



Reedley College
Humanities, Social Sciences, Fine Arts, & Library Division
Department of Sociology



COURSE TITLE: INTRODUCTION TO SOCIOLOGY

COURSE #/UNITS: SOC 1A–3 units (53873)–Fall 2020

DATES/TIME: Online

INSTRUCTOR: Dr. Matthew Ari Jendian

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ADVISORY:

- English 132 – Accelerated Reading and Writing

CATALOG DESCRIPTION:

This course will cover basic sociological concepts, theoretical approaches, and methods of sociology. The course provides an introduction to sociological approaches in explaining social structure, culture, socialization, social interaction, group dynamics, institutions, deviance, stratification, social change, social problems, and global dynamics.

COURSE OVERVIEW:

This course is intended to promote an understanding of the principles and theoretical perspectives in Sociology and their application to the fundamental aspects of social life. A core objective is to introduce you to the **sociological imagination**, which will provide you an opportunity to better understand yourself and the world in which you live.

Through reading, writing, lecture, activities, videos, and discussion, this course applies a **sociological perspective** in examining topics from everyday life. In order to understand human behavior, we must examine it within the larger societal context in which it takes place. You will learn how various social forces influence your choices and opportunities.

REQUIRED MATERIALS:

- Ferris, Kerry & Jill Stein. 2020. *THE REAL WORLD: An Introduction to Society*. 7th Edition, **with INQUISITIVE**. New York: W.W. Norton & Company Publishing. eText ISBN: 9780393419320 (\$39.95); Print ISBN: 9780393419337 (\$98.75). To purchase online: <https://ncia.wwnorton.com/ebook-realworld7>.
- An email account & online access (including use of the campus' Learning Management System, LMS-Canvas)

RECOMMENDED MATERIALS:

- Berger, Peter L. 1963. *Invitation to Sociology: A Humanistic Perspective*. Garden City, NY: Doubleday.
- Mills, C. Wright. 1959. *The Sociological Imagination*. New York: Oxford University Press.
- ASA Style Guide, 4th edition (American Sociological Association 2010)
<https://www.asanet.org/teaching-learning/undergraduate-student-resources>
http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Evaluate sociological findings using the concepts, theories and methods developed by sociologists from their study of society.
2. Explain social behavior from the macro-level and micro-level perspectives.
3. Demonstrate comprehension of the need for cultural relativism in a multicultural society.
4. Identify and describe norms and values of American culture.
5. Display knowledge of the influence of socialization on individual behavior.
6. Identify & describe different types of groups and their influence on individual behavior.
7. Explain the relativity of deviance, and its relation to crime.
8. Recognize inequalities based on race and ethnicity.
9. Recognize inequalities based on sex and gender.
10. Identify the role of family, education and religion on peoples' lives.

STUDENT LEARNING OUTCOMES (SLOs):

This course has been designed to provide you, the student, with the opportunity to:

1. Apply sociological ideas and concepts to everyday life.
2. Identify and apply major sociological theories.
3. Explain, evaluate, and analyze society using major sociological theories.

DROP POLICY:

If you do not complete the "Sociology vs. Common Sense Survey" and the "FLIPGRID Introduction" assignment on Canvas by the due date and do NOT notify the instructor in advance, you will be administratively dropped from the course. After the first week, if you have not completed the required assignments (without having notified the instructor), you may be administratively dropped from the course.

COURSE REQUIREMENTS:

PARTICIPATION & QUIZZES:

