REQUIRED: Bring Wi-Fi accessible device to every class; no meeting 9/5 week 3

Lecture videos/assignments: Go to BLACKBOARD for weekly graded tasks. For information only, go to: https://onedrive.live.com/redir?resid=6CADBEDB629AB5B1%21105 Click on “Introduction to Sociology” folder

Professor: Chris Girard
Cell phone: 305-244-4668
E-mail: girardc@fiu.edu

Office: SIPA 318  [School of International and Public Affairs]
Office Hours: 8/24/16-12/7/16: Monday and Wednesday 4:00-5:00 PM

Call me, text me, or send email for anything except your grade: See scores on Blackboard. You will receive a password for viewing your grades on Jupitered.com. The appropriate time to discuss your grades with me is either (1) at the end of class or (2) during scheduled office hours (1/11 – 5/4, Monday & Wednesday 4-5 PM).

Put professor’s cell phone number, 305 244 4668, into your cell phone now! You must CALL me BEFORE class begins for excused absences and makeups (no texting, no email, no written doctor’s excuses). Use Blackboard to access lecture videos, lecture notes, and reading materials on ONEDRIVE.

FIVE REQUIRED LEARNING TOOLS FOR THIS COURSE:

(1) Required: DIGITAL REVEL TEXTBOOK (no substitutes) with weekly online tests inside: James M. Henslin. 2017. REVEL Access Card - Essentials of Sociology: A Down-to-Earth Approach 12/e ISBN 9780134253381. This digital textbook can be found in your Blackboard Course. See REVEL guide at back of syllabus. Bookstore sells access card for $84.95 or buy access at Pearson.com for $69.99. For technical issues call REVEL TECH SUPPORT at 855-875-1802.

(2) Required: LEARNING CATALYTICS: You will need access to Learning Catalytics for in-classroom participation. For $12, purchase this directly using the Learning Catalytics link inside Blackboard. See Learning Catalytics handout for further registration instructions. For tech support: https://support.pearson.com/getsupport/s/contactsupport (phone: 888-433-8435)


(5) REQUIRED: Bring COMPUTER, TABLET, or SMART PHONE to every class (80% of grade!) WIFI-accessible device is required for points-earning Learning Catalytics questions in every class, STARTING with WEEK 2, your device must be registered through Blackboard before you come to class. No device or no registration = no points (no exceptions!).
CALENDAR: Tests and Assigned Readings  [Print this page and bring to Class]

**Makeup: 305 244 4668  automatic 0 unless you call BEFORE TEST starts**

Quizzes in Henslin REVEL textbook & Learning Catalytics (LC) due by 11 AM at start of week assigned

Week 1. (8/22): Lec 1-3 + videos. Henslin ch. 1, Burn ch 1. The Sociological Perspective

Week 2. (8/29): Lec 4-6 + videos. Henslin Ch. 1-2 REVEL + LC due 8/29 11 AM. Culture

Burn, ch.2; LC = LearningCatalytics.com problem-solving exercise to be done week before

Week 4. (9/12) (no class 9/5): Lec 7-9 + videos. Henslin Ch 3 REVEL + LC due 9/12 11 AM. Burn ch 3.

Read: Appiah, K. A., “The Case of Contamination,” (see online address at beginning of syllabus)

9/12 **Exam 1 on Henslin chapters 1-3, Burn chapters 1-3 and lectures 1-9**


Teams meet for 15 minutes to divide up tasks for global learning project Ch. 4 REVEL + LC due 9/19 11 AM

Week 6. (9/26): Lec 13-15 + videos. Burn ch 5. Groups/Organizations Ch. 5 REVEL + LC due 9/26 11 AM

Week 7. (10/3): Lec 16-18 + videos. Burn ch 6. Deviance/Social Control Ch. 6 REVEL + LC due 10/3 11 AM

Week 8. (10/10): Lec 19-21 + videos. Burn ch 7. Global Stratification Ch. 7 REVEL + LC due 10/10 11 AM


10/17 **Exam 2 on Henslin chapters 1-8, Burn chapters 1-8, and lectures 1-21**


By 10/24 11 AM, Upload 1 page on global gender inequality to Turnitin.com (10% of grade) and give paragraph summarizing gender-inequality website to team leader (see p. 8)


Week 12. (11/7): Lec 27 + videos. Globalization, game theory, and five revolutions I. LC due 11/7 11 AM

11/9 5 PM Optional lit review: rough draft due (no exceptions) no rough draft=no paper!


11/14 last date for 5-min presentation sign-ups: WARNING!!!: these may fill up earlier. DON’T wait!


11/23: 5:00 PM Optional literature review due SIPA 318 (no exceptions!)


**FINAL EXAM** (Game theory readings; Burn chs. 9-11, Henslin chs. 9-10,14-15, lec. 22-30):

Mon. 12/5 (12:00-2:00 PM); Makeups must be taken before the final exam; no bluebook required
COURSE DESCRIPTION:

In this course, we will explore together how group membership fundamentally shapes who we are as human beings. You may be surprised to learn that throughout history, group membership has been transformed by five basic social revolutions. The last revolution could lead to “singularity,” or the merging of human consciousness with the computer. This could change human beings so radically that we won’t even be recognizable. From the vantage point of these five revolutions, we will broach a number of vexing questions that have plagued mankind for millennia. Is violence in our nature or does it express group behavior that evolves over time? Under what conditions could war become obsolete? Are males by nature driven to dominate females? Will women ever prevail, as suggested by a recent book entitled The End of Men?

