

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

**Course Description:** Human social life is portrayed in and produced through popular culture media such as film, television, books, or video games. The course examines key concepts of the studies of popular culture by examining how is portrayed in media and shaped by status categories such as gender, race/ethnicity, class, and sexuality. Students are introduced to content analysis and use it to produce research about contemporary media trends.

BHSU	DSU	NSU	SDSMT	SDSU	USD
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\_\_\_\_\_ No. Replacement of \_\_\_\_\_ which is  
(prefix, number, name of course, credits)  
being deleted. Effective date of deletion: \_\_\_\_\_

Yes. Specify: \_\_\_\_\_

2. Existing program in which course will be offered: Sociology

Provide a brief justification: Face-to-face instruction in a lecture format allows for greater emphasis on both discussion and analysis, with a particular emphasis on beginning sociological research. A lecture course also allows for more intensive interaction between faculty and student and will allow for a great chance at recruitment into the major.

5. Term in which change will be effective: Fall 2016

Yes, total credit limit: ☒ No. ☐

8. Will section enrollments be capped?       x       Yes, maximum per section 30                      No

If yes, indicate the course(s) to which it will be equated.

If no, provide a brief justification:

Updated AAC 03/2007

1. University department code: \_\_\_\_\_

2. Proposed CIP code: \_\_\_\_\_

Is this a new CIP code for this university? \_\_\_\_\_ Yes \_\_\_\_\_ No

**NEW COURSE REQUEST**  
**Supporting Justification for On-Campus Review**

Kristi Brownfield Request Originator	Signature	Date
Department Chair	Signature	Date
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Courses on Popular Culture historically have high enrollments from multiple majors. This course would offer students a unique experience of understanding both American and global popular culture. This course would serve four main purposes: (a) widening the number of electives available within the Sociology department, (b) providing a “feeder” course that brings more students into the major, (c) providing a more global perspective on popular culture and the connections between American culture and culture in other countries for American students, and (d) introduce American culture to our international students.

2. Note whether this course is: \_\_\_\_\_ Required \_\_\_\_\_ x Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

No other majors or programs will be affected by this addition.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

5. Desired section size      30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Kristi Brownfield, Assistant Professor, PhD

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

The course may be taught with current facilities and equipment.

8. Note whether adequate library and media support are available for the course.

There are adequate materials available for the course and the course is being taught in Fall 2015 as a special topic within Sociology.

9. Will the new course duplicate courses currently being offered on this campus?

\_\_\_\_\_ Yes      x No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.

This course is an attempt to bring the Sociology program into the 21<sup>st</sup> century and get students to understand the culture and technology that surrounds them and is used daily. Popular culture surrounds us. It has been labeled different things; dismissed as trivial entertainment, a tool of deception that creates couch potatoes and fashion victims concerned only for consuming, and even as an agent for social change. In this course, students will take a step back and look at popular culture sociologically to understand how ideas and ideologies are transmitted, how popular culture is contested terrain, and the subcultures that are devoted to popular culture. We will investigate popular culture from both sides of the equation: production/distribution and consumption, with an emphasis on understanding the themes and meanings present in the media we consume.



northern *State* university

**Course Number and Title: Popular Culture and Society**  
**SOC-492-N02 MWF 2:00-2:50pm, NMJ 338**  
**Term: Fall 2015**

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**Instructor Information**

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Instructor Name: Kristi Brownfield  
Email: kristi.brownfield@northern.edu  
Phone: 605-626-7797  
Office: TC 354  
Office Hours: MW: 12PM-1:45PM  
TTH: 12PM-2PM  
Skype: kristi.brownfield  
*Other times available by appointment*

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**Course Information**

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Catalog Description: Human social life is portrayed in and produced through popular culture media such as film, television, books, or video games. The course examines key concepts of the studies of popular culture by examining how is portrayed in media and shaped by status categories such as gender, race/ethnicity, class, and sexuality. Students are introduced to content analysis and use it to produce research about contemporary media trends.  
Course Prerequisites: None

Required Textbooks and Materials:  
Kidd, Dustin. 2014. Pop Culture Freaks: Identity, Mass Media, and Society. Boulder, CO: Westview Press.

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**Response Time Expectations**

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E-mail Response Times: M-F: Within 12 hours  
Weekends: Within 24 hours

Grading Response Times: 24-48 hours

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**Course Goals and Objectives**

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The goals for this course are:  
Students will be able to: (a) demonstrate an understanding of basic sociological terms, concepts, and theories for analyzing popular culture; (b) apply fundamental principles of social scientific investigation to the study of popular culture; (c) develop communication skills by participating in oral presentations to the class; and (d) interact with peers to complete collaborative projects.  
The objectives for this course are:

Popular culture surrounds us. It has been labeled different things; dismissed as trivial entertainment, a tool of deception that creates couch potatoes and fashion victims concerned only for consuming, and even as an agent for social change. In this course we will take a step back and look at (mostly American) popular culture sociologically to understand how ideas and ideologies are transmitted, how popular culture is contested terrain, and the subcultures that are devoted to popular culture. We will investigate popular culture from both sides of the equation: production/distribution and consumption, with an emphasis on understanding the themes and meanings present in the media we consume.

Each time I teach this class, I do so with a particular “theme” in mind. See if you can guess the theme for this semester!

### **Instructional Methods**

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This is a writing intensive class. Class time will be spent in discussion, during which we concern ourselves with understanding the readings and with learning how to “read” and analyze all sorts of other things, including snapshots, ads, fashion, grocery store shelves, rock videos, public performances, social norms, blockbuster movies, and Starbucks—to name just a few!

In order to be prepared for class, thus, you will need to spend your time outside of class doing a lot more than just reading. You will need to be writing and also be “out-in-the-world” doing some data collection of your own. You will also need a ways to take pictures that can be shared with the class. A camera, or a cell phone equipped with a camera, will do nicely.

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related to* this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you’re being disruptive or I notice your inattention you will be required to write a thousand-word essay about a sociological concept of my choosing.

### **Attendance Policy**

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The attendance policy for this course is: I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

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All students are required to complete the online “Attendance Confirmation” through WebAdvisor at the start of the fall and spring semester. No Financial Aid refunds will be

processed until Attendance Confirmation is completed and registrations will be cancelled if not done by Friday, September 4, 2015.

Tuition and fees must be paid in full by Friday, September 4, 2015.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566 or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

### **Academic Success Support/Starfish**

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As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

### **Academic Dishonesty**

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Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is failing the course

### **Evaluation and Assignments**

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Weekly Analyses: 10 points each x 10 weeks = 100 points



Group Project and Presentation: 100 points  
Critique Portfolio: 25 points each x 4 critiques = 100 points  
Midterm Essay: 100 points  
Final Essay: 100 points  
Total points possible: 500 points

**Grading Scale:**

450 and above: A  
400-449: B  
350-399: C  
300-349: D  
299 and below: F

*Midterm and Final Essays:*

There will be two short take-home essay exams in the course. Exams should be typed using 12-point, double-spaced font. The short answer questions will cover material from the readings, lectures, class discussions, movies, or online materials and *will be cumulative*. You are expected to do your own work! No blocks of quotes from the course materials! No use of Wikipedia! You will be given the option to either take the “traditional” written midterm/final exams OR take a “creative” option. More information (and past examples) about this option will be available as we get closer to the dates of the exams.

Midterm essay: 10/09/2015

Final essay: TBD (either December 7 or during the scheduled final exam period)

*Weekly Analyses:*

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted weekly on a forum in D2L. Everyone is expected to post a 200-word response analyzing aspects of the readings in relation to assigned films or television shows. You are required to post analyses at least ten times out of the twelve weeks of readings. Each week’s readings and prompt will be posted on Friday mornings and you will have a week until the next Friday (9am) to post a response. These will be semi-directed assignments. For example, your assignment may be something like this:

Week 13: Cybercultures

PCF CH8

To watch [PICK TWO]: *Virtuosity* (1995), *Grandma’s Boy* (2006), *The Guild* season 1 (2007)

Analyze: Discuss the ways in which technology is represented within these films/webseries.