- A. PARTICIPATION (25 points). VERY IMPORTANT! All students are expected to REGULARLY (at least twice weekly) check campus email, log into Canvas, and submit assignments on Canvas on time. Even in an online environment, we can create an exciting and lively classroom and it depends upon you keeping up with the readings, asking questions you have about the readings and material discussed, and sharing your own experiences, as they are relevant to our discussions of different topics. Together, we need to promote an atmosphere conducive to learning and understanding. This includes maintaining respect for the ideas and experiences of everyone.
- B. KAHOOT ONLINE GAME (30 points, including the "Sociology vs. Common Sense Survey"). Please download the Kahoot app or be able to use a device to login at www.kahoot.it. It is important to **login with your roster name** in order to receive credit for participating in Kahoot (top 3 scorers will earn 1 point extra credit, up to 5 points max). (If this will be an issue for you, please inform me during the first week.)
- C. INQUISITIVE (100 points). The INQUISITIVE software program has been empirically shown to help students get the most out of studying for this class, by assisting students review the chapter material as well as apply/practice their new found sociological knowledge. Students will have an opportunity to complete 14 InQuizitive lessons; only the top 10 scores will count towards one's final grade (3 points extra credit if ALL 14 lessons completed). Grades will be assigned based on the percentage of each chapter completed (100% - 10pts, 90% - 9pts, etc.). Instructions to access and use InQuizitive are below. Please follow these instructions CAREFULLY as failure to do so may influence the ability to record your scores.

1. Visit the book's digital landing page: <https://digital.wwnorton.com/realworld7>
2. Click the green button in the center of the page.
3. Select "No, I need to register, purchase, or sign up for trial access."
4. Enter your name, school email, and create a password.
5. As you complete registration, you'll have two access options:
 - a. If you already have a registration code, enter your registration code and click "Register my Code." Registration codes are bound into every purchased new book. Purchasing an ebook will provide access to the digital resources for no additional cost.
 - b. If you want to purchase digital product access online, select the "I want to purchase access" option.

For each chapter, the InQuizitive lessons help students review material read in the text.

- D. READING CHECKS (100 points). To assess your understanding of each chapter, students will complete a brief reading check on Canvas. Each reading check is worth 10 points (only your top 10 scores will count; 3 points extra credit if ALL 14 reading checks completed). Each will consist of usually five "multiple-choice," "true-false," and/or "fill-in-the-blank" questions on the assigned readings. When a reading check becomes available on Canvas, you must complete it **prior to** the day and time specified; otherwise, you will receive zero points. Each question will appear one at a time, and you may NOT go back after you have submitted your answer for a particular question. You have 15-20 minutes to complete a reading check, and you MUST complete the reading check the FIRST TIME you log on (no exceptions).
- E. CANVAS DISCUSSIONS (100 points). To assess your application of the ideas and concepts from the assigned readings, you will participate in an online discussion board for each chapter (only your top 10 scores count; 3 points extra credit if ALL 14 Canvas Discussions completed). Students are required to watch the assigned video related to the topic under investigation and post answers to guided questions, generate a thought-provoking open-ended question about what they saw, and respond to one or more of their peers' posts. The scoring of individual posts is based on two main criteria: **Presentation**: the clarity and presentation of a post are highly correlated to the quality of posts and the value they bring to the learning community. **Effort**: since many of the questions are open-ended and do not have a single right answer, a well-documented, well-articulated and well-supported response is far more valuable than one that it simply provides a cut-and-dry answer. The effort is graded by studying whether the writer gave the most straightforward answer to the question, or if they added new and unique value to the community by explaining their argument fully, sharing a story, and/or including a link to a video or an image to illustrate the point.
- F. LECTURE HIGHLIGHTS (30 points). Each week an OPTIONAL class session will be held via ZOOM (days and times based on student survey) and the recording of this lecture/discussion session will be posted online. Each student is expected to either participate LIVE and submit an "exit ticket" or watch the recorded ZOOM session. Students watching the recorded ZOOM lecture will be required to post a 100-word highlight on Canvas and respond to at least one peer in 50 words or less.

