

Tim Clydesdale, Ph.D.  
Social Science Bldg 312, x3153  
E-mail: clydesda@tcnj.edu  
Office Hours: M 11a-12:20p; 2p-3:20p

**SOC270 (SECT 01)**  
**SELECTED TOPICS: SCHOOLS, CONGREGATIONS, & HOSPITALS**  
Spring 2015  
SSB321

**Course Description & Learning Goals:** One of the most important features of contemporary society is how powerfully and pervasively social institutions influence the behavior and outlook of its individual members. This pilot course is designed to be “Part 2” of an introduction to sociology class, offering a closer look at three institutions; it explores American schooling, the role of religion in the lives of contemporary individuals and American culture more broadly, and at the evolution of the American health care system (with a particular focus on the status of physicians). We examine actual studies of schooling, congregations, and American medicine by bone fide sociology researchers (not textbook writers), and augment these with documentaries, campus presentations/events, and class discussion. Students completing this course will discover just how pervasively schools, congregations, and hospitals influence our everyday life.

Or, to put it more formally, this course furthers core components of the college’s, school’s, and department’s student learning outcomes – including written & oral communication, critical analysis and reasoning, intercultural competence, ethical reasoning and compassion, respect for diversity, preparation for participation in civic life, sociological knowledge, and application of sociological knowledge.

**Required Texts:**

Shamus Rahman Khan. *Privilege: The Making of an Adolescent Elite at St. Paul’s School*. Princeton University Press, 2011.

Jerome P. Baggett. *Sense of the Faithful: How American Catholics Live Their Faith*. Oxford University Press, 2009

Paul Starr. *The Social Transformation of American Medicine*. Basic Books, 1982.

*Plus posted excerpts from:*

Lisa McIntyre. *The Practical Skeptic: Core Concepts in Sociology, 6<sup>th</sup> Edition*. McGraw Hill, 2014

Dalton Conley. *You May Ask Yourself, 4<sup>th</sup> Edition*. Norton 2015.

**Mandatory College-wide Policies and Statements:**

This course conforms to all campus-wide course and academic policies. You may view these policies using these links:

- Final Exam-Evaluation-Reading Days Policy:  
<http://policies.tcnj.edu/policies/digest.php?docId=9136>
- Absence and Attendance Policy:  
<http://policies.tcnj.edu/policies/digest.php?docId=9134>
- Academic Integrity Policy:  
<http://policies.tcnj.edu/policies/digest.php?docId=7642>
- Disability Support Services:  
<http://differingabilities.pages.tcnj.edu>
- Americans with Disability Act Policy:  
<http://policies.tcnj.edu/policies/digest.php?docId=8082>

*E-mail and voice-mail:* I check e-mail each morning, and voice mail only on days we have class. Please don't expect me to check my e-mail over the weekends, at night, or during breaks. I never check voice-mail from home. I usually reply within 2 business days to all e-mail messages.

*Fourth hour equivalency statement:* Although this class meets for three hours each week, it is a 4-credit (1 unit) course that offers a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group or individual learning projects outside of class and/or additional learning experiences occurring multiple times during the semester on or off-campus, including community-engaged learning activities and/or campus-wide events.

### Course Policies:

1. *Attendance and Participation:* Students demonstrate their commitment to learning by regularly attending class, by arriving *on time* and *staying for the full class period*, by contributing usefully to class and small group discussions, by doing their part to create an atmosphere of respectful and serious learning, and by reading the assigned material in advance of the class. You will be expected to so express your commitment in this class. You may also expect that I will start class on time, end on time, answer your questions fully and respectfully, return your exams and papers in a timely manner, and be available to meet with you during my office hours.

2. *Papers and Examinations:* Students demonstrate their academic seriousness by turning in all papers and assignments on time, and by writing with excellence. This includes (but is not limited to) spelling, grammar, style (i.e., use the active voice, avoid wordiness/clutter, write for clarity), documentation, and format (thus, any written assignment should be formatted with double line spacing, 1 inch margins, and a 12 point typeface). Dedicated students for whom this presents a challenge will avail themselves of the college's writing tutors.

a. *All assignments must be turned in on time.* Overwork, personal struggles, and the like are important issues, and I encourage you to avail yourselves of your residence staff, student development staff, or the college's counselors for help in these matters. Such issues, however, do not constitute a valid excuse for lateness. Neither do variations on "the computer ate my writing assignment," "I don't know how the file I uploaded didn't have any text in it," or "I e-mailed my paper to you, did you get it?" count as valid excuses. Valid excuses are a death in the immediate family or severe hardship (which I will confirm with the Dean of Students). Late papers are *severely* penalized (i.e., 5 points for papers not uploaded by *the start of class*, 10 points for papers uploaded after class, 20 points the following day, etc.). Papers and assignments must be uploaded on time.