This course will cover the basic concepts and theories used by professional sociologists. Sociologists study life in groups. Some of the groups studied live in fascinating, seemingly worlds. We will briefly visit these foreign worlds as we learn about sociological concepts. The exciting journey provided by the course is captured in the words of the textbook author: “When I took my first course in sociology, I was hooked.” Hopefully, you will become “hooked” as well. You will receive first-hand knowledge of how social forces—shaped by social class, race, and gender—set each of us on different paths. Also, you will learn about global gender inequality from multiple perspectives. One of the goals of the course is for you to become engaged in global problem solving.

COURSE OBJECTIVES: At the end of this course, you will be able to:

- Identify and apply fundamental sociological concepts
- Explain how globally diverse beliefs and behaviors are influenced by social forces (global awareness*)
- Apply game theory to explain social conflict and cooperation
- Explain how race, class, and gender shape who we are
- Explain how five social revolutions have transformed humanity
- Explain the role of violence and power in human existence
- Describe how global and historical forces socially construct gender
- Look at the social world from diverse perspectives—conflict, symbolic interactionist, etc. (global perspective*)
- Propose solutions to a global problem taking into account multiple perspectives (global engagement*)
- Competently apply study skills based on deeper thinking
- Value problem-solving in small groups
- Develop skills as a team player

*Note: goals marked by an asterisk are global learning objectives
WHAT WILL YOU AND I DO IN THIS CLASS? AND WHY? A revolution is now underway in education. There is growing research on learning, cognition, and neurology that is just beginning to be applied to college instruction. One key finding is that knowledge retention requires that you fire your own neurons by doing something to actively process information. This does not happen while passively listening to a lecture, allowing a professor to fire his or her neurons! Another key finding is that it is necessary for you to formulate and to answer deeper questions in order to become a critical thinker and to retain information over the long term. In service of these objectives, you will experience the excitement of being organized into problem-solving groups. Based on an assessment of the written answer that you give for the first team exercise in class, you will be matched into a problem-solving group for the entire semester, starting with the second week.

Representing education’s fast-paced technological revolution, this is a hybrid course. What does that mean? To begin with, this syllabus—along with the professor’s lecture notes, five-minute videos with the professor’s lectures, and all assignments—will be either sent to you directly through your own email or it will be conveniently posted online. The good news? Thanks to technology, you will get everything you need before you arrive in the classroom. You can listen to lectures and complete assignments at home. On top of this convenient benefit, you will get all of the advantages of active learning in a classroom once per week: interaction with other students and with the professor in problem-solving teams. Other forms of active learning in the classroom, which allow you to fire your neurons, are clicker questions, dramatizations, and discussions of one-minute papers exploring deeper questions. Any other good news? Yes: your chances of success in this class are excellent! By the way, all exams will be in class, but you will have had lots of practice by the time you are tested.

(1) Electronics policy: To promote active learning, COMPUTERS, IPODS, CELL PHONES, TABLETS, OR OTHER ELECTRONIC COMMUNICATION DEVICES should be switched “OFF” until instructed to turn them on for Learning Catalytics exercises. If you are found using an electronic device to access ANYTHING ELSE at ANY TIME in the class room, you agree to do an extra-credit assignment selected by the professor. You will benefit from the active learning design of this course by giving your full attention to team activity.

(2) For use in class, bring a portable device with internet (Wi-Fi) access: To further promote active learning, students must bring either a portable computer, a tablet, or a smart phone to all class sessions. Again, your chances for success in this course are very good because: (1) you will use your portable device to practice answering questions that will later appear on exams, (2) even if you do not get the right answer by yourself, you will discuss the answer in your team and then you will have a second chance that will be averaged in with your original answer! In additional to exercises that you will complete as an individual using Learning Catalytics online, team exercises will be used to assess student comprehension of lecture videos, textbook, and critical thinking readings. These assessments will comprise 20% of the course grade. Beginning with the second week of class, the Learning Catalytics questions for each class meeting will be worth approximately 1.5% of your grade (Learning Catalytics questions do not count for the first class meeting). This is a great opportunity for you to learn the responsibility that you will need in the professional world: you must bring a portable electronic device that has been registered to you through Blackboard (find Learning Catalytics link in left-hand margin).

(3) Together we will work on study skills based on deeper thinking: View six videos on “How to Get the Most Out of Studying.” After taking notes, call Professor Girard (305 244 4668) to give him a summary of each video. One of your grades will be raised to 100% (3 calls are needed to raise a test grade.) Your success in this class and in the university will skyrocket!

http://www.samford.edu/departments/academic-success-center/how-to-study

(4) Sign integrity statement and show it to professor: Integrity—honoring your word—will insure your success. It is more important for your power and independence in life than anything else. At the end of the syllabus is an integrity statement. This integrity statement should be printed, signed by you, and then brought to
class every time we meet. The signed document must be shown to the professor or the TA before credit can be received for any class activities, exams, or assignments.

(5) **Attendance:** To encourage punctuality and professionalism, the Learning Catalytics questions will begin promptly at the start of class. By taking this class, you make a commitment to attend all lectures, arrive on time, and leave only when the professor is finished lecturing. Integrity is an essential aspect of who I am and I expect this of all students.