PAPERS:

- G. "REFLECTION PRÉCIS" (125 points). A "reflection précis" is, literally, a written summary of the ideas discussed combined with your own personal reflection. These reflections follow a three-part structure. In Part 1, summarize key concepts about the topic (refer to readings, authors, and discussions explicitly). For Part 1, write the summary for someone who had not heard lectures nor read the chapters. In Part 2, reflect & critically react to some ideas discussed in Part 1. In Part 3, single out the most important or interesting thing & relate how this has impacted your thoughts & behaviors about a particular issue. See "Reflection Précis" format guide & refer to

attached sample précis. Each reflection précis, worth 25 points, is 300-500 words*, typed, double-spaced & will cover 1-2 chapters (of your choosing) for each of the first 4 Units (25 more points assigned based on the average score &/or improvement). Students are required to post the assignment—proofread by Grammarly or PaperRater—as an attachment (.doc, .docx., .pdf, .rtf) on Canvas by the due date.

- H. **CULMINATION PAPER** (50 points). This MANDATORY** paper (300-500 words*) is a reflection and celebration of what you have learned from the class and is due on the day of the Final. Pick some of the more interesting, important, and helpful things you learned about sociology and reflect on the following questions: Has your understanding of yourself, others, or society been enhanced? Have you changed any of your thinking or behavior because of this class? Has your interaction with others been altered? What were the most important, meaningful, or helpful parts of this class? What aspects of the course meant the most or stretched your mind the most? Explain why these phenomena are interesting, important, or helpful to you. Is there something you think that you will take with you and have in your life a year from now? Five or more years from now? How will this impact your life? Will your relationships with others or with the community and larger society be different? Has the way you feel about yourself now changed from how you felt before this class? If so, how? What do you wish for yourself, for your fellow classmates, for your society? These personal reflections are an important part of who you are.

FINAL EXAM:

- I. **FINAL** (100 points). The Final includes two MANDATORY** components: 1) comprehensive final exam covering the main topics discussed during the semester (75 points) and 2) a 3-minute FLIPGRID narrative video highlighting the most important thing you learned (25 points).

***WORD LIMITS ARE STRICTLY ENFORCED & POINT DEDUCTIONS APPLY IF YOU ARE OVER OR UNDER!**

****MANDATORY means an A grade for the course is not possible without submitting the assignment.**

ALL ASSIGNMENTS MUST BE SUBMITTED ON CANVAS (do not send via email)

ASSIGNMENTS MAY NOT BE ACCEPTED AFTER THE AVAILABLE UNTIL DATE ON CANVAS.¹

¹ I encourage each of you to contact me if you have concerns about the course or your work. Please don't hesitate to inform me of extreme emergencies.

GRADING:

Percentage of total grade	Assignment	Points possible
18.9%	Reflection Précis (4 scores at 25 pts ea. + average score/improvement)	125 points
15.2%	Chapter InQuisitive Online Lessons (top 10 scores at 10 points each)	100 points
15.2%	Chapter Reading Checks (top 10 scores at 10 points each)	100 points
15.2%	FINAL (EXAM + FLIPGRID Narrative Video)	100 points
15.2%	Canvas Discussion Boards (top 10 scores at 10 points each)	100 points
7.6%	Culmination Paper	50 points
4.5%	Kahoot Online Game for each Chapter & Common Sense Quiz	30 points
4.5%	Lecture Highlights	30 points
3.8%	Participation (i.e., networking, asks & responds to questions)	25 points

660 total points are possible in this course. Grades follow the standard scale & will NOT be curved. A=660 – 594 points; B=593.5 – 528 points; C=527.5 – 462 points; D=461.5 – 396 points; F=0 – 395.5 points

Up to 15 points of extra credit available by completing ALL InQuizitives (+3), ALL Reading Checks (+3), and/or ALL Discussions (+3), and finishing in the TOP 3 scores for Kahoot (+1, up to five times).

I want students to be aware of the grade symbols. Many people devalue the symbols and distort their meaning. The grade descriptions are presented below with the differences from an A, B, C, & D noted in CAPS.

A (90-100%) — EXCELLENT. Performance of the student has demonstrated the HIGHEST level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a VERY HIGH degree of intellectual initiative.

B (80-89.9%) — VERY GOOD to GOOD. Performance of the student has demonstrated a HIGH level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a HIGH degree of intellectual initiative.

