Instructor: Jonathan Wrathall  
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Phone: 801-503-7478  
Email: jonathan.wrathall@soc.utah.edu  
Office Hours: by appointment

About your instructor:  
I am a 2nd year PhD graduate student in Sociology with an emphasis in Comparative International Sociology. I graduated with Master's degree in Social Psychology in 2006 with an emphasis in theoretical and philosophical psychology. I began teaching university courses as an undergraduate and have been responsible for my own curriculum for over 12 semesters. The first six of those semesters was spent teaching undergraduate writing.

I expect students to be interested and enthusiastic in the subject matter and willing to put in time and effort to learn material. I encourage students in my classes to think practically, creatively, and flexibly. I want to help students verify that their learning style matches my teaching style as a good student-teacher match will ideally make for an enjoyable and productive semester for everyone.

I believe wholeheartedly in education and its merits but I believe education is only useful in as much as it can be applied to real world experiences and situations. I feel it is important to relate course material to concrete examples in students’ lives. As such, I value dialogue and discussion to include diverse experiences as a useful and necessary means to incorporate new perspectives. I also expect students to be responsible for their learning. I can do the teaching but you must do the learning. It is my opinion that learning comes with a balance between effort and success. Therefore, if you just want to cruise through class, I do not recommend taking this course. I invite you to consider your goals as a student at University as you are spending valuable time and money to be here.

Course Overview:  
This course introduces students to systematic methods that organize the research process and the multiple forms of research that it includes. The course explains the logic of research design, explores some common forms of data-gathering (such as interviews, surveys, observation, etc.), and links them to issues of data reporting. The course provides basic research skills for use to students as either original producers or critical consumers of social research.

Course Objectives:  
To develop communication skills useful in the practice of writing.  
To develop an understanding of the logic needed for honest, ethical, and complete research.  
To provide students with tools to evaluate and critique research.

Resource Texts:  
Additional Readings:
Additional readings will be assigned as it relates to course materials. These readings will be made available on WebCT (Blackboard) for download. Dates when readings are required are marked on the course schedule.

Assignments:
Participation: There will be class activities where you will be required to participate. A typical activity is an in-class writing assignment or discussion which will help you to think about some of the topics covered that day. There will be no make up class activities. Each class period is worth 5 points; you may miss 3 class periods without penalty to your grade.

Response Papers: Each week we will be doing readings on the assigned topic. You are required to submit responses to readings that reflect your understanding of the issues at stake as well as your critical review of the reading. Grades will consist of a three point scale based on “good” “passable” or “needs work.”

Exams: There will be one midterm and one final exam consisting of essay format. You will be given a list of review topics comprising of materials from both lecture and course readings.

Final grades will be based on your cumulative total points from the above assignments at the end of the semester.

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Class Schedule:
*This schedule is subject to change and will likely occur depending on our progress.

Week 1 Social problems--definitions

Week 2 Concentration of political power

Week 3
Corporate involvement in Government
 Eliot Spitzer and Andrew G. Celli, Jr., “Bull Run: Captialism with a Democratic Face,” The New

**Week 4**  
**Terrorism**  

Frontline—The Insurgency  
http://www.pbs.org/wgbh/pages/frontline/insurgency/view/  

**Week 5**  
**development and underdevelopment and colonial legacy**  

**Week 6**  
**Human impact on the environment**  
Brown, Lester, 2006. SOS: We need a plan B. Population Press winter 4-8.


Frontline—Heat  

**Week 7**  
**Income inequality**  


**Week 8**  
**Gender and inequality**  


Week 9, 10

**Race and inequality**


Frontline—The Daring Lesson
http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s42cq66&continuous=1

Week 11

**Educational inequality**


Week 12, 13

**Heterosexism**


Week 14, 15

**Healthcare**


Frontline—Sick Around the World
Things to Remember:

- Faculty and Student Responsibilities: All University policies and procedures will be followed. Please refer to the University of Utah Faculty Handbook (http://www.admin.utah.edu/fhb/) and Student Code (http://www.admin.utah.edu/ppmanual/8/8-10.html).
- Cases of suspected cheating or plagiarism will be reported to the Dean. The penalty for cheating is an automatic failing grade for the course, in addition to other potential penalties decided by the Dean's Office.
- These actions are consistent with consequences of other forms of theft. The reason for strict cheating and plagiarism guidelines results from the fact that plagiarism is stealing other's work and claiming it as your own. The foundation of science is that one person's findings can be trusted. Furthermore, distrust undermines the whole progress of scientific discovery. Please prepare ahead of time so you will not feel tempted to steal work from other people. See to it that you are not guilty of undermining the progress of knowledge.
- ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. Please inform me of disabilities with written documentation from the Center for Disability Services within the first 2 weeks of class so appropriate accommodations can be made.
- Accommodations: Some of the writings, lectures, films or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus and course materials carefully to see if this course is one you are committed to taking. If you have concerns, please discuss it with me within the first two weeks of the course.
- If you are a member of a university athletic team, you must provide me with a schedule of games and team commitments during the first two weeks of the semester.
- As there will be class discussions, I ask that you please be respectful towards me and others, turn off cell phones, refraining from disruptive personal conversation and arrive on time. If you do bring a laptop for notes, please do not surf the interwebs as it is a distraction to others around you and your instructor can usually tell making it a distraction to him/her also.