How does the ability to use technology interact with the presentation of self for the characters?

You will always be given three options to choose from and you will be required to pick two of the three. You may also choose to pick one and write about an outside option; however, if you choose this, you must complete 250 words for that week’s assignment and include a brief discussion of how your outside pick fits both the weekly prompt and the assigned option you chose.

These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

(a) Does the writing assignment meet the required length?

(b) Does the writing assignment address the prompt?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed.

At least two of the three options every week will be available on Netflix. There is a Netflix streaming account for this class; however, due to Netflix's limitations, only two people may stream at the same time in different locations. So I would ask that you please be responsible in your use of the class Netflix account. That includes:

(a) Not sharing the account information with anyone not in the class

(b) Only using the account for class-related viewing (and I do check the past viewing logs to see if anyone is watching things not assigned)

(c) If you have your own Netflix account, please use that instead

The class Netflix account information is:

Username: kristi.brownfield@northern.edu

Password: SOCNSU492

### *Analysis Papers:*

You are required to turn in a portfolio of four critiques of popular culture artifacts. Each critique should be 500-750 words long and should analyze the artifact looking one of the following: a) the context of production and distribution, b) meanings, themes, and ideologies present in the artifact, or c) the context of consumption. You will be given specific prompts for each critique to follow and an example critique will be provided on D2L.

Critique One: Due 09/11/2015

*Big Hero 6*

Critique Two: Due 10/23/2015

*How to Get Away With Murder*, "Pilot" (season 1, episode 1) and "It's All Her Fault" (season 1, episode 2)

Critique Three: Due 11/06/2015

*Beyoncé* by Beyoncé

Critique Four: Due 11/23/2015

*Red Sonja Volume 1: Queen of the Plagues*, Gail Simone and Walter Geovani

### *Group Project and Presentation:*

The majority of what we will talk about in class will be based in American popular culture. You will be asked to branch out in a semester-long group project on popular culture around the world. Groups of 2-3 students will work together to research a country in a different region of the world

(South America, Africa, Europe, Asia, or Australia) and make a PowerPoint presentation of fifteen to twenty minutes in the last three weeks of class. I will allow only one country per group on a first-come, first-serve basis (i.e., the first group to claim “Ireland” is the only group allowed to discuss popular culture from Ireland). I will also only allow two European countries. The presentation should be on a piece of popular culture present (for example Japanese animation, or anime) within that country; topics you should touch on in your talk should be things like:

The origin and history of the artifact (i.e., the first anime ever made and how anime became popular)

The cultural ideologies present in famous pieces of popular culture (i.e., what the movie *Akira* says about Japan in the 1980s)

Images and themes about race, class, gender, and sexuality within popular culture (i.e., how are women constructed within anime)

Essentially, this presentation should demonstrate WHAT the cultural artifact is, WHY it is considered a piece of *popular* culture, and HOW the artifact reflects the ideologies, signs, symbols, attitudes, anxieties, beliefs, and so forth of the culture that produced it. You will also be required to turn in a one page summary that details exactly what each group member did to research and prepare for this presentation. This paper must be signed by each group member to receive credit. Be sure to work together on this as everyone in the group will be receiving the same grade!

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to [kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

### **Student Expectations**

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It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P's of student involvement in class are:

1. Preparation (read the assigned material)
2. Presence (routinely log in to D2L and attend class)
3. Promptness (post thoughts, ideas, comments, etc. regularly) and
4. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

### **ADA Statement**

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ADA Statement: Northern State University is committed to providing reasonable accommodation for students with physical, learning, mental health and/or other types of disabilities. Accommodations for students with disabilities are made only in consultation with

the Director of Disability Services. If you believe you have a disability, either temporary or permanent, requiring accommodation in this or any course, contact Doris Stusiak (contact information below). NSU can show you how to secure proper documentation and help you arrange appropriate accommodations with your instructors as mandated by the Americans with Disabilities Act.

Doris Stusiak, Director of Disability Services  
Student Center Room 240 – 2nd Floor  
Phone 605-626-2371  
Fax 605-626-3399  
Email [Doris.Stusiak@northern.edu](mailto:Doris.Stusiak@northern.edu)

Please contact Ms. Stusiak (2371) or email [Doris.Stusiak@northern.edu](mailto:Doris.Stusiak@northern.edu) if you have any questions.

### **Diversity Statement**

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Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all. During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

1. Acknowledge your privilege! We all have advantages and information we have been given that colors our perceptions of the world and how the world works. Understand and acknowledge those privileges, from white privilege, to male privilege, to class privilege, to able-bodied privilege, to heterosexual privilege, and many other types of privileges.
2. Be willing to listen to the perspective of others – *especially* when they come from different backgrounds and experiences.
3. Acknowledge that discrimination – both individual and institutional – exists. Acknowledge that racism, sexism, classism, homophobia, ableism, and other such prejudices exist and affect the lives of people every day.
4. We do not blame victims for their experiences of oppression.
5. We do not demean or put down anyone in this class for their experiences.
6. Anecdotes are not the best form of evidence to use for your claims. Anecdotes are a *type* of evidence and should be judged alongside other evidence such as scientific research or collected testimonials. If your claim begins with “I saw someone once” or “I knew someone who” be ready to back your claim up with other evidence.
7. The classroom will be a safe space to discuss issues that are often sensitive and the cause of strong emotions. If a student within the class makes a comment they do not wish repeated outside of the classroom, please preface your remarks saying so and the class will agree to the student’s wishes.

## **Freedom in Learning**

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Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

## **Tentative Course Schedule**

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The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time. PCF: Pop Culture Freaks

### **Week 1 (Aug 26, 26, 27): Introduction to Pop Culture**

Read: PCF CH1

To Watch: She's All That (1999, Netflix), School Daze (1988, Netflix), Brooklyn Nine-Nine season 1 episodes 1 ("Pilot"), 8 ("Old School"), 14 ("The Ebony Falcon")

Analyze: Discuss how the two options you chose to watch reflect the decade (e.g., the 1980s, 1990s, 2010s) that produced them.

### **Week 2 (Aug 31, Sept 2, 4): Doing Sociological Research**

Read: Maasik, Solomon: Popular Signs, or Everything You Always Knew About American Culture (but Nobody Asked)

To Watch: Who Framed Roger Rabbit (1988, Netflix), Avalon High (2010, Netflix), Power Rangers (1993, Netflix) season 1 episode 1 ("Day of the Dumpster), episode three ("High Five), episode eight ("Switching Places")

Analyze: If you were to create a research project on change in children's film and television over time, what research questions might you ask? Why would you pick those questions? How might those questions be formulated in feminist ways?