C (70-79.9%) — FAIR. Performance of the student has demonstrated a SATISFACTORY level of competence, showing AN ADEQUATE LEVEL OF UNDERSTANDING of course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

D (60-69.9%) — BARELY PASSING. Performance of the student has BEEN LESS THAN SATISFACTORY, showing INADEQUACY IN MEETING BASIC course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

F (<60%) — NOT PASSING. Fails to meet course objectives. Work at this level does not meet requirements for credit towards a degree.

CAUTION:

“People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in Sunday School, who like the safety of the rules and maxims of what Alfred Schutz has called ‘the world-taken-for-granted,’ should stay away from sociology.” (Peter Berger, *Invitation to Sociology*, 1963:24)

POLICY STATEMENTS:

Students with Disabilities: Reedley College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic accommodations or auxiliary aids, students must be registered with the DSP&S Office on campus. [DSP&S](#) can be reached at (559) 638-0332. If you are already registered with the DSP&S Office, please provide your Notice of Accommodation form to your instructor as soon as possibility.

Student Conduct Standards: Students are expected to conduct themselves in a responsible manner whenever they are on campus or representing the college in any activity. Specific rules and regulations have been established in Board Policy 5500. A copy of this policy is available in the college library, the Admissions Office, the Vice President of Student Services’ office, the Student Activities Office, and Office of Instruction. Conduct standards are designed to perpetuate the college’s educational purposes, allowing students to enjoy the right of freedom to learn. Failure to adhere to the accepted standards will result in disciplinary action. The student conduct standards and discipline policy is available at this link: [Administrative Regulation 5500](#).

Academic Honesty Policy: Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Collusion is when any student knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism. Students who collude are subject to discipline for academic dishonesty. No distinction is made between those who cheat and plagiarize and those who willingly facilitate its occurrence.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).

Course web sites (e.g., Canvas) and ZOOM sessions contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site or video recordings may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

CLASSROOM ETIQUETTE: This is a running list to which we may add.

1. OPTIONAL class sessions will be held via ZOOM—a VIDEO and AUDIO Conferencing software that allows participants to see and hear each other. If you choose to participate in LIVE sessions, please log into ZOOM with your preferred first name and either your last name or the first initial of your last name and be aware that you will be asked to turn on your video; thus, please be "presentable" and have a neutral background--i.e., nothing offensive visible. Students will be able to see the Powerpoint slides, hear me and each other talk (I'm going to ask that you MUTE your microphone until you are called on to speak), participate in interactive discussion via breakout rooms, and also ask/answer questions in the chat box. If you choose to participate in the optional LIVE sessions, students are expected to be present for the majority of the designated time, and there will be an "exit ticket" for each session. All sessions will be recorded and posted to Canvas. If you are unable to be present for the LIVE session, you are required to watch the recorded session and post a "LECTURE HIGHLIGHT."
2. Turning in assignments with errors I have corrected on earlier assignments. When I give feedback (and I try to give a lot), I expect you to take note of my comments and incorporate them into your future assignments.
3. Disruptive Behavior. I encourage students to participate in the online ZOOM class sessions both by unmuting themselves and participating orally as well as by entering comments or questions in the CHAT box. Feel free to speak your mind or relate your position to the class WHEN you are called upon to share. "The classroom—whether it's in a physical classroom or a virtual online classroom—is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the classroom."

MY STATEMENT ON TEACHING AND LEARNING:

“Education = A Drawing Forth”

