'Over'Population/'Over'Consumption: Spring 2024

Shawn McEntee: Sociology 322.001
Meets in **Fulton Hall (FH) 146**
Meets Tuesday and Thursday from 2 to 3:15 pm
My Office: 267 Fulton Hall   *Office Phone Number:* (410-54)8-5777
Department Office: 288 Fulton Hall   *Department Phone Number:* (410-54)3-6430
E-mail: SxMcEntee@Salisbury.edu
My Website: http://faculty.salisbury.edu/~sxmcentee
Office Hours: Monday, Wednesday, Friday 12 – 12:50 p.m.; Tuesday & Thursday 11 am – 12:15 pm; and by request

ALL class-time is face-to-face; ONLY IF necessary (e.g., the U's COVID status changes or I test positive for COVID) will Zoom class sessions be recorded and made available post class meetings. The University's standard absence policy is in effect; students are responsible for content of missed classes and encouraged to identify and work with classmates to gain understanding of missed class-time content.

MyClasses - Canvas (https://salisbury.instructure.com/), SU's course management system, is your textbook, workbook, communications hub and testing center for this course. This course follows University policy regarding communication with students outside the classroom by using the **University e-mail system**. **If you are having difficulty with Zoom, e-mail or the MyClasses Canvas (mobile) system, Contact IT/Student IT Help systems (http://www.salisbury.edu/helpdesk/)** or (410-67)7-5454; help for MyClasses - Canvas (mobile) links are on the login page as well as once you have logged in.

If you would like to contact me outside of MyClasses-Canvas, the classroom or my office hours, e-mail is your best bet because I check it frequently. ***Activate and make use of your SU e-mail; I am disinclined to respond to non-university e-mail***. I will respond via e-mail within 24 hours during the regular semester. ***There is no substitute for a face-to-face chat***, however; please contact me during office hours or to find a time we can meet to address concerns. ***Edit your profile in MyClasses/Canvas (click on Account) to reflect the name and other details you want your classmates and the instructor to use.***

Course Description

This course focuses on demographics and population change, an area of sociological inquiry that relies on other social sciences. Over the semester, we will examine population change, population dynamics, and demographic trends in historical and global context. Given the title of this course, a primary focus is to examine population issues as they relate to social and environmental sustainability. As are all sociology courses, this one is designed to develop your sociological imagination or 'sociological eye' by encouraging sociological thinking and scientific reasoning about interaction between the earth's two most complex systems, human culture/society and the natural world. In this course we are using the broad concept of sustainability to frame our sociological inquiry about concepts of 'over' population and 'over' consumption and explore how their interaction determines 'sustainability' of both human life and the world's natural systems.

Learning sociology involves developing an understanding of social systems and how they work; it includes examining the socio-historical context that shapes who we are and how we understand our lives. We will peel back layers of social reality and interpretation and use a sociological eye to identify underlying causes in our search for the social structures that shape our lives. Because human beings are social learners, both course work

and in-class time encourages you to interact with me and one another, as well as to DO sociology often. By definition, a sociological imagination challenges many of our commonly held beliefs; it WILL challenge yours. We will apply the core elements of sociology as a discipline to our interaction and your experiences. Staying in touch with your classmates and me is vital to your learning and to the quality of your experience.

Course Objectives

By the end of the semester, students will be able to:
- Recognize characteristics of demographics and population trends along with associated social facts, social forces, and relevant elements of social organization(s), and social institutions
- Illustrate the role of culture, through socialization and social identity, and the influences of social structure, social stratification and structural inequalities on demographic and population trends
- Demonstrate information literacy both in selecting appropriate sources and in using them to analyze demographics and population trends
- Identify and use data/information (both quantitative and qualitative) to illustrate demographics and population trends as well as the role of key explanatory factors
- Apply sociological reasoning to explain population trends and demographic patterns

The above course student learning outcomes reflect intersections among the broader Sociology Program Mission and outcomes and SU's General Education Program. As mentioned above, this course also meets a COMAR (state of Maryland) expectation for college level learning in the social sciences; as Salisbury University implements a new General Education program, this course is likely fit into the category of **Social Issues**, which is described as "**Applied social science with an emphasis on understanding and solving problems in the social or behavioral sciences.**" Accordingly, this course provides students with opportunities to meet the General Education Student Learning Outcomes listed below. Bolded terms/phrases identify concepts and issues identified in the above sociology department mission and program SLOs.

