

SYLLABUS
Sociology 1101H
Introductory Sociology
Call #: 90115
Spring, 2008

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Identification Information

Course Title and Number Sociology 1101H (Introductory Sociology)

Call Number 90115

Period 72 TR (9:30A-10:45A}

Instructor A. P. Garbin

Office Baldwin Hall, Room 213A

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Classroom Baldwin, G-1

Text Macionis, John J. Society: The Basics (Eight Edition)

Macionis Web Site Address <http://www.prenhall.com/macionis>

Reader Finsterbusch, Kurt (Ed.). Sociology 06/07 (Thirty-Fifth Edition)

Description of Course

Sociology 1101H is designed as a beginning course in sociology for students with limited or no background in the field. In general terms, it is the study of human interaction and the resulting group relationships. Basically, we will be concerned with the ultimate questions of "how" and "why" humans behave the way they do. Various key patterns and regularities of human behavior will be described. Although special emphasis will be on the American society, some cross-cultural comparisons will be considered. Major topical foci will revolve around such concepts as culture, socialization, groups, organizations, social stratification, gender stratification, social institutions, deviance, population, and environment.

Objectives of Course

The broad aim of Introductory Sociology is to acquaint students with the scientific study of human social behavior. More specifically, some of its major purposes are:

- (1) to introduce important sociological concepts and frames of references for the purpose of acquainting students with the perspectives of Sociology relative to the understanding of human behavior;
- (2) to enhance the student's ability to apply sociological perspectives to their own social situations;

- (3) to introduce students to the importance of social influences on behavior;
- (4) to stimulate thought about society and the individual's place in the social environment;
- (5) to promote greater objectivity with regard to one's attitudes and behaviors as well as those of other people;
- (6) to assess the accuracy of various common-sense beliefs about social life;
- (7) to provide learning experiences which have direct implications for promoting coping behavior; and
- (8) to prepare students for advanced work in the social sciences and/or related disciplines.

Principal Activities

Diversity in teaching-learning experiences will characterize our class activities and course requirements. With this goal in mind, the major activities and requirements for the semester are discussed below.

- (1) Lecture outlines. An outline of material relevant to each of the major topics around which this course is organized will be distributed to each student. The material will also include tables, charts, class exercises, and one-page articles.
- (2) Lectures. Given the distribution of my lecture outlines, there is no intention to formally present lectures. Some class time will be devoted, however, to examining sections of the outline that may be need of clarification or elaboration. Further, as time permits, a series of mini-lectures imparting “new material” will be presented throughout the semester.
- (3) Class discussion. We are committed to the notion that student-instructor dialogue is an extremely important ingredient of the teaching-learning process. Effort to stimulate class discussion will vary from simply eliciting a general class reaction to an idea or question, to a highly structured arrangement whereby students, singularly or in groups, will be assigned to initiate discussion on a topic or question. Your participation in class dialogue is important.
- (4) Videotapes and cassette tapes. Five videotapes will be shown and several cassette tapes played during the semester. These tapes are aimed at supplementing and illustrating the material in the text/outlines.
- (5) Classroom exercises. A series of classroom exercises will be used to demonstrate certain sociological facts.

- (6) “Reflection” readings. Approximately once each week, a brief reading will be given about a situation or event bearing on social interaction and/or personal values. You will not be tested on these readings, but it is hopeful you will give some thought to the messages presented. You are being asked to reflect on what has been read and to determine whether or not the ideas expressed have any relevancy for your “philosophy of life” and the behavior that it impacts.
- (7) Articles from Reader. Students will be required to read selected articles from Sociology 06/07. One or two students will be assigned to each article to lead the class in a discussion of that article. Many of the readings represent extensions and elaborations of ideas/information briefly reported in the Text. Please note that Examination #3 focuses exclusively on the assigned selections.
- (8) Focused discussions. Five sessions are set aside for the purpose of focusing specifically on the assigned articles in your Reader. A listing of the assigned articles (with titles and authors) is presented below.