I have a strong personal commitment to education. My philosophy of education is based on the word “educate,” derived from the Latin *educare*, meaning “to draw forth.” One of the definitions of “educate” is: “To develop the innate capacities of, especially by schooling or instruction.” This orientation influences my pedagogical style—how I lecture by posing questions for students to consider and respond, how I moderate discussion during interactive class sessions (virtual or in-person), my emphasis on active and engaged learning strategies, the assignments I create, and my method of assessing and evaluating student learning. Education, literally “a drawing forth,” implies not so much the communication of knowledge as the discipline of the intellect and the establishment of principles.” While I do recognize we must instruct our students in the “body of knowledge” within the discipline of sociology, I also see students as possessing a wealth of personal experience that, if tapped into and connected to the “body of knowledge,” is a potential source of “deeper” and, ultimately, longer-lasting learning. Hence, in addition to imparting knowledge and information to our students while they “upload” and take notes, university faculty must also, in my opinion, allow time for students to “download” information and reflect how they have seen various sociological theories or concepts operating in their lives and the world around them. Applying my philosophy of education to the lecture means using active learning strategies to get students to think critically about how their lived experiences can be understood by the concepts and theories developed in sociology. For example, I make use of “free writing” at different times during class discussions, engage students in “service-learning,” utilize “break-outs” or “pair and share” to allow for oral exchanges regarding assigned readings and topics discussed, and pause after asking questions to allow students the time to think about how they might respond (and, even then, I ask how many people have a response before calling on students to respond).

“Students don’t care to learn until they learn you care.”

Furthermore, to get students to share their knowledge with the rest of the class, a professor must demonstrate respect, care, and concern for the students and honor their contributions to the classroom discussion. Even when a “wrong” answer is given or when the application is incorrect, the professor can respond in a way that shows appreciation for the student’s willingness to share and, perhaps, the professor can make the “right” connection to illustrate a different sociological construct or theory without shaming the student and stunting the willingness of others to share in the future. Also, in presenting lecture material, I always attempt to use relevant examples with which students are able to identify. Without something concrete, the constructs remain abstract and students are disconnected from the concepts.

“Assessing Student Learning through Reflection and Encouraging Deep Thinking”

I gauge my success by the amount of student learning taking place, by the number of “aha” experiences students have. I measure or assess that learning by having students write. I try to avoid relying on multiple-choice or true-false tests, because I do not believe these methods adequately represent what the student knows or has learned. In an essay format, not only do students get the opportunity to work on and improve their written communication skills (one of the most important abilities), but they also have a chance to “process” the ideas and express what they have learned. Also, in my essay instructions, in addition to having students “regurgitate” or describe the theories or concepts we have read about and discussed, I often require that students personally reflect on those ideas and attempt to connect those constructs to their lived experience. While grading written responses may not be as convenient and easy as using a scantron, I feel the time is well worth it, and I always attempt to give the students plenty of feedback, not only about what they are doing incorrectly, but also what they are doing well.

I derive immense satisfaction from seeing students develop new awareness, increase their knowledge, expand their social network, and improve their skills. Delivering an inspiring lecture, moderating an edifying discussion, and assisting students in their academic and career planning are personally gratifying. I am committed to remaining approachable and accessible to my students. Personal experience with thousands of students has convinced me that the advisor/mentor role is an invaluable one, and I prioritize that role. I have a passion for teaching, decades of classroom experience, and excellent success, judging from my peer and student evaluations.