### **Week 3 (Sept 9, 11): Reading and Interpreting "Signs" of Popular Culture**

Read: Goewey: "Careful, You May Run Out of Planet": SUVs and the Exploitation of the American Myth

**Due: Critique #1, Sept 11**

### **Week 4 (Sept 14, 16, 18): American Idols and American Icons**

Read: Wasko: Corporate Disney in Action  
PCF CH7

### **Week 5 (Sept 21, 23, 25): Race and Ethnicity**

Read: PCF CH2

Fung: Looking for my Penis [<http://www.richardfung.ca/index.php?/articles/looking-for-my-penis-1991/>]

Browse: Racebending [<http://www.racebending.com/v4/>]

**Week 6 (Sept 28, 30, Oct 2): Social Power**

Read: PCF CH3

**Week 7 (Oct 5, 7, 9): Gender**

Read: PCF CH4

Tannen: There is No Unmarked Woman

[<http://www9.georgetown.edu/faculty/tannend/nyt062093.htm>]

Collection of Twilight parodies and spoofs [<http://www.squidoo.com/twilight-spoof>], Ladies, Don't Let Anyone Tell You You're Not Awesome by Sarah Rees Brennan

[<http://sarahtales.livejournal.com/188663.html>]

**Due: Midterm Exam (Oct 9)**

**Week 8 (Oct 14, 16): Sexuality**

PCF CH5

**Week 9 (Oct 19, 21, 23): Ability**

PCF CH6

**Due: Critique #2 (Oct 23)**

**Week 10 (Oct 26, 28, 30): The Body**

**Week 11 (Nov 2, 4, 6): Crime and Punishment**

**Due: Critique #3 (Nov 6)**

**Week 12 (Nov 9, 13): Subcultures and Countercultures**

PCF CH8

Read: Mullens: Get a Life? [<http://cinema.usc.edu/archivedassets/097/15727.pdf>]

Browse: Fandom\_Wank [[http://www.journalfen.net/community/fandom\\_wank/](http://www.journalfen.net/community/fandom_wank/)]

**Week 13 (Nov 16, 18, 20): Group Country Presentations**

**Week 14 (Nov 23): Country Group Presentations, Due: Critique #4 (Nov 23)**

**Week 15 (Nov 30, Dec 2, 4) Group Country Presentations**

**Week 16 (Dec 7) TBD (Presentations if needed)**

**Due: Final Exam TBD (either Dec 7 or during the scheduled final exam period)**

**SOUTH DAKOTA BOARD OF REGENTS**  
**New Course Request**

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

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**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
SOC 261	Human Sexuality	3

Course Description: The study of human sexuality as it relates to anthropology and sociology. Topics include: primate sexuality, evolution of sexuality, human reproductive physiology, sexual behavior in non-Western cultures, and sociological perspectives on sexuality in contemporary American society.

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**Section 2. Review of Course**

Will this be a common or unique course? (select the appropriate option below)

☐ This course will be a unique course. (Go to Section 3.)

☒ This course will be a common course. (Complete below, then go to Section 3.)

*Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☒ USD

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**Section 3. Other Course Information**

1. Are there instructional staffing impacts?

☐ No. Replacement of \_\_\_\_\_ which is  
(prefix, number, name of course, credits)  
being deleted. Effective date of deletion: \_\_\_\_\_

Yes. Specify: \_\_\_\_\_

3. Proposed instructional method: Lecture  
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

If no, provide a brief justification:

Updated AAC 03/2007



2. Proposed CIP code: \_\_\_\_\_

Is this a new CIP code for this university?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

**NEW COURSE REQUEST**  
**Supporting Justification for On-Campus Review**

Kristi Brownfield Request Originator	Signature	Date
Department Chair	Signature	Date
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Courses on Human Sexuality historically have high enrollments from multiple majors. This course would offer students a unique experience of understanding both American and global ideologies about sexuality. This course would serve four main purposes: (a) widening the number of electives available within the Sociology department, (b) providing a “feeder” course that brings more students into the major, (c) providing a more global perspective on sexuality within American culture and culture in other countries for American students, and (d) introduce American ideologies about sexuality to our international students.

2. Note whether this course is: \_\_\_\_\_ Required \_\_\_\_\_ x Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

No other majors or programs will be affected by this addition.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

5. Desired section size      30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Kristi Brownfield, Assistant Professor, PhD

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

The course may be taught with current facilities and equipment.

8. Note whether adequate library and media support are available for the course.  
There are adequate materials available for the course.

9. Will the new course duplicate courses currently being offered on this campus?  
\_\_\_\_\_ Yes \_\_\_\_\_ x No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.



northern *State* university

**Course Number and Title: Human Sexuality**  
**SOC-261**  
**Term: Fall 2015**

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**Instructor Information**

Instructor Name: Kristi Brownfield  
Email: kristi.brownfield@northern.edu  
Phone: 605-626-7797  
Office: TC 354  
Office Hours: MW: 12PM-1:45PM  
TTH: 12PM-2PM  
Skype: kristi.brownfield  
*Other times available by appointment*

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**Course Information**

Catalog Description: The study of human sexuality as it relates to anthropology and sociology. Topics include: primate sexuality, evolution of sexuality, human reproductive physiology, sexual behavior in non-Western cultures, and sociological perspectives on sexuality in contemporary American society.

Course Prerequisites: SOC 100 or SOC 150

Required Textbooks and Materials:

There is only one book required for this course:

D'Emilio, John and Estelle B. Freedman. 1997. *Intimate Matters: A History of Sexuality in America* (2<sup>nd</sup> Ed.). Chicago: University of Chicago Press

Other readings will be available on D2L throughout the semester.

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**Response Time Expectations**

E-mail Response Times: M-F: Within 12 hours  
Weekends: Within 24 hours

Grading Response Times: 24-48 hours

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**Course Goals and Objectives**

The goals for this course are:

Upon successful completion of this course, you will be able to: (a) demonstrate an understanding of concepts such as sexual identity, homophobia, and heteronormativity; (b) display basic knowledge of sexual diversity in U.S. history, culture, and social structure; (c) demonstrate

critical thinking about the dialogue surrounding different theories and perspectives pertaining to sexuality and sexual identity in the United States and internationally; (e) apply concepts from personal experiences to identify intersections of sexual identity with other identities as elements of human expression that must be understood to enhance the common good.

The objectives for this course are:

Sexuality is often thought of as having either an innately biological, physiological, or psychological basis in our instincts. As a society, we do not often see sexuality as something that is socially constructed and we often disregard or do not see the impact social forces have on our sexual identities. However, research shows that culture and biology are both extremely important in influencing our understanding of human sexuality. In this course, we will critically examine sexuality and sexuality identities, the intersections of sexuality with other identities such as race, class, gender, religion, nationality, and look at the ways sociological theories explore our understandings of sexuality.

### **Instructional Methods**

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This is a writing intensive class. Class time will be spent in discussion, during which we concern ourselves with understanding the readings and with learning how to "read" and analyze all sorts of other things, including snapshots, ads, fashion, grocery store shelves, rock videos, public performances, social norms, blockbuster movies, and Starbucks—to name just a few!

In order to be prepared for class, thus, you will need to spend your time outside of class doing a lot more than just reading. You will need to be writing and also be "out-in-the-world" doing some data collection of your own. You will also need a ways to take pictures that can be shared with the class. A camera, or a cell phone equipped with a camera, will do nicely.

Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be *related* to this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you're being disruptive or I notice your inattention you will be required to write a thousand-word essay about a sociological concept of my choosing.

### **Attendance Policy**

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The attendance policy for this course is: I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline. The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

---

All students are required to complete the online “Attendance Confirmation” through WebAdvisor at the start of the fall and spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not done by Friday, September 4, 2015.

Tuition and fees must be paid in full by Friday, September 4, 2015.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566 or email [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) if you have any questions.

### Academic Success Support/Starfish

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As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

### Academic Dishonesty

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Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is failing the course

## Evaluation and Assignments

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Midterm Exam: 100 points

Final Exam: 100 points

Weekly Analysis: 10 points each x 12 weeks = 120 points

Response Papers: 20 points each x 4 papers = 80 points

In-class Exercises, Quizzes: 50 points

Presentations: 25 points each x 2 presentations = 50 points

Total possible points: 500 points

### Grading Scale:

450 or above – A

400 to 449 – B

350 to 399 – C

300 to 349 – D

299 or below – F

### *Midterm and Final Essays:*

There will be two short take-home essay exams in the course. Exams should be typed using 12-point, double-spaced font. The short answer questions will cover material from the readings, lectures, class discussions, movies, or online materials and *will be cumulative*. You are expected to do your own work! No blocks of quotes from the course materials! No use of Wikipedia! You will be given the option to either take the “traditional” written midterm/final exams OR take a “creative” option. More information (and past examples) about this option will be available as we get closer to the dates of the exams.