Although one or two students will be assigned primary responsibility to lead the discussion on each of the readings, **all students** are expected to have read and to be prepared to discuss each of the articles scheduled for consideration. You are to concern yourself primarily with the principal theme of the article, the arguments/data/ideas presented in support of the theme, and whether or not you agree with the author’s position, and why or why not.

- (9) Research project. You are expected to conduct a relatively limited research project by completing one of the two research activities outlined below. One of the project involves library research and the other field research. This requirement should result in developing a greater understanding and appreciation of the sociological enterprise.

Research Project (Option 1)

Analytical Research Paper

Selection of this research option entails the preparation of a brief paper (minimum of three pages, typed, double-spaced) that addresses one of the questions listed below. Although you are to express reasoned opinions on the topic examined, it is important that such opinions be based on authoritative sources (six or more library sources are required). Make certain you answer the question directly or do precisely what is asked. Organize your answer carefully. Be sure to include enough meaningful information in your answer to demonstrate that you understand what the question is asking. There are no stringent requirements as to paper format or citation pattern.

The analytical paper is to explore one of the subsequent topics:

- 1) Women are often referred to as a minority group in the United States. This is

the case, although, numerically speaking, women are more numerous than males. Identify and discuss in what ways women can be considered a minority group.

- 2) Discuss the proposition that “the traditional family in the United States is rapidly becoming obsolete.”
- 3) What are some of the basic changes that work, workers, and workplace have experienced during the current century?
- 4) What are some of the changes that humankind has to bring about in its behavior if we are to achieve a more harmonious relationship with the environment?
- 5) Debate one side of the argument on how people come to have a sexual orientation. Defend your position.
- 6) Sociologists stress that the definition of what is deviant varies from time to time and from place to place. Some people feel that our society is moving toward regarding cigarette smoking as deviant. Do you agree? If so, how is this being accomplished?
- 7) How serious a problem is single-parent-child rearing? How should our society respond to this concern?
- 8) “In the United States, capital punishment should OR should not be abolished.” State and defend your position.
- 9) A topic of your choosing that has the approval of the instructor.

The criteria listed below will be used in grading the analytical papers.

Accuracy and thoroughness of content.	2	4	6	8	10
	poor			excellent	
Organization of paper.	1	2	3	4	5
	weak			strong	
Style of presentation.	2	4	6	8	10
	rough			smooth	
Adherence to guidelines.	1	2	3	4	5
	little			much	

Your research project is equivalent to 30 points and is due **April 15**.

Research Project (Option 2)

Field Research Pertaining to Social Stratification

What are the indicators of social class position? It is commonly understood that there are three basic types of social class indicators--people’s evaluations of one another, people’s association patterns with one another, and the symbolic activities and possessions that people display, which is sometimes referred to as

“style of life.” Previous studies have used one or a combination of these indicators to determine social class levels in a number of different communities. Operationalization of these indicators have included a diversity of approaches and techniques, such as obtaining prestige scores and “total status” rankings, examining dating and courting patterns, eliciting information on type of house, neighborhood, amount of income, source of income, extent of education, living room equipment, etc. It is significant to note that of the many criteria available to ascertain class position, there is considerable agreement that occupational position is the best single indicator of class position in the United States.

This exercise asks that you use certain aspects of the symbolic activities-possessions or “style of life” criteria, as well as any other factors that appear class-related, in differentiating a lower-class residential area from a middle-class community. Basically, “style of life” is to be examined in terms of symbolic possessions, such as consumer goods and material amenities, and, if possible, such symbolic activities as recreation, speech patterns, and formal affiliations. The rationale for this approach is that members of a particular social class possess and use certain items that distinguish them from other classes.