- *Essential Competency* – <u>Quantitative Reasoning</u>: Students will be able to **interpret models and solve quantitative problems from different contexts with real-world relevance**; **understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs,** and mathematical equations).
- *Foundational Knowledge* -- <u>Knowledge of Human Experience</u>: Students will be able to **describe and compare the development and impact of various** artistic, **cultural, economic, historical**, intellectual, linguistic, **political, social**, or spiritual systems; and **recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns**.
- *Personal, Social, and Cultural Responsibility* -- <u>Emerging and Enduring Global Issues</u>: Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.
- *Personal, Social, and Cultural Responsibility* -- <u>Ethical Reasoning</u>: Students will be able to **reason about** right and wrong **human conduct**; **assess** their own ethical values and **the social context of problems**; **recognize** ethical **issues in a variety of settings**; **think about how different** ethical **perspectives might be applied**; and **consider the ramifications of alternate actions**.

I also intend this course to meet the General Education SLO below:

- *Personal, Social, and Cultural Responsibility* -- <u>Environmental Sustainability</u>: Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.

The above means that the course is designed to help you achieve the above; required materials and course work are provided to ENCOURAGE you to develop the above knowledge and skills. Course WORK is graded on the basis of demonstrated IMPROVEMENTS in the above so your focus, effort, intentions are CRUCIAL to your achievement of course Learning Outcomes and success over the semester.

Course Schedule (brief – Explore MyClasses/Canvas for more detail):

- Weeks 1 – 4: 'Over'Population / 'Over'Consumption -- the demographic paradox
- Weeks 5 – 8: Basic Demographic Trends & Global Variation
- Weeks 9 - 12: Human Population & Sustainability
- Weeks 13 – 15: Final (Team) Projects

University Resources

See [SU Course-related Policies and Resources](#) in course navigation in MyClasses.

- **Library Services** The sociology department Library Liaison is Mou Chakraborty (mxchakraborty@salisbury.edu) or 410-543-6131. The library also has an online chat; the '[Chat with us!](#)' pops up on the Library page of SU's Website.
- **Food & Housing Insecurity** Any student who lacks a safe and/or stable place to live is urged to contact the Student Affairs Office (phone: 410-543-6080, email: StudentAffairs@salisbury.edu) for support. Information on emergency fund grants can be found here: https://www.salisbury.edu/administration/student-affairs/emergency-fund.aspx.

In addition, for any student who has difficulty accessing sufficient nutritious food to eat every day, there is a **free** student food pantry on campus, across from the SU Bookstore on the ground floor of the Commons Building. Please email the student organization, Food for the Flock (sufoodpantry@gmail.com), for information, or check their social media: Twitter (@FlockFood), Facebook (@foodfortheflock), and Instagram (@foodfortheflock).

Please speak with me (or with any faculty or staff member you feel comfortable) about your food or housing insecurity, if you are comfortable doing so. This will enable them to provide any additional resources that they may possess.

Course Features

Mental and physical presence is expected throughout each class session. Students are expected to notify the instructor via e-mail **prior** to missed classes or as soon as possible in the event of an emergency; all students who have missed class should speak with me as soon as possible regarding any issues interfering with attendance or completing course work.

MyClasses – Canvas MyClasses Canvas serves as your textbook, workbook, communications hub and testing center. It is your responsibility to check MyClasses regularly (daily) to stay on track. Invest in learning how the Canvas system works so you can use it to your advantage. In addition to watching the [tutorial (also linked on the Pre-Week page)](#), see **Navigating Canvas and Course Design** section in this syllabus for more information about how to use MyClasses/Canvas effectively.

- **Communication – Communication Protocols:** Respectful communication, in the classroom as well as via **E-mail** or other **(N)Etiquette,** is vital to collaborative learning. **Make use of class-time OR the 'FAQ' (Frequently Asked Questions) discussion *RATHER THAN e-mail for questions about course work***.
- **Academic Integrity** The requirements of the Salisbury University Code of Conduct apply to this course; see http://www.salisbury.edu/studentconduct/code.html and http://www.salisbury.edu/studentconduct/. Violations of the code will be reported. In addition, the Sociology Department Policy applies as follows:

The department of Sociology refers its students to the S.U. Student Handbook and Directory section "Policy on Student Academic Integrity" concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.
Each of the following constitutes plagiarism:
A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite [with BOTH in-text cites AND appropriate references] the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your work and by providing a list of Works Cited or Works Consulted. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.*
*note that course policy requires appropriate in-text citing and referencing in all course work.