(6) **My word:** Policies and deadlines in this syllabus constitute an unbreakable contract without exception.

*(See Grading System below on next page)*
GRADING SYSTEM: To help you to succeed in the class, grades are always available to you online through a link you will be given to Jupitered.com. You don’t need to ask the professor!

The cut-off points (as a percentage) for all work will be: 93 A, 90 A-, 87 B+, 83 B, 80 B-, 70 C, 60 D. For tests, the actual percentage of correct answers may be boosted (never lowered) using a class curve. Your letter grade is determined by the cut-off point that your score either equals or exceeds. For example, 93 is an “A” and 92.999 is an “A-.” To make things really simple and to eliminate any doubts regarding your grade, there is absolutely no rounding and no altering grades unless the professor made a mistake.

Don’t “fret” over grades by following:
4 grade protocols (remember grade = “FRET WORD”): All professional organizations have protocols or explicit procedures. Here are four grade protocols in the syllabus. Commit these to memory because you will be tested on them. These are my printed (explicit) contract with you:

1. **Approach professor about grades & scores face-to-face (F) only:** during office hours & after class. The professor stays after class all semester, which ends on the day of the final! After that, come to office hours next semester for any grade questions or challenges. This means no email, texting, or phone calls about scores/grades.

2. **Embrace digital-age grading precision:** for example, 89.999 = 89.999 B+, not 90 A-; there is no rounding (R) up. Physical space is no longer required for large numbers because of microchips!

3. **Pursue grade corrections (a) based on evidence (E) & (b) in a timely (T) manner:** Scores and GPA are updated on Jupitered.com each week. **Within 2 weeks maximum after posting,** request instant score or grade changes by showing any evidence to the professor in person after class. Final exam day is the last opportunity.

4. **Accept the professor’s word (WORD) on due dates:** syllabus deadlines are final (this includes extra-credit).

Following protocols is central to your training to be a professional. This is because professional organizations such as the university are organized as impersonal secondary groups, in which task completion or performance is what counts. Secondary groups are unlike primary groups (family & friends) in which your personal situation is most important. Therefore, the only strategy for success in professional organizations is following protocols and presenting evidence of task completion. What will fail is making pleas based on your personal situation (e.g., I need the grade, I will lose financial aid, I had a family emergency, I didn’t know, etc.). The point: don’t confuse secondary groups and primary groups.

Of course, there are mistakes in all evaluation processes. Based on your feedback, I look forward to improving my procedures. If you have evidence, present this in a professional (non-emotional) way following all protocols. Again, this will bring you success in your professional life.

Make-up policy and excused absences: To be excused, you can actually talk to me (no message, email, or text) on my cell phone (please call 305-244-4668) at least 15 minutes before exam 1, exam 2, or Learning Catalytics questions. The rule is simple: the deadline for calling me is 15 minutes before class begins to be excused from Learning Catalytics questions or to schedule a makeup for exams. A legitimate reason is sickness, an accident, or injury. You can look forward to actually talking to me on the phone. That is all you need to do. This way you can easily avoid receiving a zero for class activities or for missing exams 1 and 2. In fact, you are not under any pressure to produce a doctor’s excuse or a good story. What a relief! There is an additional incentive to remember this one simple rule. **There are no exceptions whatsoever (really!) to having to call me first, even if**
you later come up with a doctor’s excuse or try to convince me that your cell phone battery inconveniently exploded just one hour before the exam! (In which case you could borrow someone else’s phone). You must schedule a make-up for the final exam at least one week in advance and the alternative testing date must be prior to the scheduled date for the final exam. There are no make-ups for activities in class that are not tests, although you may be excused for that day without penalty (the points for that week will not be part of your grade calculation).

Three Makeup Protocols (remember “CAB” as a mnemonic):

You must make arrangements with me (please call my cell 305-244-4668 at least 15 minutes before all exams) if you need to take a makeup exam. Very rarely will a makeup be permitted for the final exam. A makeup cannot be arranged after a test. What does this policy mean?

1. You must call (C) until you reach me. This must be at least 15 minutes before the exam begins (note: my cell phone number 305 244 4668 is already in your cell phone).

2. You make “arrangements (A) with me.” This requires a phone conversation, not a message.

3. Call before (B) test or exercise: Be certain that no makeups can be arranged after a test. This is very simple & very clear.

Grade Breakdown (remember 40-20-20-10-10 = “ETC. GLOBAL REVEL”):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Team problem-solving</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Learning Catalytics questions</td>
<td>20%</td>
</tr>
<tr>
<td>Global learning project</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly REVEL questions</td>
<td>10%</td>
</tr>
</tbody>
</table>

1. Exams (E) (40 percent of Grade): There will be three exam opportunities to demonstrate your learning after ample in-class practice. The first exam—which is given in week 4—will count for only 7 percent of the course grade. The second exam will count for 13 percent of the course grade. The final exam will count for 20 percent of the course grade. All examinations will be given in class (see scheduled times in this syllabus). Exams 1 and 2 will consist of 32 multiple-choice questions. The final exam will consist of 21 multiple-choice questions and one essay question (contained in this syllabus to insure that you will do well!). Students arriving late for tests will have as much time as it takes for the last person arriving on time. Unlike the daily Learning Catalytics questions, for exams you will not need Learning Catalytics. Exams will require number two pencils for bubbling in machine-readable test sheets. (You will also need a pen for the final exam essay.)

