A - Researchers didn't know which phone numbers were involved. They were not able to say precisely where people were, just which nearby cell phone tower was relaying the calls, which could be a matter of blocks or miles. They started with 6 million phone numbers and chose the 100,000 at random to provide "an extra layer" of anonymity for the research subjects, he said.</p> <p>Additional information B - Paul Stephens, policy director at the Privacy Rights Clearinghouse in San Diego, said the nonconsensual part of the study raises the Big Brother issue. "It certainly is a major concern for people who basically don't like to be tracked and shouldn't be tracked without their knowledge," Stephens said.</p> <p>Study co-author Hidalgo said there is a difference between being a statistic — such as how many people buy a certain brand of computer — and a specific example. The people tracked in the study are more statistics than examples.</p> <p>Additional information C - Knowing people's travel patterns can help design better transportation systems and give doctors guidance in fighting the spread of contagious diseases</p>
6	<p>The intersection of theory and research</p> <p>Thinking critically about the uses of social science research in contemporary</p>	<p><u>Sample in-class discussion</u> of examples of the use of statistics in articles or advertisements. Students will consider questions such as:</p> <p>Who is the target audience? Who is the source for the information?</p>

	society	<p>Are they believable? What is the basis for your judgment?</p> <p>Does the source have an agenda that would cause the data to be biased?</p> <p>Was the data gathered using reliable statistical methods? How can you judge this?</p> <p>If people were surveyed, what medium was used?</p> <p>If an average is quoted, does it say which one? If not, which do you believe was used?</p> <p>If there is a chart or graph, is it fairly drawn? No distortions?</p> <p>Are your emotions or intellect being appealed to?</p>
7	<p>Society and culture</p> <p>Overview of the components and processes in society</p> <p>Culture from different theoretical perspectives</p> <p>Cultural traits</p> <p>Cultural complexes</p> <p>Subcultures</p> <p>Culture shock</p> <p>Ethnocentrism</p> <p>Components of culture</p> <p>Material</p> <p>Nonmaterial</p> <p>Symbolic</p> <p>Evaluative</p> <p>Instrumental</p> <p>Terminal</p> <p>Normative</p> <p>Folkways</p> <p>Mores</p> <p>Laws</p> <p>Normative conflict</p> <p>Ideal vs real culture</p> <p>Cultural consistency/inconsistency</p>	<p><u>Application assignment #1: Socialization into the Culture of My Family</u></p> <p>Consider what your life was like growing up in your family. Did your parents plaster rules on the refrigerator and the bathroom mirrors? Did you get long lectures on what to do and what not to do? Or did you just come to understand what your parents expected of you? This exercise asks you to think back to your own socialization to reflect on the formal and informal rules of behavior you learned while growing up.</p> <p>The exercise asks you to first list and then reflect on 1 formal (explicit) norm and 1 informal (implicit) norm you learned while you were growing up. For each type (explicit/formal and implicit/informal) norm, answer the following:</p> <p>First briefly describe your example</p> <p>What type of norm is this? Explain why it represents this type of norm.</p> <p>What do you think is the function (or functions) of this norm from the perspective of society?</p> <p>How did you learn this norm?</p> <p>Explain and illustrate the importance (or lack of importance) of this norm for you today</p>
8	<p>Society and culture</p>	<p><u>Sample in-class discussion</u></p> <p>Many people observing how difficult it is to make a living farming would say that farmers should simply find another, more profitable and more stable source of income. Farmers, on the other hand, would argue that there is no better way of life and no more fulfilling occupation than farming. What values underlie these different perspectives?</p>
9	<p>Society and culture</p>	<p><u>Sample in-class discussion</u></p> <p>Throughout Kentucky you can see historical markers commenting on the importance of the growing of hemp in that area. During the early decades of this century, Kentucky farmers</p>