b. Likewise, *examinations must be taken at the scheduled time.* Only those with official TCNJ activities (e.g., field trips), or the valid reasons specified above, may reschedule their examinations. No make-up exams will be given to students who notify the professor *after* the exam has taken place, unless they were incapacitated and physically unable to call beforehand (i.e., unconscious in a hospital). Make-up examination format is at my discretion (usually a 20-30 minute oral examination).

c. *Plagiarism/Cheating* will not be tolerated, and I will advocate for the fullest penalties possible. Don't be foolish--you don't want me as your adversary. I have respect for the student who accepts the consequences of poor preparation and turns in his/her *own* work. Do what is honorable and right.

3. *Grading Distribution:* Your course grade will be based on the following percentages:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Blog Posts & Comments	20%
Discussion Enhancements	20%
Prepared Participation	<u>15%</u>

TOTAL 100%  
Grade distribution is the traditional 0 to 100 point scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 60-66=D, less than 60=F.

### Student Requirements:

1. *Exams:* There will be 3 exams in this class, administered as indicated on the schedule below. The examinations will include short answer and essay questions. Exams draw from class materials as well as text assignments; *you will be tested on text assignments even if these assignments are not reviewed in class.* I don't believe in spoon-feeding students; you are expected to know how to read and understand materials on your own, and ask questions in class about what you do not understand.
2. *Prepared Class Participation:* There will be a variety of ways that we'll be learning together in this class. Your considerate and prepared (that means having the reading done in advance) contribution to class or small group discussion is an essential part of our learning. Keep in mind, I'm not going to be evaluating the sheer *volume* of words that you share with your classmates, but rather the "weight" of what you share. Naturally, those who attend regularly and participate thoughtfully will receive the highest evaluations in this area.
3. *Weekly Blog Posts & Comments:* By 5 pm each Wednesday (except during skip weeks, see syllabus) you will write a weekly blog post to CANVAS. By 9 AM each Thursday, you will write a comment on at least one classmate post. A blog is, of course, an informal online forum in which individuals post thoughts, reflections, and arguments – and invite others to comment on their posts. Your blog posts will be visible to everyone else in the course, including your professor. Your posts should average 150-250 words, and your comments about others' posts should be at least 75 words. Of course, you need not agree with each other nor with me, but you will be required to be civil and respectful.

NOTE: The blog is *not a site for proselytizing* (for or against a social institution, or any specific form of an institution); such blogs will not receive course credit and will be deleted by the professor – this does not mean one cannot write about one's own beliefs, experiences, or practices, or those of others, only that such writing must be descriptive and analytical in nature, not persuasive or normative (i.e., about what ought to be or ought NOT be).

OK, so what should you post to your blog about? You can blog about texts/readings, discussions in class, or my comments in class. You can be daring and blog about stuff outside of class – e.g., a news article or op-ed; a movie; or an observation. What I'm looking for with this assignment is: evidence of your ability to engage thoughtfully with the class materials/issues, to think analytically and critically, to make integrative/synthesizing connections, to demonstrate that you've read the assignments, and to consider the implications of what you are learning. As a general rule, *you shouldn't post about the same source/issue/topic more than twice* – be sure to vary your "stimuli," and half of your posts should connect specifically to the course readings. As for comments on others' posts, I will ask you to spread around your attention here as well. No given student should receive more than 3 comments from you.

Periodically, I will grade your posts and comments. *Posts/comments more than one week overdue will not receive any credit.* I will actually read them more often than I grade them, and you may find your post or comment on the screen in class for discussion – this is a good thing; I don't put up posts to shame them!

4. *Discussion Enhancements:* We will focus on three texts in this course, and through these texts on three major social institutions. *For each* of these three texts, you will schedule with your professor and in collaboration with your classmates, a specific date in which you will bring a 15-20 minute enhancement to the class. This enhancement might be 1) a video relevant to the text or the focal social institution that we'll watch together, hear your comments on, and discuss with you; 2) a current event or essay on the same – which you'll describe, explain its interest to you, suggest its relevance to the class or text, and prepare discussion questions for us; 3) a popular entertainment excerpt illustrating course themes or popular assumptions about focal institution, again followed by your introduction, comments, and questions for discussion; 4) a classroom learning exercise – for

example, a game or competition that is relevant to the class' focus or assigned reading; 5) an audio or video interview with someone who is intimately involved with the focal institution (e.g., an audio interview of a primary caregiver for another family member with a debilitating disease); 6) a presentation based on a visit to a religious congregation or a school; or 7) a report based on a recent survey about education, schooling, or healthcare, with followup discussion questions. These are just a few ideas to get your creative appetite whetted; as long as you vet your idea with your professor in advance, the sky's the limit.