Midterm essay: 10/09/2015

Final essay: TBD (either December 7 or during the scheduled final exam period)

### *Weekly Analyses:*

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted weekly on the class D2L site. Everyone is expected to a 200-word response analyzing aspects of the readings due by 12pm on Fridays. Some suggested topics to write about:

- Questions the readings raised for you

- Videos, articles, or other interesting internet-based material that is related to the readings (along with a discussion of how they are related)

- Applying sociological theories and ideas in the readings to sexuality in your life (e.g., how you act, popular culture you consume, etc.)

- Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post to a reading response at least twelve times over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

- (c) Does the writing assignment meet the required length?

- (d) Does the writing assignment address the prompt?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed. The most credit you can receive for completing these assignments is 120 points so any responses beyond the twelve will be read but left ungraded.

#### *Analysis Papers:*

There will be four short out-of-class writing assignments, each worth 20 points, this semester as well. These assignments will range from 250-750 (1-3 pages) words long. These are reflective writing assignments based on pop culture artifacts I assign you.

Analysis One: Due 09/11/2015

Analysis Two: Due 10/23/2015

Analysis Three: Due 11/06/2015

Analysis Four: Due 11/23/2015

#### *Group Project and Presentation:*

You will be asked to give two presentations throughout the course of the semester: a short, 3-5 minute presentation and a longer 5-7 minute presentation. These presentations will be timed so please make sure you are prepared.

The first presentation will be on an element of popular culture relating specifically to the concept we are discussing that week (e.g., sexuality and culture, sexuality throughout history, etc.) you wish to share with the class. This could be a clip from a movie, a segment from a television show, song lyrics, a book, advertising, a set of clothing or an outfit, or even a video game. Your presentation should include a sample from your source (lasting no more than 90 seconds if this is a video clip) and then a short discussion of: (1) how your element relates to the course and (2) what you thought of the element. I will demonstrate the format during the first week of class. Time during class on Fridays will be set aside for presentations. I will ask for volunteers to go the third week (09/11/2015) and will assign students a date after that.

You will work on your longer presentations as a pair and they will follow the same format as the individual presentations, but I will assign each pair a particular concept we have or will have discussed in the course. Students must then find an element they think is a good example of that concept. So, for example, if you are assigned the concept of “power,” you might want to talk about the presentation of a president on the television show *24*. In your presentation, your group must discuss: (1) a brief introduction to the element, (2) a brief introduction and discussion of the concept, and (3) how the element you chose illustrates the concept. These presentations will take place during the second half of the semester.

At the time you are scheduled to present you must turn in a typed sheet of paper with your name, the element you are presenting (with appropriate links, if it is available online), and a brief (no more than a paragraph) summary of your presentation.

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to



[kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

### **Student Expectations**

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It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P's of student involvement in class are:

5. Preparation (read the assigned material)
6. Presence (routinely log in to D2L and attend class)
7. Promptness (post thoughts, ideas, comments, etc. regularly) and
8. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

### **ADA Statement**

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ADA Statement: Northern State University is committed to providing reasonable accommodation for students with physical, learning, mental health and/or other types of disabilities. Accommodations for students with disabilities are made only in consultation with the Director of Disability Services. If you believe you have a disability, either temporary or permanent, requiring accommodation in this or any course, contact Doris Stusiak (contact information below). NSU can show you how to secure proper documentation and help you arrange appropriate accommodations with your instructors as mandated by the Americans with Disabilities Act.

Doris Stusiak, Director of Disability Services  
Student Center Room 240 – 2nd Floor  
Phone 605-626-2371  
Fax 605-626-3399  
Email Doris.Stusiak@northern.edu

Please contact Ms. Stusiak (2371) or email Doris.Stusiak@northern.edu if you have any questions.

### **Diversity Statement**

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Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

8. Acknowledge your privilege! We all have advantages and information we have been given that colors our perceptions of the world and how the world works. Understand and acknowledge those privileges, from white privilege, to male privilege, to class privilege, to able-bodied privilege, to heterosexual privilege, and many other types of privileges.
9. Be willing to listen to the perspective of others – *especially* when they come from different backgrounds and experiences.
10. Acknowledge that discrimination – both individual and institutional – exists. Acknowledge that racism, sexism, classism, homophobia, ableism, and other such prejudices exist and affect the lives of people every day.
11. We do not blame victims for their experiences of oppression.
12. We do not demean or put down anyone in this class for their experiences.
13. Anecdotes are not the best form of evidence to use for your claims. Anecdotes are a *type* of evidence and should be judged alongside other evidence such as scientific research or collected testimonials. If your claim begins with “I saw someone once” or “I knew someone who” be ready to back your claim up with other evidence.
14. The classroom will be a safe space to discuss issues that are often sensitive and the cause of strong emotions. If a student within the class makes a comment they do not wish repeated outside of the classroom, please preface your remarks saying so and the class will agree to the student’s wishes.

### **Freedom in Learning**

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Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

### **Tentative Course Schedule**

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The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time. PCF: Pop Culture Freaks

**Week 1: Theoretical Bases of Sexuality**

**Week 2: Culture and Sexuality 1**

**Week 3: Culture and Sexuality 2**

**Due: Critique #1, Sept 11**

**Week 4: Sexuality in the US 1**

**Week 5: Sexuality in the US 2**

**Week 6: Sexuality in the US 3**

**Week 7: Sexuality in the US 4**

**Due: Midterm Exam (Oct 9)**

**Week 8: Comparative Sexuality: Other Western Cultures**

**Week 9: Comparative Sexuality: Central/South America**

**Due: Critique #2 (Oct 23)**

**Week 10: Comparative Sexuality: Eastern Cultures**

**Week 11: Comparative Sexuality: Middle Eastern Cultures**

**Due: Critique #3 (Nov 6)**

**Week 12: Comparative Sexuality: African Cultures**

**Week 13: Comparative Sexuality: Australasia**

**Week 14: Sexual Identity Movements in the US**

**Due: Critique #4 (Nov 23)**

**Week 15: Global Sexual Identity Movements**

**Due: Final Exam TBD**

**From:** Dudley, John E  
**Sent:** Thursday, August 20, 2015 5:58 PM  
**To:** Stallings, Teresa <[Teresa.Stallings@northern.edu](mailto:Teresa.Stallings@northern.edu)>  
**Subject:** RE: Permission to teach new courses

Dear Teresa,

Thanks for your message, and I'm sorry it's taken me so long to get back to you. We have no objection to your offering these courses.

Thanks,  
John

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John Dudley  
Associate Dean, College of Arts & Sciences  
Acting Chair, Anthropology and Sociology  
Professor of English  
University of South Dakota  
414 E. Clark St.  
Vermillion, SD 57069  
605-677-5221  
[John.Dudley@usd.edu](mailto:John.Dudley@usd.edu)

**From:** Stallings, Teresa  
**Sent:** Wednesday, August 19, 2015 11:22 AM  
**To:** Dudley, John E <[John.Dudley@usd.edu](mailto:John.Dudley@usd.edu)>  
**Subject:** Permission to teach new courses

Hello,

We (NSU Sociology Dept.) are revising our curriculum and would like your permission to teach the following courses:

SOC 261 – Human Sexuality  
SOC 471 – Medical Sociology

Thank you and I look forward to hearing from you,  
Dr. Teresa Stallings  
NSU Sociology Department

**SOUTH DAKOTA BOARD OF REGENTS**  
**New Course Request**

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

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**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
SOC 281	Socio-Cultural Theory	3

Course Description: (Also ANTH 280.) An introduction to the nature of theories of human social and cultural behavior and their construction. Major approaches from anthropology and sociology will be examined in order to better comprehend elements essential to generating knowledge of social behavior. Prerequisite: SOC 100 and ANTH 210.