2. Team (T) problem-solving classroom exercises (20 percent of grade): Fun problem-solving classroom exercises will constitute the remaining 1/5 of your grade. There are two parts to team problem-solving grade: 1/10 of your grade comes from the weekly group exercises and 1/10 of your grade is the TA’s evaluation of your contribution to the group. The TA will grade your individual effort in answering the problem-solving exercise based on a written answer given to the TA before class begins. By regularly coming to class and making an effort, chances are very good that you will raise your grade with these problem-solving exercises. These exercises will serve at least two course objectives: (1) learning and valuing problem-solving in small groups and (2) developing skills as a team player.

3. Weekly Learning Catalytics (C) Questions: (20 percent of grade): There will be Learning Catalytics multiple-choice questions for each week during the semester. This will give you many opportunities to earn points. The questions are divided into two distinct halves. First, for each class session starting with week 2, in-
class Learning Catalytics questions will count toward 10 percent of your course grade. There will also be Learning Catalytics questions that can be answered on your own by logging in anytime during the week before class. This will count for another 10 percent of your course grade. Again, success is easily achieved with a simple rule: if you at any time do not have a device for completing the Learning Catalytics questions, you will not be able to receive credit for the Learning Catalytics questions. For Learning Catalytics questions, if you have legitimate reason for absence (e.g., court appearance, contagious disease, or auto accident), you must simply CALL (NO TEXTING or email) the professor at least 15 minutes BEFORE CLASS begins to have that week’s in-class Learning Catalytics questions removed from your grade calculation (talk to me days ahead of jury duty, work, or sports activity). I will be waiting for your call in the half hour before class and I will acknowledge you for being responsible. Furthermore, you won’t have any doubts about my absence policy if you don’t call before class (305 244 4668) because you can know with certainty that your score will be zero for the in-class Learning Catalytics questions that day.

4. Global learning project (10 percent of grade): By the fifth week, each team will be assigned a chapter in Women across Cultures: A Global Perspective. Based on the content of the chapter that has been assigned, each team member will write one page evaluating the benefits and costs of one solution to a specific aspect of global gender inequality. **The one page evaluation must be submitted to Turnitin.com** (see calendar section for due date). A division of labor will be established in by the team so that each team member will focus on a different solution or a different aspect of global gender inequality. There should be no duplication among team members. Taking into account local, cultural, and global conditions, each student will indicate in what ways the proposed solution is consistent with and/or inconsistent with “cosmopolitanism” as explained by Appiah in “The Case for Contamination.” Two weeks of class time will be devoted to discussing in teams, and then presenting to the class, problems and solutions regarding gender inequality (see “calendar” section for specific dates). The score will include the co-curricular activity.

**Co-curricular activity:** In addition to writing one page on a solution to global gender inequality, each team member must write one paragraph summarizing the contents of a website or online video that in some way addresses the specific aspect of gender inequality assigned to that team member. **This paragraph must be turned into your team leader no later than Monday of week 10.** To receive credit, you must supply the website address along with the paragraph.

5. Weekly REVEL questions (10 percent of grade): For the assigned REVEL chapter (in the textbook by James Henslin) for each week, you must take all section and chapter quizzes inside REVEL. The total score at the end of the semester will be 10% of your grade. These REVEL quizzes will help you to prepare for exam 1, exam 2, and the final exam.

**Essay question on final exam:** This question counts for 1/3 of the final exam grade. Here is another example of your good chances of success in this course! I will give you the question right now (!) so you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final):

This essay question will ask you to fully describe and then analyze the problem of global gender inequality from a sociological perspective—using conflict theory, functionalism, and/or symbolic interactionism—and from a feminist perspective. In addition, you will be asked to explain how globally diverse values, beliefs, and behaviors associated with global gender inequality are influenced by social forces. The essay will be graded with the rubric displayed on the last page of this syllabus. The essay will count for 1/3 of the final exam grade. Because I have given you the essay question right now (!), you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final).

**Cheating/copying others:** Integrity is a simple guideline for assuring success in this class. NEVER GIVE YOUR LEARNING CATALYTICS ACCOUNT NUMBER TO ANOTHER STUDENT! This is your responsibility. If a student is found using a Learning Catalytics account registered in another student’s name, both students may receive an F in the course. During Learning Catalytics questions or an exam, keep your eyes
on your own electronic device or test. All tests and assignments will be monitored for cheating, which includes copying the work of others. Without exception, any students caught with identical phrases (more than ten words in the same order) with another student or source will be given an “F” grade for the course. DO NOT DO THE WRITING ASSIGNMENT, ESSAY QUESTION, OR RESEARCH PAPER WITH ANOTHER STUDENT. For the best description of plagiarism, see Harvard University’s definition at http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

EXTRA-CREDIT: There are three different opportunities for raising your grade in this class.

(1) Extra-credit study Videos: To replace low grades with a 100% score (!), verbally present to the professor (cell phone: 305 244 4668) A DETAILED SUMMARY OF EACH OF THE SIX VIDEOS (each runs 10 minutes or less).

http://www.samford.edu/departments/academic-success-center/how-to-study

The professor wants to talk to you about these videos (really). Include in your description:

1. The goal, methodology, and results of a memory experiment with five groups.
2. The four basic techniques of deep processing starting with “elaboration.”
3. Further techniques of deep processing starting with the “concept map.”