		<p>raised thousands of acres of industrial hemp that was used in the production of sail cloth, rope, and a variety of other materials. Today, it is illegal to grow industrial hemp. How do you explain this normative change?</p>
10	<p>Deviance</p> <p>Theoretical perspectives on deviance The difficulty in defining deviance</p>	<p><u>Sample in-class discussion</u></p> <p>Students will be given a list of behaviors and individually evaluate whether they are deviant. They will then get into small groups and compare their answers. The group will develop a list of similarities and differences in their evaluations and a group explanation for what social factors might account for these</p>
11	<p>Socialization and Social Interaction</p> <p>Perspectives on socialization Self Cooley's looking glass self Social identity Significant others Generalized others Pygmalion effect Stigmatized social identities Status Master status Role Role set Role model Role bargaining Role performance Agents of socialization Role transitions Resocialization Role recruitment</p>	<p><u>Application assignment #2: Factors shaping me - reflective essay</u></p> <p>Complete each of these statements in no more than 1 or 2 paragraphs or in a few sentences (depending on which is most appropriate)</p> <p>These are the people in my family as I was growing up: When I think of my siblings, this is how I would describe their role(s) in the family.... This is what my parents did on a daily basis: I would say that for my mother/father their master status would be: A topic my family did not talk about much when I was growing up is....and I believe that the reason this topic was not talked about in the family is.... Something my family always did together when I was growing up is....and this activity has this meaning for me... When I was growing up, our neighbors were/were not important in my family's life because... I would describe the place/community where I grew up (spent at least 8 years) in this way: Two persons who have had a major impact on the way I think and what I believe are (describe the person and how they influenced you): An experience/situation that influenced my attitudes, beliefs, or behaviors in significant ways is (Describe the experience/situation and how it has influenced you): Activities that I do that help define who I am are (list 2 and explain how they help define you):</p> <p>Now, prepare a 2 paragraph summary reflecting on what you have written that connects your questions to the concepts we have been discussing. Specifically, be sure to comment on culture (symbolic, evaluative and normative components); self concept; social identity, and, factors influencing the development of your self concept and/or social identity</p>
12	<p>Socialization and Social Interaction</p>	<p><u>Sample in-class discussion</u></p> <p>In small groups, students will develop a list of at least 3 stigmatized social identities with a 1-2 sentence explanation of what factors would lead to declaring these social identities as "stigmatized." The group will then pick one of these and discuss</p>

		whether this social identity has always been stigmatized (if so, why) or if its meaning has changed over time (if so, why and how)
13	Socialization and Social Interaction	<p><u>Sample in-class discussion</u></p> <p>Students will be divided into groups according to the following characteristics: First person in your family to attend college Came to UK from a high school graduating class of less than 100 Came to UK from more than 1000 miles away Came to UK knowing no one else Came to UK with at least one good friend</p> <p>Describe the characteristics and challenges of your role transition from high school to college</p>
14	Groups and Organizations Categories Aggregates Primary and secondary groups Peer and reference groups In and out groups Group processes Social control Social affiliation Conformity vs Yielding Emergence of group norms Social comparison Diffusion of responsibility Risky-shift decision-making Group think Social loafing Bystander nonintervention Prosocial behavior Organizations Voluntary associations Characteristics of organizations Bureaucracy Problems with organizations Ritualism Peter Principle Goal displacement Iron law of oligarchy Fordism/Taylorism	<p><u>Sample in-class hot writing assignment</u></p> <p>Students will be given a form that identifies different types of groups and will give an example of each type of group that they or their family belong to. They will then be asked to pick two of these groups and explain the influence of these groups in their lives.</p>
15	Groups and Organizations	<p><u>Group project</u></p> <p>Students will be placed into groups of 3-5 and will:</p> <p>Prepare a power point presentation explaining a key group or organizational concept as presented in a movie and include a</p>

		video clip that illustrates the concept
16	Stratification Structured social inequality Stratification systems Caste – ascribed status Class – achieved status Stratification process Theories of stratification Meritocracy Social networks Boundary maintenance Power Authority Influence Property Prestige Life chances Infant mortality Poverty Underclass Social mobility Intergenerational Structural Status consistency	<u>Application assignment #3: Family Social Status</u> Students state their belief as to their family's social status based on readings from the text Students answer a series of questions related to the family (e.g., parents and grandparents education, parents occupation, type of house, types and number of vehicles, typical places to shop or vacation) Students gather information on the official poverty threshold in the US Students evaluate their original assessment of their family's social status based on how they answered the questions and compare this to the official poverty threshold
17	Stratification	<u>Sample in-class discussion</u> Students will listen to Joan Baez's song, Mercedes Benz, and discuss the view of social classes in this song.
18	Race and ethnicity and place	<u>Sample in-class activity: The influence of place on inequality</u> Students will be provided with data from USDA-ERS on income, education and occupation by metro/nonmetro and region. In a small group, students will: Describe the patterns of demographic distribution Develop explanations for these patterns that focus on the influence of place
19	Gender and age and place	<u>Sample in-class discussion</u> Students will be asked to imagine themselves at age 65 (prefer eyes closed)as they envision a typical day: Where do they live? What type of dwelling (home, apt., retirement community, etc.) is it? What time do they rise for the day? What do they do when they first get up (e.g., what do they see when they look in the mirror? What's it like bending over to pick up the newspaper? What medications do they take? How do they get to the grocery store? (Do they still drive? How do other drivers respond to them? How are they treated at the