- **Writing Across the Curriculum** This course supports the University's mandate regarding writing across the curriculum. In accordance with the goals of WAC, and Sociology Department Policy, ***all writing for this course is graded for both content and technical issues***. Use of in-text cites (parenthetical notes in text identifying author and page number) and references (bibliographic source listings providing all information needed to retrieve the source) according to an accepted standard (e.g., MLA, APA) for non-sociology majors and the standard specified by the ASA (Chicago/Turabian) for sociology majors, is expected (see http://libraryguides.salisbury.edu/citation for more information). Also see Writing Resources on the Learning Aids page of my website for more information.

Grades and Grading

Your grade is an accumulated percentage of 500 points across several areas. The grid below illustrates how and when you'll earn your grade; Bonus points in any section will be labeled, Bonus assignments will indicate they are worth zero points; attached rubrics indicate points available for any Bonus assignment.

- Less than 60% (300 points) earns an F
- At least 60% (300 points) and less than 70% (349 points) is needed to pass and earn a D;
- At least 70% (350 points) and less than 80% (399 points) earns a C;
- At least 80% (400 points) and less than 90% (449 points) earns a B;
- At least 90% (450 points) earns an A.

Canvas/MyClasses keeps you updated about your grade throughout the semester.

Rubrics are used to grade Assignments and all parts of the Final (Team) Project and all rely on basics of students meeting expectations. For ALL course work, Meeting Expectations includes ALL of the following:

- submissions are COMPLETE (include all components described in instructions)
- submissions are ON-TIME (all components are submitted by DUE date/time
- submissions USE appropriate sociological language; make use of quizzes, glossary terms, the home page and required materials to get comfortable with the language/concepts

- submissions USE the Week's Required Materials; USE is indicated with in-text cites. Submissions that cite each of the Week's Required Materials at least once are eligible for the highest grades.
- If the submission ALSO reflects sociological insights, demonstrates the value of collaborative learning, or reflects integrated understanding, it is exceeding expectations.

All course work is IN MyClasses/Canvas; ALL instructions for course work are IN assignments/quizzes/discussions. Make sure you find and read instructions, and that you understand them.

Basic Schedule for the Semester:	~15%: Attendance	~30%: Perusall	~30%: Assignments	~25%: Tests (pts)
Week 1	2	10		
Week 2	2	10	25 (in parts)	
Week 3	2	10		
Week 4	2	10	25	
Week 5	2	10		40
Week 6	2	10	25	
Week 7	2	10		
Week 8	2	10	25	
Week 9	2	10		
Week 10	2	10	25	
Week 11	2	10		
Week 12	2	10	25	
Week 13	2	10		25
Week 14	2	10		
Final Exam Wk	2			80 + 20
TOTALS	**75 points**	**150 points**	**150 points**	**125 points**

Attendance
each class period adds up to 75 points over the semester and constitutes 15% of your total grade. Physical presence in the classroom as well as mental 'attendance' is essential to earn all credit. Roll Call Attendance is being used to track attendance; students who join us after I've called roll are late which is 60% of that day's value.

Perusall is Preparation for Class
Weekly Perusall assignments are 10 points each; due Wednesday's BEFORE Class, they give us the opportunity to discuss challenging issues in course materials. Perusall assignments are graded automatically and grades are posted in MyClasses/Canvas. I will comment in Perusall regularly.