You are to identify two areas in your community that represent the extremes of the social class structure, e.g., lower class and upper-middle class. You are to take a leisurely ride or, preferably, walk in each of these areas. You are to note any cues about class-related factors that are readily observable to the passerby, relating to anything that reflects differences in such items as follows: size and type of housing, number and types of automobiles, presence or absence of gardeners and servants, size and appearance of yards, presence or absence of security and external lighting systems, evidence of recreational preferences (e.g., presence of boat, motor coach, dirt-bike, etc.), existence of paved/brick walkway and driveway, general conditions of roads and street lighting, and any other factors you consider class-related. This exercise should help you develop your observational skills and make you more cognizant of the effects of social stratification in your community.

Write a report comparing and contrasting the two classes, based on your observations of their residential communities. Also indicate your own reactions and personal feelings as you traveled about in each of the residential areas. Did you feel like an intruder, or feel very much “at home,” or what? Try to explain your feelings. Do you think that society has any responsibility toward lessening the class differences between people representing, for example, the lower and upper-middle classes? Why or why not?

As noted above, the research project is worth 30 points and is due **April 15**. The grading criteria for the field research project follow.

Effectiveness of research execution	1	2	3	4	5
Thoroughness/completeness of data analysis	1	2	3	4	5
Responsiveness to issues raised	1	2	3	4	5
Sociological insight	2	4	6	8	10
Skill in description/presentation	1	2	3	4	5

- (10) Sociological diary. Each student is required to keep a sociological diary during the semester. You should write about events in your everyday life that are connected with topics and concepts discussed in the course. It should be clearly understood that our goal is to have you maintain a sociological diary and not a traditional personal diary. Suggestions of topics for entries include: (1) your own experiences, past and present, related to readings or class discussions; (2) reactions to assigned course readings; (3) ideas you may have wanted to mention in class but did not because of time restrictions or timidity; (4) television programs, movies, magazines and the like that have some sociological significance or interest.

The major advantage of the sociological diary is that it forces/enables the student to relate classroom sociology to everyday life, and thereby to become aware of the potency of sociology for understanding the world in which we live. The diary should be "fun" as well as a class assignment. Furthermore, I will enjoy reading the diaries because it will provide me with the opportunity of getting a chance to know you through your thoughts. You are encouraged to express yourself freely and to engage in written sociological discussions with your instructor.

In order to insure that you understand the nature of this assignment, two concepts will be illustrated in terms of diary entries.

- (a) The remarks of a Chinese student indicate the use of the concept ethnocentrism to analyze events that occurred years prior to course enrollment: "Remnants of ethnocentric feeling can still be found in the Chinese language. At an early age, a child is instilled with the words 'Lo fan' which means barbarians and 'Bok gwai' which means white devils. As for me, it didn't dawn on me until I was about fourteen that the words meant more than 'white people'."
- (b) Familiarity with the nuances of social control is revealed by this journal entry: "In high school I was assigned the task of resocializing (Americanizing) an exchange student from Yugoslavia. Some of the more extreme forms of social control I had to use to help her to conform to our culture's norms proved embarrassing for me at times. She constantly tried

to hold my hand, as she informed me Yugoslavian girls do, when we walked down the corridors. I had to remove my hand several times before I could muster the courage and the right words to explain that such a practice was considered abnormal in this country. Also, I discreetly and a bit embarrassingly informed her how American women shave their legs and underarms. She was surprised at this norm as women in Yugoslavia never shave their legs until after they are married."

Entries in your diary are to be printed or written neatly on every other line of lined paper; typed papers would be very much appreciated. You should subscribe to the usage of proper grammatical principles, spelling of words, sentence syntax, etc. At a minimum, you should have ten (10) entries which cover the equivalent of at least five typed, double-spaced pages. It will be to your advantage to present a diversity of entries. Your diary will be read with one primary objective in mind: to ascertain whether or not you are able to apply the sociological perspective in the understanding of human behavior.

Your diary is due **April 22**. It is worth 30 points. The criteria identified below will be used in grading your diary.