5. *Caveat*: I shall endeavor to follow this syllabus as closely as I can. However, since none of us can foretell the future, I reserve the right to make adjustments as necessary during the course. These adjustments will be announced in advance during class; you are responsible for knowing about these adjustments whether in class or not (just like you are responsible for all class materials whether present or not).

**Course Schedule:** (tentative; the professor reserves the right to adjust)

<b>Date:</b>	<b>What's happening:</b>	<b>What's due:</b>
Jan 26	Course Overview & Introductions	
Jan 29	Review of core sociology concepts	McIntyre excerpts: Ch 7, 8
Feb 2	Schools in America	McIntyre excerpts: Ch 9 Conley, "Education," to p. 503
<i>Wed Feb 4</i>	<i>Blog post #1</i>	Due by 5pm
Feb 5	continued	[9am: Blog comment due] Conley, "Education" thru p. 533
Feb 9	Prep schools & the New Elite	Khan, Intro-Ch 1
<i>Wed Feb 11</i>	<i>Blog post #2</i>	Due by 5pm
Feb 12	Learning your place & privilege	[9am: Blog comment due] Khan, Ch 2-3
Feb 16	Race, Gender, & Privilege	Khan, Ch 3-4
<i>Wed Feb 18</i>	<i>Blog post #3</i>	Due by 5pm
Feb 19	Privileged Learning, Minimal Learning	[9am: Blog comment due] Khan, Ch 4-5
Feb 23	Schools Form You!	Khan, Ch 5-Conclusion & Reflections
Feb 26	<b>EXAM 1</b>	
Mar 2	<i>**no class meeting in lieu of mandatory Mar. 3 film**</i>	Conley, "Religion" p.610-627
<i>Tues Mar 3</i>	Screening @ 12:30pm of "Adelante" Library Auditorium	<i>Attendance is Mandatory</i>
<i>Wed Mar 4</i>	<i>Blog post #4</i>	Due by 5pm
Mar 5	Religion in all its stunning American variety	[9am: Blog comment due] Conley, "Religion" p.610-655
Mar 9	Old Catholicism, New Catholicism	Baggett, Preface – Ch 1
<i>Wed Mar 11</i>	<i>Blog post #5</i>	Due by 5pm

<b>Date:</b>	<b>What's happening:</b>	<b>What's due:</b>
Mar 12	Religion as work	[9am: Blog comment due] Baggett, Ch 1-2
Mar 16/19	<i>SPRING BREAK</i>	
Mar 23	Religion & identity	Baggett, Ch 2-3
<i>Wed Mar 25</i>	<i>Blog post #6</i>	Due by 5pm
Mar 26	What's real; Who's to say?	[9am: Blog comment due] Baggett, Ch 3-4
Mar 30	Finding a place to belong	Baggett, Ch 4-5
<i>Wed Apr 1</i>	<i>Blog post #7</i>	Due by 5pm
Apr 2	Belonging to society?	[9am: Blog comment due] Baggett, Ch 5-6
Apr 6	Any place for religion today?	Baggett, Ch 6-7
Apr 9	<b>EXAM 2</b>	
Apr 13	Understanding U.S. Health Inequalities	Conley, "Health & Society"
<i>Wed Apr 15</i>	<i>Blog post #8</i>	Due by 5pm
Apr 16	Antebellum American Medicine	[9am: Blog comment due] Starr, Intro, Book I: Ch 1
Apr 20	Medicine's Expansion & Consolidation	Starr, Book I: Ch 2-3
<i>Wed Apr 22</i>	<i>Blog post #9</i>	Due by 5pm
Apr 23	Hospitals & Public Health	[9am: Blog comment due] Starr, Book I: Ch 4-5
Apr 27	Personal, Independent Physicians	Starr, Book I: Ch 6
<i>Wed Apr 29</i>	<i>Blog post #10</i>	Due by 5pm
Apr 30	Reforming the Health System or Accommodating to It?	[9am: Blog comment due] Starr, Book II: Ch 1-2
May 4	Post-WWII Healthcare	Starr, Book II: Ch 3-4
May 7	Healthcare as a Corporation	Starr, Book II: Ch 5
Final exam period	<b>EXAM 3</b>	<i>See Final Exam Schedule on-line</i>