SOC1A TOPICS AND READINGS SYLLABUS*

Dates	Zoom^	UNIT & READING	ASSIGNMENT
8/10-21		Unit I: Thinking Sociologically & Doing Sociology	Sociology vs. Common Sense Survey Flipgrid Introduction Video
TBA		Chapter 1. Sociology & The Real World	InQuizitive & Reading Check: Ch. 1 Kahoot Online Game: Ch. 1 Canvas Discussions-Soc Imagination
TBA		Chapter 2. Studying Social Life: Sociological Research Methods	8/21 – Last day to drop (refund) InQuizitive & Reading Check: Ch. 2 Kahoot Online Game: Ch. 2 Canvas Discussions-Milgram Experiment
		UNIT I: Reflection Precis 1 (DUE 8/21)	
8/22-9/25		Unit II: Framing Social Life	8/30 – LAST DAY to add/drop w/out a W
TBA		Chapter 3. Culture	InQuizitive Reading Check Kahoot Discussion
TBA		Ch. 4. Socialization, Interaction & The Self	InQuizitive Reading Check Kahoot Discussion
TBA		Ch. 5. Separate & Together: Life in Groups	InQuizitive Reading Check Kahoot Discussion
TBA		Chapter 6. Deviance	InQuizitive Reading Check Kahoot Discussion
		UNIT II: Reflection Precis 2 (DUE 9/25)	
9/26-10/30		Unit III: Understanding Inequality	10/9: Last day to drop w/ a W & no grade
TBA		Ch. 7. Social Class: Structure of Inequality	InQuizitive Reading Check Kahoot Discussion
TBA		Ch. 8. Race & Ethnicity as Lived Experience	InQuizitive Reading Check Kahoot Discussion
TBA		Ch. 9. Constructing Gender & Sexuality	InQuizitive Reading Check Kahoot Discussion
		UNIT III: Reflection Precis 3 (DUE 10/30)	
10/31-11/25		Unit IV: Social Institutions	
TBA		Chapter 10. Politics, Education, & Religion	InQuizitive Reading Check Kahoot Discussion
TBA		Chapter 11. Economy & Work	InQuizitive Reading Check Kahoot Discussion
TBA		Chapter 12. Families & Relationships	InQuizitive Reading Check Kahoot Discussion
TBA		Chapter 14. Health & Illness	InQuizitive Reading Check Kahoot Discussion
		UNIT IV: Reflection Precis 4 (DUE 11/25)	
11/28-12/11		Unit V: Envisioning the Future & Creating Social Change	
TBA		Chapter 16. Social Change	InQuizitive & Reading Check: Ch. 16 Kahoot Online Game: Ch. 16
TBA		Chapter 16. Social Change	Canvas Discussion-Fixing the Future
12/9		Review Session & FINAL EXAM	Culmination Paper DUE 12/9

^Optional Online Class Sessions held via ZOOM TBA (recorded sessions to be posted on Canvas).

*Syllabus is tentative & subject to change.

USE THE FOLLOWING FORMAT FOR YOUR "REFLECTION PRÉCIS":

Papers must be 300-500 words, and consist of 3 parts:

PART I (SUMMARY): (worth 44%, 11 points; 150-250 words) This section highlights the main points of the lecture and discussion on ONE of the chapters from the Unit. Try to answer the following question: "What are the most fundamental points/ideas being discussed?" Try to have no more than 3-4 key points, no fewer than 2. Do not include many small details. It's okay to use a few statistics, but the purpose here is to succinctly summarize the primary arguments put forth in our lectures and discussions. Write this section as though the reader has NOT attended class or done the readings. Refer appropriately to **at least ONE AUTHOR BY NAME** FROM ASSIGNED READINGS with page numbers. The grader is looking at your presentation of the key points of the discussions and how well you review the material. Be sure to make each key point a complete sentence; otherwise, it won't make sense to the grader and you'll lose points!

PART II (PERSONAL REACTION): (worth 32%, 8 points; 90-150 words) This section involves a critical reaction and evaluation of Part I. React to and thoughtfully evaluate at least two basic ideas that you highlighted in Part I. Take a stance. Which of the arguments make more sense? Are they logical? Agree, disagree, REACT! REFLECT! Please use "I statements" and include relevant personal examples, as this should be your personal reflection. Here the grader is looking for how reflective, thoughtful, questioning, & critical your response is. Does it appear that the student really understood and reacted to the material? Always tell HOW you feel about a certain issue and WHY you feel that way (provide a rationale/justification).

PART III (PERSONAL APPLICATION): (worth 12%, 3 points; 60-100 words) What was the one, MOST important, helpful, and/or interesting to you about these particular lectures/discussions? Why was this so? Cite the ideas/facts/data/event that meant the most to you and state why, connecting the material to your everyday life. Ask yourself questions such as: Has this new information changed me? How? Has it changed any of my actions/behaviors/thoughts in the present? Will this new information alter my thinking/actions in the future? How? Here the grader is looking at how well you connect with one aspect of our discussion/lecture.

Grammar, punctuation, spelling, and writing effectiveness is worth 3 points (12%).