Level of sociological sophistication (Use of sociological ideas and research)	1 low	2	3	4	5
Skill in description	1 poor	2	3	4	5
Insights and analytical skills	1 limited	2	3	4	5
Breadth and depth of coverage of issues	1 poor	2	3	4	5
Amount of work written	1	2	3	4	5
Integration of personal experience	1	2	3	4	5

- (11) Student-Instructor Interaction Session. Although not a requirement, you are encouraged to participate in a 15 or so minutes interaction session with the instructor. There is no particular topical agenda: the goal is simply to provide the

opportunity for us to get to know one another better. Early in the semester, interested students can select a convenient time frame when we can meet.

Student Performance and Evaluation

- (1) Grading procedures. Three regular class-period exams will be given during the semester. A final examination, emphasizing the final one-third of the course will be administered at the designated time. All questions will be of the multiple-choice variety. Other information regarding the exams is presented below.

<u>Exam</u>	<u>Total Points</u>	<u>Text Chapters</u>
#1	100	1, 2, 3, 4 & 5
#2	100	6, 7, 8, 9, 10 & 11
#3	70	Readings
Final	100	12*, 13 & 15*

Note: * means only portion of chapter covered

Grading will be done on the basis of the total number of points accumulated, given the following opportunities to earn points:

<u>Possible Points</u>	<u>Type of Evaluation</u>	<u>Percent of Total</u>
100	Exam #1	20%
100	Exam #2	20%
70	Exam #3	14%
100	Final Examination	20%
30	Diary	6%
30	Research project	6%
40	Attendance	8%
30	Participation	6%

Bonus Point Opportunities

The final grade will be computed by using the point grading scale presented below:

93 - 100% = A (465 - 500 points)	78 - 79% = C+ (390 - 399 points)
90 - 92% = A- (450 - 464 points)	73 - 77% = C (365 - 389 points)
88 - 89% = B+ (440 - 449 points)	70 - 72% = C- (350 - 364 points)
83 - 87% = B (415 - 439 points)	68 - 69% = D+ (340 - 349 points)
80 - 82% = B- (400 - 414 points)	63 - 67% = D (315 - 339 points)

The opportunity does not exist for a student to do "extra" work in order to

improve his/her grade. Further, please do not ask me to “give” you a few points so that you can obtain a higher grade.

- (2) Attendance policy and evaluation. You are expected to attend every class session. Students will earn or lose points by virtue of attending or not attending class. Operationally, your class attendance evaluation will be determined in this manner. On days to be specified, the instructor will declare those days as "attendance recording days". If you are present, you will be given 2 points. The maximum number of points that can be gained through class attendance is 40. The maximum number of points that can be lost through class absence is 40.

On those designated "attendance recording days", a class roster will be passed. If you are in attendance, it is your responsibility to sign the class roster with your name and to indicate the last four digits of your social security number. If you are a few minutes late for class, and the roster sheet has passed your seat, you must see me after class so that your presence can be duly recorded. If you have not signed the class roster, it will be assumed you are absent.

Students who are repeatedly late for class will be encouraged to drop the course. An occasional tardiness will be understood, but frequent tardiness will not be tolerated. It is further expected that students remain in class during the entire class session. If for some reason you must leave class early, please explain accordingly to the instructor at the beginning of class.

- (3) Make-up examinations. Students are responsible for being present at all scheduled examinations. Other arrangements must be made prior to the scheduled examination. In exceptional cases, make-up examinations may be given but they tend to be more difficult than the original exams.
- (4) University policy on incompletes. The grade of "I" indicates a student was doing satisfactory work, but for nonacademic reasons beyond his/her control, was unable to meet full requirements of the course. Incomplete grades of "I" will not be given without a written agreement with the instructor outlining the terms, conditions, and deadlines for course completion.

Disabilities

If you have a disability and would like to request classroom accommodations, please see the instructor after class or make an appointment.

Student-Instructor Contact

The instructor encourages out-of-classroom contact with students. He is available for consultation at almost any time and welcomes the opportunity to assist students. Please feel free to consult with me about the course, or related problems that might be bothering you. If the announced office hours are not convenient, it is relatively easy to schedule an appointment.