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**Section 2. Review of Course**

Will this be a common or unique course? (select the appropriate option below)

☐ This course will be a unique course. (Go to Section 3.)

☒ This course will be a common course. (Complete below, then go to Section 3.)

*Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☒ USD

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**Section 3. Other Course Information**

1. Are there instructional staffing impacts?

☐ No. Replacement of \_\_\_\_\_ which is  
(prefix, number, name of course, credits)  
being deleted. Effective date of deletion: \_\_\_\_\_

x   No, schedule management. Explain: This course replaces SOC 403, which is taught once a year as part of our core required classes. SOC 403 will then become an elective.  
\_\_\_\_\_ Yes. Specify: \_\_\_\_\_

2. Existing program in which course will be offered: \_\_\_\_\_ Sociology \_\_\_\_\_

3. Proposed instructional method:   Lecture    
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

Provide a brief justification: Face-to-face instruction in a lecture format allows for greater emphasis on both discussion and analysis, with a particular emphasis on beginning sociological research. A lecture course also allows for more intensive interaction between faculty and student and will allow for a great chance at recruitment into the major.

4. Proposed primary delivery:   Face-to-face    
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

5. Term in which change will be effective:   Spring 2017  

6. Can this course be repeated for additional credit?

\_\_\_\_\_ Yes, total credit limit: \_\_\_\_\_   x   No.

7. Will the grade for this course be limited to S/U (pass/fail) \_\_\_\_\_ Yes   x   No

8. Will section enrollments be capped?

  x   Yes, maximum per section   30   \_\_\_\_\_ No

9. Will this course be equated (i.e. considered the same course for degree completion) with any other unique or common course in the course database?   x   Yes \_\_\_\_\_ No

If yes, indicate the course(s) to which it will be equated.   ANTH 280  

10. Is this prefix already approved for your university? \_\_\_\_\_ Yes \_\_\_\_\_ No

If no, provide a brief justification:

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#### **Section 4. To be completed by Academic Affairs**

1. University department code: \_\_\_\_\_

2. Proposed CIP code:

\_\_\_\_\_

Is this a new CIP code for this university?

\_\_\_\_\_

Yes

\_\_\_\_\_

No

## NEW COURSE REQUEST

### Supporting Justification for On-Campus Review

Kristi Brownfield		
Request Originator	Signature	Date
Department Chair	Signature	Date
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Theory courses are a staple of the sociological discipline and is included in every course taught through the inclusion of ideas, research, and concepts from the various subfields and theoretical branches. Our current curriculum is structured to offer SOC 403 Sociological Theory toward the end of the student's time in the major rather than offering theory as a foundational course to help students prepare for upper division topics/seminar courses in which students are expected to already have more familiarity with theoretical branches and theorist than is provided in a SOC 100 (Introduction to Sociology) or SOC 150 (Social Problems) survey course. Adding 281 will better prepare students for the rigor of 300 and 400 level classes as well as better ground them in sociological schools of thought, traditional, and the connection between the discipline's founders (e.g., Durkheim, Marx, Weber, etc.) and contemporary research, ideas, and applications of those theories.

2. Note whether this course is:        x   Required                                 Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

No other majors or programs will be affected by this addition.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

5. Desired section size        30  

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Kristi Brownfield, Assistant Professor, PhD

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

The course may be taught with current facilities and equipment.

8. Note whether adequate library and media support are available for the course.

There are adequate materials available for the course and an upper division version of the course is already being taught yearly.

9. Will the new course duplicate courses currently being offered on this campus?



x     Yes                                 No

If yes, provide justification. We seek to offer this course as a replacement for SOC 403 (Sociological Theory) within our program.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.

This is part of a larger curriculum redesign the Sociology program is undergoing to (a) better prepare our students and provide skills, knowledge, and competencies they will need on the job market or if they decide to pursue graduate education and (b) provide a major that is more attractive



northern *State* university

**Course Number and Title: Socio-Cultural Theory  
SOC-281**

**Instructor Information**

Instructor Name: Kristi Brownfield  
Email: kristi.brownfield@northern.edu  
Phone: 605-626-7797  
Office: TC 354  
Office Hours:  
Skype: kristi.brownfield  
*Other times available by appointment*

**Course Information**

Catalog Description: (Also ANTH 280.) An introduction to the nature of theories of human social and cultural behavior and their construction. Major approaches from anthropology and sociology will be examined in order to better comprehend elements essential to generating knowledge of social behavior.

Course Prerequisites: SOC 100

**Required Textbooks and Materials:**

Connell, Raewyn. 2007. *Southern Theory*. Cambridge: Polity Press.  
Kivisto, Peter, ed. 2013. *Social Theory: Roots and Branches*. New York, NY: Oxford University Press.

**Recommended Textbooks and Materials:**

Addams, Jane. 2002. *Democracy and Social Ethics*. Urbana, IL: University of Illinois Press.  
Becker, Howard. 1982. *Art Worlds*. Berkeley, CA: University of California Press.  
Berger, Peter L. and Thomas Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books.  
Blumer, Herbert. 1969. *Symbolic Interactionism: Perspective and Method*. Berkeley: University of California Press.  
Butler, J. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.  
Du Bois, W.E.B. 1978. *On Sociology and the Black Community*, Edited by D. S. Green and E. D. Driver. Chicago: University of Chicago Press.  
Foucault, Michel. [1978] 1990. *The History of Sexuality: An Introduction*, Vol. 1. Translated by R. Hurley. New York, NY: Vintage Books.  
Goffman, Irving. 1963. *Stigma*. Englewood Cliff, NJ: Prentice Hall.  
Mills, C. Wright. 1956. *The Power Elite*. New York: Oxford University Press.

Mills, C. Wright. [1959] 2000. *The Sociological Imagination*. Oxford: Oxford University Press.  
Poster, Mark. 2001. *What's the Matter with the Internet?* Minneapolis, MN: University of Minnesota Press.

The Connell (*Southern Theory*) and Kivisto (*Social Theory: Roots and Branches*) texts will be your primary textbooks throughout the class. You will NEED to get copies of these books to pass the class. You will need to read ONE text from the recommended list of books to complete a writing assignment. However owning the books is not necessary so long as you are able to get copies to read (e.g., from the library, from a friend, etc.).

### **Response Time Expectations**

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E-mail Response Times: M-F: Within 12 hours  
Weekends: Within 24 hours

Grading Response Times: 24-48 hours

### **Course Goals and Objectives**

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The goals for this course are:

This course is an introductory survey on Classical and Contemporary Sociological Theory. It is intended to give students a broad understanding of theoretical issues on society. As such the basic objective of this course is to come to terms and evaluate classical and contemporary sociological theories, including the relationship contemporary theories have to classical ones. By the end of the semester, students should be able to: (a) identify the main theoretical branches in Sociology; (b) summarize and apply those theories to about social processes (e.g., socialization, deviance, social control, and stratification by class, gender, and race) and social institutions (e.g., the family, religion, and the state); (c) explore the ways classical social theory (e.g., Durkheim, Marx, Weber) has been interpreted, defined, analyzed, and applied to shape contemporary social thought and life; and (d) demonstrate the development of critical and theoretical “thinking” about the relationship between personal experiences, social conditions, and the social processes through which these are constituted.

The objectives for this course are:

This is a course that is about Big Ideas. Throughout your life, you have been exposed and participated in Big Ideas: Big Ideas about Gender, Big Ideas about Race/Ethnicity, Big Ideas about the Economy, Big Ideas about Political Systems, Big Ideas about Social Change, and even Big Ideas about Education. The Big Idea of this class is that all of those other Big Ideas came from specific ideas, traditions, and ways of thinking and, as sociologists, it is our job to understand not only *what* the Big Ideas are (as you explore in Introduction to Sociology, Social Problems, and upper division topics courses) but, more importantly, *where* those Big Ideas come from and *how* we react when confronted with them.