***Caption each part** of your summary (**PART I, PART II, PART III**) so the grader is clear.

Include a **TOTAL WORD COUNT** in the bottom left hand corner of your paper.

Reflection Précis #2, Ch. 6: Deviance (4/2/2020)

PART I: Dr. McLeod discussed corporate crime and its costs to society. **Corporate crime** in America is quite extensive and is often committed by repeat offenders. According to Sutherland (1939), of the 70 largest corporations, 97.1% had two or more criminal convictions. Yet, our public view of these corporations is overwhelmingly positive. The professor explained how our corporations are viewed through the "**halo effect**." This is when the observer is biased, seeing only the positive things done, and is blind to any negative actions committed. Dr. M described a **system effect**, competition, which encourages cheating and other criminal activity to maximize profit. This, he stated, is "the pressure of capitalism." He noted some of the phrases we use to describe the corporate world--"a dog-eat-dog world" and "a rat race" (both subhuman descriptions). Furthermore, Dr. M said, "Capitalism, when competition is too high, is a destroyer of human life and a negative force." The **cost of corporate crimes** to society is enormous. Our author, Schaefer (p. 71), estimated the Savings and Loan fraud bailout to be between \$300-\$500 billion alone. If that cost is added to the unknown costs of the large amount of military fraud plus pollution costs, the total is astounding, and we, the taxpayers, are the ones who foot these bills!

PART II: Regarding corporate crime and capitalism, I believe a vicious cycle is operating. Our capitalist system is an addictive system, in that it promotes certain beliefs and consequences. Based on a scarcity model, similar to what our author Schaefer described, addiction to accumulating resources and wealth with the underlying notion that "more is better" is widespread. I see this tendency in my own behavior, though my motivation may be different. For example, I find myself accumulating things—even silly things like rubber bands—because I feel I may need them later. I agree that addiction to accumulation compels corporate executives and their board of directors to go to "any means necessary" to get more, even if it means "breaking the rules." I am not saying capitalism is inherently evil. I am saying we have become addicted to certain aspects of capitalism, and, thus, we have turned capitalism into something that can be destructive to society and people.

PART III: The most interesting thing to me was Edwin Meese, former U.S. Attorney General, had been indicted for over 100 corporate crimes. This appalls me! Here's a man, supposedly serving in a position symbolizing law and order for our country, who is just the opposite—a criminal. I understand he is a product of our "system" and he is dysfunctional only to the point that our system is dysfunctional, but he must be held accountable for his actions. Corporate crime is no more excusable than other types of crime. They both cost society. I will be more vigilant as a voter and alert my elected representatives about legislation related to corporate crime. I will also make a concerted effort to reduce my own patterns of consumption and restrict my habit of accumulating things.

TOTAL WORD COUNT: 500

SCORE RANGE AND VALUES FOR REFLECTION PRECIS

(from a high of 25 points to a low of 5)

score of 25: This score is reserved for *superior, excellent, outstanding papers* -- those that show a high degree of competence, good balance, and thorough development. It would be a paper that I could include in my syllabus next semester as an ideal example.

score of 23-24: This score acknowledges *very good to excellent papers*. It may be missing just a little something that would make it a perfect example to display in class.

20-22: This score recognizes that it is a clearly competent response, although it may be weak in some aspect—(*good to very good*).

17-19: This score is given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial—(*good to average*).

15-16: This score is used for the following papers:

- those which are primarily a restatement of what was said in class; little individual thought;
- those which remain general and underdeveloped, lacking clear examples and connections with one's own life
- those which lack focus or pertinent detail—(*average to less than average*).

12-14: This score is used for papers which are severely underdeveloped or which exhibit serious weaknesses in structure or syntax—(*poor to failing*).

11 or less: This score is used for papers which show little understanding of the ideas discussed in lecture or demonstrate incompetence in structure, syntax, or other conventions of standard written English.

Most scores will likely fall between 15 & 23—the top score of 25 is reserved for exceptional papers.