Note: After the first conversation, you can have unlimited conversations with the professor (cell 305 244 4668) about applying elaboration and distinctiveness to 5 pairs of concepts likely to appear on the next test. EACH CONVERSATION RAISES one REVEL grade or a LEARNING CATALYSTICS grade TO 100 PERCENT! THREE CONVERSATIONS ARE NEEDED TO RAISE AN EXAM 1 GRADE TO 100%. If the professor does not answer, just keep calling back until you succeed (every hour or so... the professor answers about 70% of the time; don’t leave messages). The professor wants to see real improvement, not busy work.

(2) Write a 7-page social science literature review: If the student desires, a 7-page literature review on a topic to be chosen by the student may be submitted as a replacement for the grade for either Exam 1 or Exam 2 (or half of the score of the Final Exam). Students pursuing the literature review option will succeed by following the literature review guidelines in Appendix 3. The student must submit a rough draft along with final draft (no exceptions!) and must have the topic and at least 3 sources approved by the professor in advance. The rough draft must (again, the rules are simple because there are no exceptions) turned in during the first class meeting or during office hours of the 12th week of class—see “Calendar” page of the syllabus for exact date. There is complete certainty that the rough draft must be 7 pages, have 3 sources, and the topic must have been approved by the professor in advance. The final draft must be turned in during class or during office hours in the 14th week (see Calendar), after the student has scheduled a one-hour meeting with the professor to discuss changes. The rough and final drafts must be typed on paper and given to the professor in person. The rough draft must also be submitted to TURNITIN.COM. Integrity is essential! Copying more than ten words in the same order with another person or source will result in an “F” for the course. Don’t do the literature review with another student.

(3) Extra-credit presentations: Here is an easy and fun way to raise your grade! Extra credit, which may be used to replace a Learning Catalytics score, a problem-solving score, or a REVEL score with a 100% score for the week of your choice, may be earned by a two-minute oral presentation in front of the class (and three minutes maximum for accompanying video). This presentation should be on an exciting or controversial topic (approved in advance by the professor) that is linked to (but not exactly the same as) the content of the book or lectures. The presentation must (1) have at least 3 pictures or a video to be flashed on the screen, (2) be written as notes that are not read (you can glance down occasionally, but you must look at the class), (3) be educational and
entertaining, and (4) be rehearsed for me during office hours (or after class) before it is scheduled. The student may do up to two oral presentations. To take advantage of this extra credit opportunity, it is necessary to familiarize yourself with the deadlines in the syllabus (see “my word” policy on third page of syllabus)

Appendix 1:
Sample Exam

1. Which of the following believed that Protestantism undermined people’s spiritual security?
   A. Herbert Spencer
   B. Karl Marx
   C. Max Weber
   D. Emile Durkheim

2. Which of the following is true according to symbolic interactionism?
   A. Tasks once handled by the family have been taken over by outside agencies, weakening ties that bind.
   B. When people in authority enforce conformity, this generates resentment and resistance.
   C. In the past, expectations provided a structure that made marriages last.
   D. Divorce is not seen as a sign that marriage has weakened.

3. Which of the following is true regarding culture?
   A. Material culture is considered by sociologists to be relatively “natural.”
   B. Cultural relativism is judging other cultures in relation to a standard culture.
   C. A person who kills or rapes has violated a society’s folkways.
   D. Leisure, self-fulfillment, and youthfulness represent a value cluster.

4. Which of the following would characterize Cooley’s looking-glass self?
   A. Even if we misrepresent how others think about us, those misjudgments become part of our self-concept
   B. Internalizing expectations of more and more people allows us to take the role of the generalized other
   C. Not only the self but the human mind is a social product
   D. From age 2 to 7, children develop the ability to use symbols.

5. Which of the following is true regarding the stroller effect?
   A. Bosses sometimes treat their workers like babies, telling them what to do.
   B. Industrialization transformed the way we perceived children, making them appear that they deserve to be treated as infants.
   C. Adolescence is not a natural division, but a social intervention “creating” childhood.
   D. This is one of the countless ways that parents teach their children about differences between men and women.

6. Which of the following is true of levels of sociological analysis?
   A. Status sets are involuntary
   B. A master status is achieved
   C. The cause of status inconsistency is ascribed status
   D. Statuses provide guidelines for how we feel
7. Which of the following is an example of dramaturgy?