A theory in its most simple form is an idea that guides and explains observations of the world. Every discipline of observation – from astronomy to zoology – has theories that both guide observation (that is, “discipline” the observer about what to look for and what “counts” as data or

knowledge) and provide characteristic or “disciplinary” explanations. In sociology, the idea is to observe and explain “social things” or “social facts” – the phenomena, character, and dynamics of the social world.

Each of us has the ability to theorize and often do it regularly without realizing it. We theorize by asking and answering questions about the social world. We ask these questions because we must understand society in order to determine how we will act. Our answers are informal social theory. Often family, political, economic, or religious systems provide us with ready-made answers to our questions about why things are the way they are and our place in the social order. We may revise these answers based on our experiences, or the experiences of people we know, coming to our own conclusions. The answers are vitally important because our social actions are based on our understanding of how society works. It is much more difficult to act strategically – to preserve or change the world – without some sense of how things are and why.

This is where the Big Ideas come in. Formal social theorizing is a way to grapple systematically with questions about social life.

### **Instructional Methods**

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This is a writing intensive class. Class time will be spent in discussion, during which we concern ourselves with understanding the readings and with learning how to “read” and analyze all sorts of other things, including snapshots, ads, fashion, grocery store shelves, rock videos, public performances, social norms, blockbuster movies, and Starbucks—to name just a few!

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---

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---

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#### Academic Success Support/Starfish

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As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or [studentsuccess@northern.edu](mailto:studentsuccess@northern.edu).

#### Academic Dishonesty

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Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student

Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is failing the course

### **Evaluation and Assignments**

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Reading Responses: 20 points each x 12 times = 240 points

Theoretical Essays: 50 points each x 3 times = 150 points

Presentations: 30 points each x 2 presentations = 60 points

Total possible points: 450 points

#### **Grading Scale:**

405 or above – A

360 to 404 – B

315 to 359 – C

270 to 314 – D

269 or below – F

#### *Reading Responses:*

Students are expected to finish all the readings before class and participate in the discussion of the reading materials in class. In addition to in class discussions, the readings will be posted weekly on the class D2L site. Everyone is expected to write a 300-word **minimum** response analyzing aspects of the readings due by 9am on Fridays. Some suggested topics to write about:

- Questions the readings raised for you

- Videos, articles, or other interesting internet-based material that is related to the readings (along with a discussion of how they are related)

- Applying sociological theories and ideas in the readings to gender in your life (e.g., how you act, popular culture you consume, etc.)

- Responses and thoughts – connected to the readings – to things other people have posted to the group

You are required to post to a reading response at least twelve times over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities and graded on the following two criteria:

#### *Completion (10 points):*

Does the writing assignment meet the required length?

Does the writing assignment address the prompt?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit.

#### *Concept Connections (10 points):*

Does the writing assignment demonstrate command of the concepts (i.e., the Big Idea) of the particular reading?

Does the writing assignment demonstrate the ability to connect the concepts to other social theory, process, or institutions (i.e., how well are you applying the concept to “real life” or other theories we have discussed)?

For Concept Connections, I use the following rubric to grade:

	Far exceeds expectations (10 points)	Exceeds expectations (8-9 points)	Meets expectations (6-7 points)	Fails to meet expectations (5 points or less)
Identification & definition	You identified, defined, & contextualized a significant concept using examples & comparisons to demonstrate your constructive engagement with the Big Idea.	You adroitly referred to textual examples in order to identify & define a significant concept. You nailed the Big Idea.	You correctly identified a concept & provided a justifiable definition. You identified the Big Idea.	You did not correctly identify or define a concept from the reading. You missed the Big Idea.
Significance	You critically & creatively placed the concept in the context of the author's work, the discipline, problems of inequality, & your own views.	You assessed the practical, political, & theoretical significance of the concept.	You accurately represented the practical or theoretical significance of the concept.	You neglected to mention the significance of the concept or the theoretical weight it bears in the text.
Technical exposition	Aside from any minor lapse from SWE, your prose was lively, your images vivid, & your account well-organized, substantiated, instructive, & interesting. Your writing had both heft & grace.	You had only infrequent, minor lapses from SWE & your exposition was well organized, concise, detailed, & consistent with disciplinary idiom.	You had minor lapses from SWE, adequate but awkward organization or turns of phrase, & proper citations.	You had serious & frequent lapses from SWE, incomprehensible organization, improper citations, or other serious stylistic problems. Please proofread!

You will receive a zero for weeks in which the assignment is not completed. The most credit you can receive for completing these assignments is 240 points so any responses beyond the twelve will be read but left ungraded.

#### *Theoretical Papers:*

There will be three longer writing assignments throughout the semester. These will be structured writing assignments of approximately 1000-1500 words. For this class, you should treat these essays as an analytical, reflective, and persuasive piece of expository prose. An essay consists of

an introduction, a body of evidence and arguments, and a conclusion. In the introduction, you set up a question or debate. In the body, you provide specific arguments and supporting evidence (and deal with any counter-arguments or counter-examples if possible). In the conclusion, you discuss implications, make recommendations, or explore ramifications. In this class, your essays will answer (or at least grapple with) central questions raised by classical social theory.

You will be given the opportunity to revise and resubmit your first essay if you are unsatisfied with your grade. You should then use the comments you receive on your first essay to help you prepare for your second and third essays. The first two essays will predominantly ask you to compare and contrast between theorists and theories (e.g., the difference between the classical functionalist theory of Durkheim and the modern functionalist theory of Merton), or demonstrate the way theories have informed or influenced modern social life (e.g., how Marx's ideas about class have influenced the creation of new economic and political systems). The third essay will ask you to pick a book off the recommended list, summarize the main concepts and arguments, explain which theoretical branch this text belongs in, and provide connections between the theory in the text and modern social life.

A grading rubric for these essays will be provided on D2L.

#### *Presentations:*

You will be asked to give two presentations throughout the course of the semester. As what we will predominantly be discussing in class is part of the Western sociological tradition, your job will be to supplement our readings with non-Western thought and theories related to the theoretical branch we are talking about. Using the Connell text, *Southern Theory*, is a good place to start for ideas. You want to look for knowledge, ideas, theories, perspectives and ways of looking at the world from places and people like Native Americans/First Nations, post-colonial Africa, post-independence India, post-World War 2 Latin America and East Asia (e.g, Korea, Japan, China), and Australia.

For your presentation, you will be asked to explain a non-Western theory or concept to the class and give two examples of ways in which that theory might be applied or used within our daily lives. We will have 2-3 students presenting each week, beginning with the third week. You will be graded on:

*Presentation Style:* how you convey your information is important! Stay on point, focused, relevant, and make use of time well. (5 points)

*Summary:* how effectively are you able to explain and teach the class about your particular theory or concept (10 points)

*Connections:* how well you can connect your particular theory/concept to the broader theoretical branch we are discussing that week (5 points)

*Application:* how well you can connect the theory/concept you are presenting to our daily lives



The grading rubric I use for presentations will be provided on D2L. At the time you are scheduled to present you must turn in a brief (no more than a paragraph) summary of your presentation.

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to [kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

### **Student Expectations**

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It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P's of student involvement in class are:

9. Preparation (read the assigned material)
10. Presence (routinely log in to D2L and attend class)
11. Promptness (post thoughts, ideas, comments, etc. regularly) and
12. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

### **ADA Statement**

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ADA Statement: Northern State University is committed to providing reasonable accommodation for students with physical, learning, mental health and/or other types of disabilities. Accommodations for students with disabilities are made only in consultation with the Director of Disability Services. If you believe you have a disability, either temporary or permanent, requiring accommodation in this or any course, contact Doris Stusiak (contact information below). NSU can show you how to secure proper documentation and help you arrange appropriate accommodations with your instructors as mandated by the Americans with Disabilities Act.