Normally, a brief word at the close of a class session or an E-mail request is all that is necessary to schedule an appointment. Let me assure you that when problems arise an informed instructor is more likely to be a sympathetic instructor.

Student Feedback

Not only am I interested in your evaluations of the teaching of the course and the class in general (as required by the Department and College toward the end of the quarter), but I am also interested in your comments and suggestions for improvement in the course. These comments may be made in person or by note, signed or unsigned.

Academic Honesty

As stated on the following web site <www.bulletin.uga.edu/bulletin/acad/index.html>:

Academic honesty means performing all academic work without cheating, lying, tapering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge. . . .

Academic honesty is vital to the very fabric and integrity of the University of Georgia. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest University and all must work together to ensure the success of the policy and code of behavior.

To preserve and enhance the University's academic honesty policy, the Student Government Association proposed a student Honor Code that was approved by the University Council in May 1997. . . .

Specific regulations governing student academic conduct are contained in the policy manual, **A Culture of Honesty**, and these should be read to avoid any misunderstanding. For more information, see <www.uga.edu/ovpi/academic_honest/academic_honesty.htm>.

Grievance Procedures

All students should know that the Department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- (1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- (2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Department of Sociology.

- (3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activism of the Human Rights Committee by submitting a to the Chairman of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor or staff member involved. Any . Any appeal of that decision must be made to the Deal of the College of Arts and Sciences.

Topic Outline for the Course

<u>Chapter</u>	<u>Topic</u>
1	Introducing Sociology
2	Culture
3	Socialization
4	Social Structure
5 (pp. 110-118)	Groups
5 (pp. 118-132)	Organizations
6	Sexuality
7	Deviance
8	Social Stratification
9	Global Stratification
10	Gender Stratification
11	Race & Ethnicity
13 (pp. 346-363)	Family
13 (pp. 363-378)	Religion
12 (pp. 310-324)	Work
15 (pp. 418-425)	Population
15 (pp. 434-447)	Environment

Focused Discussions (FD)

FD #1 (Thursday, January 24)

- (1) Article 2 (pages 6-9): "The Atrophy of Social Life," by Eitzen
- (2) Article 6 (pages 27-32): "Ambition: Why Some People Are More likely to Succeed," by Kluger
- (3) Article 7 (pages 33-36): "What Makes You Who You Are," by Ridley

FD #2 (Tuesday, February 12)

- (1) Article 8 (pages 37-40): "The New Sex Scoreboard," by Morano
- (2) Article 10 (pages 46-51): "Parents or Prisons," by Morse
- (3) Article 11 (pages 52-55): "The Aggregate Burden of Crime," by Anderson

FD #3 (Thursday, February 28)

- (1) Article 19 (pages 91-94): "The Rich and the Rest," by Pizzigati
- (2) Article 21 (pages 102-107): "Welfare Redux," by Jencks et. al.
- (3) Article 25 (pages 127-129): "The Conundrum of the Glass Ceiling," The Economist

FD #4 (Thursday, March 27)

- (1) Article 14 (pages 66-71): "Peer Marriage," by Schwartz
- (2) Article 22 (pages 108-114): "Virtual Equality, Virtual Segregation," by Kelley
- (3) Article 23 (pages 115-117): "Why We Hate," by Monteith and Winters

FD #5 (Tuesday, April 15)

- (1) Article 31 (pages 157-160): "Future of Outsourcing," by Engardio
- (2) Article 38 (pages 193-196): "SOS: We Need a Plan B," by Brown
- (3) Article 41 (pages 205-211): "The Secret Nuclear War," by Goncalves

Videotapes

#1....."The Spirit of Crazy Horse" (Tuesday, January 15)

Correspondent Milo Yellow Hair recounts the story of the Lakota (meaning "the Allies, a native American people-from the lost battles for their land against the invading whites-to the radicalization of the American Indian Movement or AIM in the 1970s- to the present day revival of the Sioux cultural pride and an attempt to regain their lost territory.