- Perusall is an external tool that improves students' reading effectiveness. EFFECTIVE Preparation for Class requires reading and taking notes on ALL Required Materials listed on the Home page BEFORE entering Persuall for points.
- **Perusall uses an algorithm based on number of annotations, time invested, completeness of review, use of hashtags (#) to indicate key terms, tagging of classmates' annotations (with @), AND complexity and accuracy of annotations as well as number and relevance of questions. The algorithm also considers 'upvotes', student appreciation of others' annotations, in grading. EACH of the above contributes to your grade in Perusall; many combinations of the above will produce an optimal grade.**
  - Perusall CONTINUES TO UPDATE grades UNTIL the assignment closes; updates are automatic but NOT immediate.
- My purpose in Perusall work is for you to APPLY the Week's Chapter information to an article related to that Chapter's Case Study. The vast majority of these articles are 'Everyday Sociology Blogs' or other short, semi-scholarly, articles.
- Perusall Assignments will open when the new Week's Homepage is posted; your primary objective is to APPLY the Chapter's concepts/issues to the article – annotations should demonstrate use and understanding of the Week's Required Materials. **The PRIMARY purpose of Perusall is to encourage students to become BETTER readers; use your annotations to demonstrate you are THINKING ABOUT ALL of the Week's Required Materials and you will be fine.**
- Grades transfer from Perusall to MyClasses ONLY IF you login to EACH Perusall assignment FROM the MyClasses ASSIGNMENT; do NOT use 'Perusall' to access each NEW assignment.

Assignments
over the semester constitute 150 points or 30% of your total grade. Aside from the first 2 weeks, where multiple assignments add up to 25 points, Assignments are bi-weekly and worth 25 points each. See the grid (above) for the basic schedule; assignments vary in type (discussions, formal writing, use images/data, and other) and most require multiple submissions over the week they are due. Assignments REQUIRE higher level thinking and depend upon understanding and application of course materials prior to submission.

Assignment grading criteria prioritize the following:

- Completeness and accuracy (all instructions have been followed)
- Use of course materials (accurate use of relevant sociological language AND appropriate use of course materials with in-text citing)
- Demonstration of sociological THINKING. Submission reflects higher level thinking (analysis, interpretation, evaluation) following basic social science principles.

Final (Team) Project has several components that add up to 125 points, approximately 25% of your total grade.

We use the Final Exam Period for Team Presentations and classmates Peer Review other Teams' Presentations. The point breakdown and work flow for the Final Team Project looks something like the following:

- Part A: (Individual) Annotated Bibliography (25 points); you are annotating your sources required for the Final (Team) Project
- Part B: Team Reference List (15 points). Students will use the weeks prior to find Teammates and identify topics and to curate their sources.
- Part C: Team Power Point and Notes for presentation (30 points)
- Part C: Team Presentation (35 points)
- Team Presentation (and Team Member) Evaluations (5 points each; 20 points – if we have more than 4 Teams, which is likely, additional Team Presentation Evaluations are Bonus Points)

Basic guidance about effective preparation for Assignments and the Final (Team) Project

- **Cooperation and collaboration in PREPARING for Assignments is encouraged; all Assignment grades are individual**.
- Home pages as well as instructions embedded in the Assignment in MyClasses/Canvas OFTEN include links to resources useful for effective completion; we may or may not discuss these in class.
- Assignments assess achievement of Learning Objectives listed on the home pages.
- Rubrics record/report grades AND include comments about improving future work; check them when you read instructions and again after grades are posted.
- **There is an intentional window between DUE dates and CLOSING dates during which assignments remain available. USE them if you need to; Assignments are typically DUE by 8 p.m. and CLOSE at 11:59 p.m. Sundays.**

Navigating Canvas & Course Design

When you enter the course, there are three general 'spaces' making up the Home Page or Landing Page of the course. The center describes and contains the Week's work; the left side of the screen is Navigation and the right side of the screen is 'things to do', and recent grades -- your 'agenda'. **Consider the Home Page your Weekly Guide/Chapter.**

Explore Canvas as well as the features of this course; the sooner navigating this course in Canvas/MyClasses becomes second nature, the better. Students who perform well in my courses typically PRINT course materials, particularly this syllabus, Course Guides as they are supplied, and the Week's 'home page' as well as Assignment and Activity instructions, so the information is available as you complete your work.