Doris Stusiak, Director of Disability Services  
Student Center Room 240 – 2nd Floor  
Phone 605-626-2371  
Fax 605-626-3399  
Email Doris.Stusiak@northern.edu

Please contact Ms. Stusiak (2371) or email Doris.Stusiak@northern.edu if you have any questions.

### **Diversity Statement**

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Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all. During the semester students will be able to share thoughts, opinions, and beliefs about their own experiences. We will also read articles and books that will offer academic perspectives. The differences in these perspectives will add depth and richness to this course. Please be respectful of those differences. Here are some ground rules for discussion I expect people to follow in class:

15. Acknowledge your privilege! We all have advantages and information we have been given that colors our perceptions of the world and how the world works. Understand and acknowledge those privileges, from white privilege, to male privilege, to class privilege, to able-bodied privilege, to heterosexual privilege, and many other types of privileges.
16. Be willing to listen to the perspective of others – *especially* when they come from different backgrounds and experiences.
17. Acknowledge that discrimination – both individual and institutional – exists. Acknowledge that racism, sexism, classism, homophobia, ableism, and other such prejudices exist and affect the lives of people every day.
18. We do not blame victims for their experiences of oppression.
19. We do not demean or put down anyone in this class for their experiences.
20. Anecdotes are not the best form of evidence to use for your claims. Anecdotes are a *type* of evidence and should be judged alongside other evidence such as scientific research or collected testimonials. If your claim begins with “I saw someone once” or “I knew someone who” be ready to back your claim up with other evidence.
21. The classroom will be a safe space to discuss issues that are often sensitive and the cause of strong emotions. If a student within the class makes a comment they do not wish repeated outside of the classroom, please preface your remarks saying so and the class will agree to the student’s wishes.

### **Freedom in Learning**

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Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

### **Tentative Course Schedule**

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The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

### **Week One: Introduction to Theory**

## **Week Two: The Roots of Western Tradition**

*Classical Theoretical Branches*

## **Week Three: Functionalism and Its Founders**

Durkheim and Martineau

## **Week Four: Modern Functionalism**

Parson, Merton, Coser, and Luhmann

## **Week Five: Conflict Theory and Its Founders**

Marx and Engels, Weber, and Veblen

## **Week Six: Modern Conflict Theory**

C. Wright Mills, Dahrendorf, and Collins

## **Week Seven: Symbolic Interaction and Its Founders**

Cooley and Mead

## **Week Eight: Modern Symbolic Interaction**

Blumer and Goffman

*Modern Theoretical Branches*

## **Week Nine: Feminist Theory**

Addams, Perkins Gilman, West and Zimmerman, MacKinnon, Hill Collins, Connell

## **Week Ten: Theories of Race, Ethnicity, and Nationalism**

Du Bois, Omi and Winant, Calhoun, Gilroy, Brubaker

## **Week Eleven: Queer Theory**

Foucault, Seidman, Butler, Rich, Kosofsky Sedgwick

## **Week Twelve: Critical Theory**

Benjamin, Marcuse, Adorno and Horkheimer, Habermas

## **Week Thirteen: Modernity**

Giddens and Debord

## **Week Fourteen: World-Systems Theory/Globalization**

Wallerstein, Appadurai, Kellner, and Ward

## **Week Fifteen: Postmodernity and Poststructuralism**

Baudrillard, Bourdieu, Foucault, Lyotard

----- Original message-----

**From:** Dudley, John E

**Date:** Wed, Sep 9, 2015 5:33 PM

**To:** Waid-Lindberg, Courtney A;

**Subject:** RE: Seeking permission to teach courses at NSU

Hi Courtney,

No worries – I appreciate that you’re asking!

No objection from us about your teaching SOC/ANTH 281.

Sandy McKeown is now the director of the Criminal Justice Program. I’ve been in touch with her about, and I’ll follow up.

Best,  
John

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John Dudley  
Associate Dean, College of Arts & Sciences  
Acting Chair, Anthropology and Sociology  
Professor of English  
University of South Dakota  
414 E. Clark St.  
Vermillion, SD 57069  
605-677-5221  
[John.Dudley@usd.edu](mailto:John.Dudley@usd.edu)

**From:** Waid-Lindberg, Courtney A

**Sent:** Wednesday, September 09, 2015 2:53 PM

**To:** Dudley, John E <[John.Dudley@usd.edu](mailto:John.Dudley@usd.edu)>

**Subject:** RE: Seeking permission to teach courses at NSU

Hi John,

I apologize for yet another email concerning course permission. I believe this will be the last one.

We have decided to offer a 200 level theory course as part of the curriculum. This course, SOC/ANTH 281 -- Socio-Cultural Theory, is offered in your department. Do we have your permission to teach this course?

I believe that I had emailed Steve Feimer prior to emailing you last week, but I have yet to hear from him. Thanks for following up.

Courtney

**SOUTH DAKOTA BOARD OF REGENTS**  
**New Course Request**

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

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**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
SOC 354	Victimology	3

Course Description: This course covers contemporary developments in the field of victimology, its conceptual boundaries, its basic concepts and literature, its subfields and role as a field of study within criminology and criminal justice. The historical and emerging roles of victimology as a field of study are examined and discussed in depth. This course also deals with analysis of contemporary programs and trends in the criminal justice system's response to victims. Upon completion of this course, students should be able to do the following: define basic terms, concepts and ideas in victimology; appreciate the historical development of victimology and its subfields; explore and analyze contemporary problems and trends in victimology; and understand how the criminal justice system and/or human service agencies serve (or do not serve) the victimized in our society.

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**Section 2. Review of Course**

Will this be a common or unique course? (select the appropriate option below)

  x   This course will be a unique course. (Go to Section 3.)

       This course will be a common course. (Complete below, then go to Section 3.)

*Indicate universities that are proposing this common course:*

       BHSU          DSU          NSU          SDSMT          SDSU          USD

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**Section 3. Other Course Information**

1. Are there instructional staffing impacts?

\_\_\_\_\_ No. Replacement of \_\_\_\_\_ which is  
(prefix, number, name of course, credits)  
being deleted. Effective date of deletion: \_\_\_\_\_

\_\_\_\_\_ x No, schedule management. Explain: This course will be part of the Sociology  
electives and can be taught by current faculty every other year.

\_\_\_\_\_ Yes. Specify: \_\_\_\_\_

2. Existing program in which course will be \_\_\_\_\_ Sociology  
offered: \_\_\_\_\_

3. Proposed instructional method: \_\_\_\_\_ Lecture  
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

Provide a brief justification: Face-to-face instruction in a lecture format allows for greater emphasis on both discussion and analysis, with a particular emphasis on beginning sociological research. A lecture course also allows for more intensive interaction between faculty and student and will allow for a great chance at recruitment into the major.

4. Proposed primary delivery: \_\_\_\_\_ Face-to-face  
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

5. Term in which change will be effective: \_\_\_\_\_ Fall 2016

6. Can this course be repeated for addition  
credit?

\_\_\_\_\_ Yes, total credit limit: \_\_\_\_\_ x No.

7. Will the grade for this course be limited to S/U (pass/fail) \_\_\_\_\_ Yes x No

8. Will section enrollments be capped?

x Yes, maximum per section 30 \_\_\_\_\_ No

9. Will this course be equated (i.e. considered the same course for degree completion) with any  
other unique or common course in the course database? \_\_\_\_\_ Yes x No

If yes, indicate the course(s) to which it will be equated. \_\_\_\_\_

10. Is this prefix already approved for your university? X Yes \_\_\_\_\_ No

If no, provide a brief justification: \_\_\_\_\_

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**Section 4. To be completed by Academic Affairs**

1. University department code: \_\_\_\_\_

2. Proposed CIP code: \_\_\_\_\_

Is this a new CIP code for this university? \_\_\_\_\_ Yes \_\_\_\_\_ No

**NEW COURSE REQUEST**  
**Supporting Justification for On-Campus Review**

Courtney A. Waid-Lindberg		
Request Originator	Signature	Date
Department Chair	Signature	Date
School/College Dean	Signature	Date

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1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Many sociology/criminal justice programs offer courses in victimology, as the victim has become a central focus in the field in the last 30 years. The addition of this course will afford students in both the criminal justice and human service programs the ability to learn about victims and services for victims, as well as provide sociology majors with an additional elective course offering.