A. stereotypes in everyday life
B. impression management
C. social cohesion
D. gemeinschaft

8. Inequality became a fundamental feature of life in which type of society?

A. hunting and gathering
B. industrial
C. post-industrial
D. agricultural
# Appendix 2:
## Rubric for Scoring Essay Question on Final Exam

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Awareness (dimension 1):</strong> Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td>□ Does not demonstrate knowledge of prevailing world conditions associated with the problem</td>
<td>□ Demonstrates incorrect knowledge of prevailing world conditions associated with the problem</td>
<td>□ Demonstrates, with generalizations, knowledge of prevailing world conditions associated with the problem</td>
<td>□ Assembles an analysis of the problem based on prevailing world conditions</td>
<td>□ Synthesizes and/or evaluates differing interpretations of the problem, based on prevailing world conditions</td>
</tr>
<tr>
<td><strong>Global Awareness (dimension 2):</strong> ability to explain how globally diverse values, beliefs, and behaviors are influenced by social forces.</td>
<td>□ Does not demonstrate knowledge of how social forces influence diverse values, beliefs, and behaviors associated with the problem</td>
<td>□ Demonstrates incorrect knowledge of how social forces influence diverse values, beliefs, and behaviors associated with the problem</td>
<td>□ Demonstrates, with generalizations, knowledge of how social forces influence diverse values, beliefs, and behaviors associated with the problem</td>
<td>□ Assembles an analysis of the problem based on the influence of social forces on diverse values, beliefs, and behaviors</td>
<td>□ Synthesizes and/or evaluates differing interpretations of the problem, based on the influence of social forces on diverse values, beliefs, and behaviors</td>
</tr>
<tr>
<td><strong>Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems.</strong></td>
<td>□ Does not recognize or does not acknowledge the legitimacy of differences in perspectives pertaining to the problem</td>
<td>□ Identifies a limited number of perspectives pertaining to the problem</td>
<td>□ Identifies multiple perspectives pertaining to the problem however, does not analyze the influences on differing perspectives</td>
<td>□ Assembles an analysis of multiple perspectives pertaining to the problem</td>
<td>□ Integrates multiple perspectives into a multifaceted interpretation of the problem</td>
</tr>
<tr>
<td><strong>Use of “specific facts” to demonstrate knowledge</strong></td>
<td>□ Cites fewer than 4 “specific facts”* in essay</td>
<td>□ Cites 4-7 “specific facts”* in essay</td>
<td>□ Cites 8-11 “specific facts”* in essay</td>
<td>□ Cites 12-15 “specific facts”* in essay</td>
<td>□ Cites 16 or more “specific facts”* in essay</td>
</tr>
</tbody>
</table>

*“specific fact” would not be known by the student before taking this course, is neither vague nor subjective, and has sufficient detail so that it does not need further qualification (i.e., with regard to time, place, or other conditions) to be completely true.
Appendix 3:  
GUIDELINES FOR OPTIONAL LITERATURE REVIEW

1. Choose any topic having to do with THIS CLASS, but clear the topic with the professor first. Remember: (1) This is a literature review following the format of an academic journal and (2) it requires at least 3 academic sources to be approved by the professor before you write the rough draft.

2. You must have three academic sources. Academic sources contain footnotes. Newspapers and magazines do not contain footnotes, whereas journals and most (but not all) of the books in the FIU Library do contain footnotes. In academic or scholarly papers, footnotes give the source of information so that it can be checked for accuracy. Note that footnotes could be endnotes or the Harvard citation method, which indicates the author and year of publication (or copyright date) and is embedded in the text of the paper, e.g. (Girard 1995). Also note that:
   1. Each of these three sources should be on the identical topic;
   2. The topic should be narrowly defined – e.g., causes of black teen suicide;
   3. Thus, one article on trends in suicide and another on suicide prevention is not acceptable;
   4. Journal articles or chapters in books are good sources;
   5. Three chapters in the same book may count as three sources if each chapter has a different author;
   6. You must either show me copies of chapters and articles, or bring in the books.
   7. Get approval of all sources (that you show me) before writing your paper.

3. Your literature review should be written as a scholarly treatment of the topic. Your treatment should present the findings of studies discussed in the articles/books you have selected to summarize. Scholarly papers do not describe personal experiences or feelings.

4. Your paper should be organized around one to three major themes that are either announced or hinted at in the introductory paragraphs of your paper. Paragraphs should be introduced with transitions that indicate where you are with regard to laying out the themes in the paper (e.g., In addition to identity threats, another cause of suicide is...)

5. The paper should contain citations (footnotes, endnotes, or author’s name in parentheses) for all facts or analyses that are not your own. You do not have to quote in order to footnote. See: http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

6. It is best not to quote excessively. Quotes in contemporary research articles are limited to half a sentence in most instances. It is far better to paraphrase in your own words, which will better maintain the flow of the text and make it easier on the reader. Excessive quotes are generally a sign of a lazy writer.

7. Tip: Don’t refer to dictionary definitions (including Webster’s); this trite mechanism for introducing a topic is generally not relevant and should be avoided.

8. Give the professor a rough draft (must be 7 pages of text—no exceptions!) by the due date in the syllabus. Then, set up a one hour conference with the professor before writing the final draft. The professor will tell you how you can get an ‘A’.

9. You must turn in a rough draft with your paper, or I will not accept the paper (As always, I am absolutely my word regarding this).

10. Your paper must have seven (7) pages of text (not including references). It must be typed and double-spaced. The rough draft must also be typed.

11. Do not bother to purchase a paper. I can tell when this has been done because the format of the paper is generally inappropriate for the class. If the paper is inappropriate, I will simply assign a low grade. Plagiarism will result in an automatic F in the class (which cannot be removed from you record).

12. If your paper does not improve your grade, it will not be averaged in when calculating your final grade.
Appendix 4: WHAT IS A SCHOLARLY JOURNAL?