- <u>Center:</u> The 'Home Page' is organized by Week (including dates of class meetings) with current (and next) week at the top, and previous Weeks collapsed into folds at the bottom. EACH Week's page includes orienting information including Learning Outcomes the Week's work should help you achieve, a basic description and introduction to the Week's topic and issues for study, along with Glossary terms and key issues/questions ABOVE Required Materials for the Week. Some information about the upcoming Assignment or Test may also appear on the page and ALL information linked to the page is REQUIRED for the Week. Students may have choices about how to focus their work for the week -- READ each page carefully, preferably BEFORE the last day of class the previous week so that questions

can be answered IN CLASS before you start the work. Upcoming Week's materials MAY be posted just before, DURING, or shortly after the last class meeting of the Week; they will be available no later than the Friday prior. Each 'fold' (Week) is clearly labeled. It is your responsibility to deal with the appropriate Week's materials in a timely manner AND ALWAYS to double check that you are relying upon the CORRECT Week's Required Materials to complete Assignments.

- **(Left side) Navigation**: Canvas Navigation (which includes the *Calendar* feature) is on the far left; Course Navigation is on the left IF you are in the course. The triple red bar at the top left of the page collapses and reveals the Course Navigation.
- **(Right Side) Course Work/Agenda – Things to Do**: Upcoming assignments/quizzes/surveys as well as those recently completed/or graded are listed on the far right. (These 'lists' move to below the center section if you are working on a narrow screen.)
    - o I am NOT familiar with and do NOT use the mobile version of Canvas; I am aware that it does NOT function the same way as computer (or tablet) versions – *YOU need to be aware of those differences and deal with them appropriately, PARTICULARLY for effective use of threads and threading in online discussions.*
- **You can access open assignments and quizzes EITHER through the *Calendar* (on the left) OR from lists on the right; they may also be accessed through Grades both before and after grading.**
- **Canvas Calendar** is part of CANVAS navigation; it covers ALL your courses in MyClasses/Canvas with color-coding that you can modify. The *Calendar* feature in Canvas shows due dates for all Assignments and Quizzes after they have opened. *ALL online work (Discussions, Assignments, Tests and Quizzes) have OPENING dates, DUE dates, and CLOSING dates.* That is to YOUR advantage; make use of them. For example, it is EXPECTED that students use the time **between** DUE dates and CLOSING dates to improve their grades: *use this time to retake quizzes; revise and resubmit Assignments; and most particularly REDO Assignments/Tests that received zeros* (or unacceptably low grades) by following all instructions and meeting format requirements.

Study Time & Time Management

Students and those who work with students on study skills and academic performance say that the most common challenge student face in academic achievement is effective time management. This guide outlines PRACTICES and HABITS for SUCCESSFUL college level academic engagement based on broad evidence of effectiveness; the time you are expected to put into this course is standard across higher education.

It SHOULD take 3 – 6 hours, in ½ hour to up to 4 hour segments over 4 – 5 days, to effectively PREPARE for class; completing Assignments/Tests should take an additional 5 - 10 hours each EXCLUDING time devoted to quizzes.

- The rule of thumb regarding **college studying** is, and has been for a long time, that students **should invest** approximately 2 to 3 hours **studying** for each hour of scheduled class time. Many students carry a course load of 15 - 16 credits meaning they have 15 - 16 hours of class-time scheduled each week. For those expecting to graduate in a timely manner, 30 – 48 hours per week is the expected RANGE of appropriate **study time;** the additional 15 - 16 hours in class adds up to a **MINIMUM of 45 hours for academics per week.**
- This is a 4-credit course with 3 hours of scheduled class time per week so **studying for 9 – 12 hours per week FOR THIS COURSE** is appropriate. Here's the KICKER: **THINKING time IS STUDY TIME.** Systematic and KEEN observation of and self-reflexivity regarding your own and your peers' behavior – or of any **social** behavior – during your daily activities 'counts' as study time. Effective, serious, deep, sociological THINKING is rewarded with good grades!

Individual investments vary considerably and while there is a clear correlation between time invested and grade earned, the following *strategies for effective time management* play a vital role in individual student success.

Course TIP # 1: The Home Page and Weekly work: As a GENERAL RULE, work should be completed from the top down; work from the top to the bottom of the page AND from the TOP LAYER (of the 'home page') as deep as the links take you.