#2..... "American Tongues" (Thursday, January 24)

A study of the "American" language, the variety, differences in pronunciation and vocabulary and associated communities are profiled. Numerous opinions and experiences of various Americans concerning their own dialects are related.

#3....."Mighty Times: The Legacy of Rosa Parks" (Tuesday, March 4)

On December 1, 1955, Rosa Parks sparked a revolution by sitting still. Her simple act of deviance against racial segregation on city buses inspired the African American

community of Montgomery, Alabama, to unite against the segregationists who ran City Hall. Over the course of a year, the Montgomery Bus Boycott would test the endurance of peaceful protesters, overturn an unjust law and create a legacy of mighty times that continue to inspire those who work for freedom and justice today.

#4..... “Mississippi Summer” (Thursday, March 6)

In the summer of 1964, hundreds of norther White and Black students traveled to Mississippi to help Blacks register to vote. The summer touched off a ground swell of marches and demonstrations that gave birth to the Civil Rights Movement. This Emmy-winning documentary shows some of the events leading up to that summer—the Supreme Court ruling on the integration of public schools; President Eisenhower’s use of troops to enforce that ruling; passage of the Civil Rights Act of 1957; the effort to keep James Meredith out of the University of Mississippi; the assassination of Medlar Ever; the Civil Rights Act of 1964; discovery of the bodies of James Chancy, Michael Scherer and Andrew Goodman. The program combines documentary footage and interviews with some of the participants.

#5..... “Waste Not, Want Not” (Thursday, April 24)

Garbage barges, toxic waste dumping, overflowing landfills, and pollution of coastal waters by sewage are prompting exploration of alternatives to disposal, such as source reduction and recycling.

Key Dates

- (1) Class Begins. January 8
- (2) Drop/Add.. January 7-10
- (3) Holiday (MLK, Jr. Day). January 21
- (4) Examination #1. February 5
- (5) Mid-Point Withdrawal Deadline March 4
- (6) Spring Break March 10-14
- (7) Examination #2. March 18
- (8) Research Project Due April 15
- (9) Examination #3 April 17
- (10) Diary Due. April 22
- (11) Class Ends April 24
- (12) Reading Day April 29
- (13) Final Exam. TBA

Schedule of Activities (Tentative and subject to change)

General Discussions, Focused Discussions, Videotapes, and Exams

1/8: Introducing Sociology (1)	1/10: Culture (2)
1/15: Videotape #1	1/17: Socialization (3)
1/22: Social Structure (4)	1/24: Videotape #2; <u>FD#1</u>
1/29: Groups (5)	1/31: Organizations (5)
2/5 : EXAM #1	2/7: Sexuality (6)
2/12: Deviance (7); <u>FD#2</u>	2/14: Social Stratification (8)
2/19: Social Stratification (8)	2/21: Global Stratification (9)
2/26: Gender Stratification (10)	2/28: Gender Stratification (10); <u>FD#3</u>
3/4: Race and Ethnicity (11); Videotape #3	3/6: Race and Ethnicity (11); Videotape #4
3/11: Spring Break	3/13: Spring Break
3/18 EXAM #2	3/20: Family (13)
3/25: Family (13)	3/27: Religion (13); <u>FD#4</u>
4/1: Religion (13)	4/3: Work (12)
4/8: Work (12)	4/10: Population (15)
4/15: Environment (15); <u>FD#5</u>	4/17: EXAM #3
4/22: Environment (15)	4/24: Videotape #5

FINAL EXAMINATION: TBA

Explanatory Notes:

1. The number(s) after each topic corresponds to a chapter or partial chapter in the Text (See page 12) that should be read prior to the class session. Also read the New York Times article following each chapter.
2. See page 13 for the articles to be discussed at each Focused Discussion Session
3. See pages 13-14 for the titles and descriptions of the videotapes..