Most instructors at the University level demand that all of most of the periodical articles you use in writing a research paper come from SCHOLARLY JOURNALS. This is especially true for upper-division courses and is absolutely essential in graduate work. To help distinguish scholarly journals from other periodicals, some characteristics of scholarly journals are listed below.

CHARACTERISTICS OF SCHOLARLY JOURNALS:

Scholarly journals generally have a sober, serious look. They often contain many graphs and charts but few glossy pages or exciting pictures.

Scholarly journals ALWAYS cite their sources in the form of footnotes or bibliographies.

Articles are written by a scholar in the field or by someone who has done research in the field. Authors name appears at the beginning or the end of the article.

The language of scholarly journals is that of the discipline covered. It assumes some scholarly background on the part of the reader.

The main purpose of a scholarly journal is to report on original research or experimentation in order to make such information available to the rest of the scholarly world.

Many scholarly journals, though by no means all, are published by a specific professional organization.

EXAMPLES OF SCHOLARLY JOURNALS:

Psychological Bulletin (published by the American Psychological Association).
Journal of Marriage and the Family (published by the National Council on Family Relations).
Sex Roles: A Journal of Research
Journal of Educational Research
Journal of the Academy of Marketing Science

PERIODICALS THAT ARE NOT SCHOLARLY JOURNALS:

News magazines like Time, Newsweek, and U.S. News & World Report. While these publications can be of great assistance in providing an introduction to a current topic, they don’t providing an introduction to a current topic, they don’t provide the same analysis as scholarly journals. Articles are not usually written by scholars in the field and are aimed at a more general audience than are articles in scholarly journals.

Opinion magazines such as New Republic, National Review, or Nation. These magazines are aimed at an educated audience, but without assuming particular scholarly background. They comment on current events and offer a particular viewpoint on world affairs, politics, and cultural matters.

Popular magazines like Sports Illustrated, Health, Redbook, People, Readers Digest, or Family Circle. Generally, academic libraries do not carry as many of these titles as public libraries do. Popular magazines, while attractive and entertaining, do not report on original research or cite sources, and are not the kind of source to cite in the bibliography of an academic paper.

Trade Journals such as Beverage World, Dealer-Scope Merchandising, Automotive News, and Progressive Grocer. These magazines are industry specific, designed to update and inform the reader on current trends in an industry.

NOTE


... an annotated listing by subject of some 6,500 periodicals.” (Preface) Each entry gives name of periodical, beginning publication date, publisher, editor, address, price, and such information as indexing, size, and level of audience. Short abstracts describe the scope, political slant and other aspects of the publication. Arrangement is topical which brings magazines and journals on like subjects together. To find an individual title one uses the title index at the end of the volume. FOR FURTHER ASSISTANCE, PLEASE INQUIRE AT THE REFERENCE DESK IN THE LIBRARY.
1. **Electronic device policy:** For the purpose of enhancing active learning, which requires my participation without any distraction, I agree NOT to use cell phones, ipads, ipods, computers, or any other electronic device—except for answering Learning Catalytics questions. If I am found using an electronic device to access ANYTHING ELSE at ANY TIME in the class room, I agree to do an extra-credit assignment selected by the professor. While in the classroom, I agree to bring one electronic device for accessing Learning Catalytics. I won’t ask for credit for in-class activities if I don’t bring and properly use an electronic device. _____ (initial here)

2. **Call 15 minutes before class begins for excused absences:** I have put the professor’s cell phone number (305-244-4668) into my cell phone. I agree to call at least 15 minutes before class starts if I am sick or injured (or I am an FIU athlete) and want to either be excused from Learning Catalytics questions or assignments for that day or reschedule a test (not the final) for that day. I agree that I must actually talk to the professor rather than texting or leaving a message (note: I must call even if there is email from FIU athletics). If the professor does not answer when I try to call him again, at least 10 minutes after my first attempt (this must be before class), I will leave a message so that I can be called back later in the day. If I fail to call at least 15 minutes before class begins, I will accept a grade of “0” for that day’s test, Learning Catalytics questions, or assignment. _____ (initial here)

3. **Integrity:** I agree that I will maintain my integrity at all times. It is by being my word that I maintain my power. I will not use more than 10 words in the same order from another source or student, look at other people’s test answers, plagiarize, or cheat. I understand that I will receive an “F” in the course if the Learning Catalytics account registered in my name is used by someone else or I use someone else’s account. _____ (initial here)

4. **Attendance and civility:** I agree to attend all class sessions unless I am sick or injured, or unless I recently had an accident. Other acceptable reasons for absence, with advance notice to the professor as soon as possible, are jury duty, athletic dates, or occasional work commitments. I agree to arrive on time and not leave until the professor has finished speaking, unless I have received permission from the professor to leave early. During class, I agree to talk only when requested to do so by the professor.

5. **Approach professor and TA about grades & scores face-to-face only:** during office hours & after class. The professor or TA stays after class all semester, which ends on the day of the final! After that, come to office hours next semester for any grade questions or challenges. This means no email, texting, or phone calls about scores/grades.

Signed: __________________________________________ date: ____________________

Print Name (carefully): ________________________________________________

Panther ID: ____________________
Welcome to REVEL!

We are excited for you to get started. REVEL is an immersive learning experience that replaces your textbook, and allows you to read, practice, take notes, and test yourselves, all in one digital place.

Video: REVEL: What Students Are Saying

This guide will get you up and running with REVEL, and will explain your fellow students’ favorite features.