- The home (or landing) page is the 'top' **layer**; it contains and reflects the overview and outline for the Week's work including relevant Course Learning Objectives and all Required Materials.
- Instructions/information here set you up for the Week's Work and guide your activities and choices.
    - If and when you click on a link and move to a deeper layer, **make SURE you come back to the top layer to complete the work.**
    - Materials linked **ON** the homepage are REQUIRED; they are necessary to understand the overview and must be **STUDIED PRIOR TO engaging in Perusall work**.
    - **My suggestion is you print both the 'home page' and all linked materials and compile them in order.**
- The home page lists the following, in ORDER: 1) Brief Overview identifying core issues and Course Learning Objectives for the Week; 2) Glossary terms (which are key or core concepts); 3) Required Materials; 4) additional information relevant to completing the Week's work successfully.
    - Using the Course Glossary, taking the quizzes (see QUIZZES), and reading/taking notes on Required Materials (Use Guiding Questions for Perusall AND Learning Objectives on the HomePage to guide note-taking on ALL Required Materials) is INTEGRATIVE and **should be done interactively**.
        - Perusall allows you to take notes ONLINE and keep them private; Preparation for Class work REQUIRES making connections AMONG Required Materials for the Week so taking your own notes IN Perusall will facilitate your preparation for class. There is evidence suggesting that folks RETAIN information that is physically written down (rather than typed) at higher rates. I ENCOURAGE you to use whatever note-taking strategies have been successful for you. **This course REQUIRES that you RETAIN specific information from Required Materials and CONNECT it to other sources –** *USING APPROPRIATE CITING AND REFERENCING PROTOCOLS.*
    - Course Guides, other resources, and instructions should be used IN ORDER as step-by-step procedures AND/OR as checklists to complete work effectively.

Course TIP # 2:

Do not expect to prepare for class OR complete an Assignment in 'one sitting'; start early, divide the work into manageable chunks, and do some work every day. Students who give themselves time to THINK about their course work, either because they break it up over time, or because they take mini-breaks WHILE they are doing the work, are able to integrate their learning and achieve good grades. Finding a study-buddy or two is also a good strategy; multiple minds working on the same issue are always able to generate a variety of perspectives.

Course Contract

By participating in this course, you are taking on a commitment to intellectual honesty. This includes but is not limited to patience as we work through course materials, and navigating MyClasses, as well as concepts, and ideas that present and represent a fundamentally different view of the world. While looking at the world in new and different ways is part of learning and a fundamental characteristic of a liberal (as in liberating) education, it is also difficult and a challenging process that may sometimes feel threatening. Meeting the challenge requires working through the confusion it produces systematically by following the principles of scientific method. Students are expected to engage, to develop patience and a focus on details, so they work through confusion which research shows is a NECESSARY component of deep learning. Part of this process depends upon exploring and examining your experience of confusion. This course is not 'easy' insofar as it provides you an opportunity to engage in critical thinking including self-reflection, questioning previously held assumptions, thinking about how and why you 'know' what you know and understanding (without judging) information in course materials. The task of critical thinking requires that you put forth an honest effort over the duration of the course. A liberal arts college experience is about empowering students to deal with complexity, diversity, and change, and to apply knowledge in real-world settings through effective communication using analytical and problem-solving skills. Your thinking and understanding WILL be challenged and much of that will happen INTERACTIVELY in the classroom.

To earn a C in this course, a student must:

- Submit course work by its respective DUE date.
- Attend and engage in classtime nearly always.
- Submit COMPLETE work attentive to instructions
  - Review assignment instructions and rubrics prior to engaging in the work
  - Review and respond appropriately to rubrics and comments on graded submissions
  - Ensure you understand grading information in the syllabus
  - Make a habit of in-text citing to show use of required materials in ALL submissions.

To earn a B in this course, a student must do ALL that is required for a C AND

- Demonstrate integrated learning and sociological insight through
  - making connections AMONG sources
  - sharing learning with classmates
  - revealing your LEARNING (not just knowledge) in submissions.

To earn an A in this course, a student must do ALL that is required for a C and

- **Consistently** demonstrate integrated learning and a Sociological Eye with multiple sociological insights in all course work.

By signing below, you verify that you 1) have read the syllabus and understand what is expected of you in Sociology 322 as well as how your work will be evaluated; 2) agree to put forth an honest effort over the duration of the course; 3) agree to conduct yourself in a professional manner, which includes treating all members of the course community with respect.

Student Signature: _____ Date: _____