		<p>store? Who do they interact with during the day? What is their relationship with their children? Then, we will discuss their thoughts and put this into the context of the living situations of Americans age 65+</p>
20	<p>Institutions</p> <p>Definition of institutions Characteristics of institutions Role of institutions in community life Types of institutions</p>	
21	<p>Institutions - Family and education</p> <p>Theoretical perspectives on family Diverse meanings/types of family Orientation and procreation Nuclear and extended Functions of family Agent of socialization Production and consumption</p> <p>Theoretical perspectives on education Functions of education Agent of socialization</p>	<p><u>Sample in-class discussion:</u> Students will complete a survey on marriage, family types, and ideal family size. They will then discuss factors that influence societal perspectives on these topics and how rural and urban communities may be similar or different in their perspectives on these topics.</p> <p><u>Sample in-class discussion:</u> Students will take the eighth-grade final exam from 1895 in Salina, KS, USA and then discuss changes in knowledge and skills over time and how educational assessments are situated within particular time and place.</p>
22	<p>Institutions - Economy and politics</p> <p>Theoretical perspectives on economy Changing economic structures</p> <p>Theoretical perspectives on political institutions Pluralism Power elites State and nation Types of government</p>	<p><u>Sample in-class discussion:</u> Students will read “Rice: It’s More Than Just a Food in Japan” and discuss the factors that make rice so important to the Japanese. The article is available at http://spice.stanford.edu/digests/Japan/digest6-pfv.html.</p>
23	<p>Institutions - Health and religion</p> <p>Health care</p> <p>Theoretical perspectives on religion</p>	<p><u>Sample in-class discussion:</u> Students will discuss factors influencing access to health care in America using statistics on the uninsured and information on death rates by rural/urban residence.</p>

24	<p>Social Change</p> <p>Cultural and structural social change Perspectives on patterns of social change Technological determinism Evolutionary vs cyclical Conflict vs functionalism Purposive vs crecive social change Cultural lag Factors producing social change Ideology Social movements Adoption/diffusion of innovations</p>	<p><u>Application assignment #4: Application of Adoption/Diffusion Model</u></p> <p>Describe in one or two sentences your career interest. Be specific, for example, don't just a vet but say a small animal, a large animal or a zoo vet. Or, don't just say a sales rep, say a sales rep for a biotech pharmaceutical company. Then give me an example of a situation social change you might encounter in this type of career. Finally, explain in a maximum of two paragraphs how an understanding of the process of the adoption of innovations OR the factors that influence this process will help you in this career. You may use the following to organize your answer: My career interest is.... In this career I am likely to encounter this type of situation..... Where an understanding of the adoption/diffusion process (including the factors influencing the decision to adopt or reject an innovation) would help me address this situation in this way....</p>
25	<p>Social change</p>	<p><u>Sample in-class activity: Comparative analysis of US and other nation population pyramids</u></p> <p>Describe the pattern of the population pyramids Explain the factors that have led to these particular patterns Develop some predictions about social consequences of these patterns of population growth and change</p>
26	<p>Collective Behavior, Social Movements, and Social Change</p> <p>Crowds Fads Crazes Social movements</p>	
27	<p>Social Change – Agriculture, Environment and Urbanization</p> <p>Structural transformation of agriculture Sustainable agriculture Civic agriculture Urbanization/Suburbanization Ecological footprint Sustainable development systems</p>	<p>Sample in-class activity: Ecological sustainability as a social movement. Students will explore the website "Redefining progress: The nature of economics" http://www.rprogress.org/ecological_footprint/about_ecological_footprint.htm and then we will play the game of Consumer Consequences – sustainability coverage from American Public Media http://sustainability.publicradio.org/consumerconsequences/</p>
28	<p>Social Change – Agriculture, Environment and Urbanization</p>	