Course: Sociology 6115-001 -- Sociological Analysis
Instructor: Jeffrey Kentor, BEHS 427. (kentor@soc.utah.edu)
Term: Fall, 2009
Time/Location: Mondays/ BEHS 320
Office Hours: By Appointment

Description: An intensive examination of a wide range of sociological studies, designed to acquaint the student with how sociologists deal with important theoretical issues, using a variety of methods and sources of data. Particular attention will be paid to the logical coherence of the studies and to the fit between data and interpretation. In the first part of the course, student will read a monograph each week on a wide range of topics and levels of analysis. In the second part of the course, students will examine current debates in the scientific literature. We will also consider unpublished manuscripts.

Expectations: Each participant will be expected to read all of the materials and write a short (1-3 page maximum) paper each week. Additionally, each student will present an oral report on one or more of these topics.

Grading: Grading in the course will be based on the oral report and written papers, taking into account as well the quality of the student's contributions to the discussions throughout the course.

Class Policies and Student Responsibilities

Students and faculty at the University of Utah are obligated to behave in accordance with the ordinances of the University. The Student Code (or Students’ Rights and Responsibilities) is located on the Web at:

http://www.admin.utah.edu/ppmanual/8/8-10.html

You are encouraged to review this document. All of the rights and responsibilities applicable to both the student and the faculty member will be observed during the semester.

Academic Integrity and Plagiarism

Academic misconduct, including plagiarism, is a serious offense. The following regarding academic integrity and plagiarism is taken from the University of Utah’s Student Code:

“Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

a. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another
person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

c. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

The Student Code states that academic misconduct can be sanctioned in the following ways:

“Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student’s degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

**Americans with Disabilities Act (ADA)**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Course Outline


September 7  No Class

Week #2 (Sept 14)  Whyte, *Street Corner Society* and Liebow, *Tally's Corner*.

Week #3 (September 21)  Kohn. *Class and Conformity: A Study in Values*.


Week #5 (October 5)  Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*.

October 12  No Class

Week #6 (October 19)  Wilson, *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*.

Week #7 (October 26)  Elder, *Children of the Great Depression*

Week #8 (November 2)  Brubaker, *Citizenship and Nationhood in France and Germany*.

Week #9 (November 9)  Brady, *Rich Democracies, Poor People: How Politics Explain Poverty*.

Week #10(November 16)  Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth*

Week #11 (November 23)  Domhoff, *Who Rules America?*

Week #12 (November 30)  TBD

Week #13 (December 7)  Article Reviews
Bibliography


Skocpol, Theda. 1979. States and Social Revolutions: A Comparative Analysis of France, Russia, and China. Cambridge: Cambridge University Press.