Register and Join the Course

Joining your instructor’s REVEL course is easy. You need to create a Pearson username and password (or sign in with one you already have), and either use an access code you bought at the bookstore, or purchase immediate access during the registration process, using a credit card or PayPal.

Student Registration Instructions*

*Please access REVEL through your Blackboard course  Student Registration Instructions for REVEL with Blackboard Integration.

Note: If you are also registering for a Pearson MyLab & Mastering product this term (like MyMathLab, MyVirtualChild, or MasteringBiology), you must register for the MyLab or Mastering product first, in order to use the same username and password for both products.

Make sure your computer has the proper System Requirements, and that you’re using a supported Internet browser: Chrome, Firefox, or Safari.
Get a Loose-Leaf Print Version

During the registration process, you have the option to also purchase a loose-leaf version of the textbook. Some students like to have a print copy handy, though most students surveyed prefer to read in REVEL.

If you decline the loose-leaf version during registration, but would like to purchase it later, check your inbox for a confirmation email sent from notifications@pearsoned.com with the subject line "You have Successfully Purchased the Following Product" or "Your product subscription started today". This email contains a link that allows you to purchase the loose leaf version.

If you’ve deleted that email, contact Pearson Support, and Support can provide you with the information to order your loose-leaf version.
Download the Pearson REVEL App

Now that you’ve joined your REVEL course, consider downloading the Pearson REVEL App from the App Store or Google Play, or tablet. (Search for “Pearson REVEL”.) Through the app, you can read, listen to audio narration (available for most courses), take quizzes, make highlights and notes, and set assignments so you never miss a due date. Your progress automatically syncs across all devices (including your laptop or desktop computer), so you can learn as you move throughout the train, on the bus, or whenever you have a moment.

Get set up!

Note: You must first join your instructor’s course through a supported web browser before you can sign into the app.

1. From the “Welcome” screen, select YES when asked if you “Already registered for a REVEL course?”.

2. Sign into the app with your Pearson Username and Password.

3. You will see your REVEL course(s) listed. Select Download Course from the screen.

4. From the course menu, you can open Assignments list, view your course Performance, access the Table of Contents, see your Notes & Highlights, or do a Search for terms or chapters.
5. Open the app **Settings** page to set assignment **Notifications**. By default notifications are set to alert you 1 day an assignment is due; change this to 5 days prior to due date, or add a second notification reminder.

6. Learn anywhere, anytime!

Reading the text, reviewing saved notes & highlights, and even notifications are available when you’re offline. All other REVEL features* are available with a Wi-Fi connection. (*if your course contains essays, you will need to complete those using a supported web browser and computer, not through the app.)

**Listen to Audio**

One of students’ favorite REVEL features is being able to listen to the audio version of the text through REVEL (available with most REVEL courses).

Some students feel that reading along as the text is being read helps them process the material. Others take advantage of having the text read aloud while they fold laundry or commute to class!

Look for the “**Listen to the Audio**” buttons at the beginning of each chapter/section.
Chapter 6
Memory

Most of us, at some point in our busy lives, have trouble remembering things, especially events from the distant past. What if you could remember nearly every day of your life? This rare ability is possessed by Brad Williams, who is known as the “Human Google.” Brad is one of a small group of individuals with a syndrome called hyperthymesia (hɪ-pɜːrθɪmˈɛsɪə). A person with hyperthymesia not only has an astonishing and rare ability to recall specific events from his or her personal past but also spends an unusually large amount of time thinking about that personal past. Brad can recall almost any news event or personal event he himself has experienced, particularly specific dates—and even the weather on those dates.
Highlight and Take Notes
Highlight and take notes on important sections of the chapter, and easily refer to them later in the term, when reviewing or studying for a test.
Select the text you want to highlight with your cursor (or finger for touch-screen devices) and choose your highlight color of choice. Add a note to yourself, if you like.

As you read, you may see text highlighted in blue. Blue highlights come directly from your instructor, so pay close attention to those! Select any “Note” icons in the margin, to open shared notes from your instructor as you read.

Select Highlights & Notes from the course menu options to see all of your and your instructor’s highlights and notes at once. Review them here, or launch that portion of the text from the list.

View Progress and Results
Track your performance in REVEL. Case studies have shown that students who averaged 70% or higher on their REVEL quiz scores throughout the semester performed better on exams.
Use your Performance Dashboard to review your points earned out of points available for each assignment in your course.
You’ll see the dashboard also tracks your time spent reading and working through other content and assessments, like section quizzes, chapter quizzes, and writing exercises (in some courses).
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<th>Date</th>
<th>Assignment</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Jun 03</td>
<td>3: Socialization</td>
<td>10m 45s</td>
<td>87.95 (92%)</td>
</tr>
<tr>
<td>Jun 01</td>
<td>2: Culture</td>
<td>15m 39s</td>
<td>89.95 (84%)</td>
</tr>
<tr>
<td>May 25</td>
<td>1: The Sociological Perspective</td>
<td>6m 45s</td>
<td>95.95 (100%)</td>
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</tbody>
</table>
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Search an extensive library of knowledgebase articles, or contact us via live chat, or phone us at 1-855-875-1801.

If you forget your username or password, from the REVEL sign in page, select the link for “Forgot username or password?”