2. Note whether this course is: \_\_\_\_\_ Required \_\_\_\_\_ x Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

No other majors or programs will be affected by this addition.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

5. Desired section size      30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Courtney A. Waid-Lindberg, Assistant Professor, PhD

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

The course may be taught with current facilities and equipment.

8. Note whether adequate library and media support are available for the course.

There are adequate materials available for the course and the course is being taught in Fall 2015 as a special topic within Sociology.

9. Will the new course duplicate courses currently being offered on this campus?

\_\_\_\_\_ Yes      x No

If yes, provide justification.



10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.

This course is an attempt to bring the Sociology program into the 21<sup>st</sup> century with a topic relevant to our students. Many sociology/criminal justice programs offer courses in victimology, as the victim has become a central focus in the field in the last 30 years. Many students will be seeking employment in victim services upon completion of their degree, and this course will enhance their skill set.

**Victimology**  
**SOC 354, Section N01**  
**Spring 2017**  
**Tue & Thu, 11:00AM-12:15PM, MJ 204**

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**Professor:** Courtney A. Waid-Lindberg, Ph.D.

**Office:** Technology Center 349

**Office Hours:** Monday 4:30PM-5:30PM, Tuesday 12:30PM-2:30PM, Wednesday 1:00PM-3:00PM,  
Thursday 12:30-1:30PM, and by appointment

**Office Phone:** 605-626-2355

**E-mail:** [c.waidlindberg@northern.edu](mailto:c.waidlindberg@northern.edu)

***\*NOTE: E-MAIL IS THE MOST EFFICIENT WAY OF INITIATING CONTACT WITH THE PROFESSOR***

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**Course Description/Objectives**

This course covers contemporary developments in the field of victimology, its conceptual boundaries, its basic concepts and literature, its subfields and role as a field of study within criminology and criminal justice. The historical and emerging roles of victimology as a field of study are examined and discussed in depth. This course also deals with analysis of contemporary programs and trends in the criminal justice system's response to victims. Upon completion of this course, students should be able to do the following: define basic terms, concepts and ideas in victimology; appreciate the historical development of victimology and its subfields; explore and analyze contemporary problems and trends in victimology; and understand how the criminal justice system and/or human service agencies serve (or do not serve) the victimized in our society.

**Method of Instruction**

This class is scheduled to meet on Tuesdays and Thursdays from 11:00AM to 12:15PM during the Spring 2017 semester. The class will consist predominantly of lecture; however, small-group discussion, video examples, and guest speakers will be incorporated when and where appropriate.

**Required Readings**

Meadows, R. J. (2014). Understanding Violence and Victimization (6<sup>th</sup> Ed.). Boston: Pearson.

\*Articles posted on D2L

In addition to the above textbook and readings, relevant handouts such as articles from newspapers, news magazines, or selections from edited textbooks will be posted on the class D2L website.

***\*NOTE: PLEASE BRING COURSE MATERIALS TO EACH CLASS MEETING***

**Evaluation**

Exam 1—25%

Exam 2—25%

Presentation—20%

Attendance Quizzes—10%

In-class activities—20% (4 at 5% each)

***A SPECIAL NOTE ABOUT EXTRA CREDIT: Each student will start out with three points extra credit that will be added to their lowest exam score at the end of the semester. When one student's cellular phone/handheld device rings/beeps and disrupts class, one point will be deducted from the set of points FOR THE ENTIRE CLASS. Conversely, if the professor's cellular phone/handheld device rings/beeps and disrupts class, one additional point will be added to the set of points. Aside from this policy, there will be no extra credit.***

### **Readings**

Students are expected to read all of the assigned, ***required chapters*** before the due date on the **Schedule of Classes**. In addition, students will be expected to discuss the readings in class. This may involve several approaches, such as linking and integrating the readings with relevant lecture topics and applying critical thinking skills to ideas and concepts. Some chapters will be discussed fully in class, while others will be given less in-class attention. It should be noted that regardless of the amount of time devoted to readings from the textbook, they are always subject to being covered on an exam unless otherwise notified.

### **Exams**

There are two exams for this course, each comprised of multiple choice, true or false, short answer, and short essay questions. Each exam will specifically address areas covered as outlined in the **Schedule of Classes**; therefore, ***Exam 2 is not cumulative***. However, students should be made aware that the subject matter of victimology is somewhat cumulative in nature; thus, areas covered early in the course will become additionally relevant in the end.

***NOTE: Students are expected to take the in-class exams when they are scheduled. Failure to take an exam at the scheduled time will result in a grade of "zero" for the exam unless there are exceptional, excused circumstances. The professor will require written documentation of these circumstances. ALL MAKE-UP EXAMS/QUIZZES, WHICH ARE COMPRISED OF SHORT AND LONG ESSAY QUESTIONS, WILL BE ADMINISTERED ON THE DAY OF EXAM 2 UPON STUDENT COMPLETION OF EXAM 2. If the student fails to take the make-up exam at this time, an exam grade of "zero" for the missed exam will result.***

### **Presentation**

Given the size of the class (less than 20 students), this is a course in which learning can, and will, take place through formal class presentations and discussions that stem from these presentations. Presentation teams will be formed, and students will be assigned topics by the professor. Students are required to work together, outline key issues related to the topic assigned, and raise relevant questions for the class that relate to their presentation topic. Each student will formally participate in one presentation.

### **Attendance Quizzes**

There will be short quizzes (typically, five questions) administered randomly throughout the semester. Quizzes will cover information from lectures, videos, guest speakers, and readings. Scores on the quizzes are strictly **DIAGNOSTIC**, and **WILL NOT** impact students' final grades. The purpose of these quizzes is not for the professor to "check-up" on students; simply, the purpose is to aid students in their comprehension of the small details in the field of victimology. The small details of the field must be mastered before extrapolations to broad theoretical perspectives and criticisms of recent research can be made. This step will facilitate global understanding of material as well as aid the student in preparing for exams.

### **In-Class Activities**

There will be ten in-class activities to be completed by students during the semester. The format of these activities will vary. Each activity will be completed informally in groups of two or three students. The primary purpose of these activities is to aid students in mastering the course material, to help students prepare for exams, and to enable students to think critically about the course material.

***The activities will be given at random. Students who miss class for unexcused reasons on the days that activities are given will be assigned a grade of "zero."***

### **Participation and Class Attendance**

Each student will be responsible for contributing to class discussions throughout the term. Participation means actively contributing to the discussion and listening respectfully when the professor and other students are talking.

Each student's participation is determined by (a) class attendance, (b) participation in class discussions, (c) listening attentively and not interrupting others while they are speaking, and (d) demonstrating respect for the professor as well as other students. Attendance will be taken and recorded by the professor throughout the semester. ***Note: If a student should miss class for unexcused reasons, he or she should not ask the professor for any handouts distributed during the class missed, nor should he or she expect special out-of-class attention.***

It is the intention that this class will be a comfortable and safe forum for individuals to share thoughts and opinions. In order to provide a **safe classroom environment**, the following guidelines should be followed:

1. ***Arrive to class early or on time.*** Once the doors to the classroom have been closed, you will be considered absent. ***Please do not come in late and disrupt the class.***
2. Class time will not be used to address individual concerns or issues, such as test grades. Such inquiries will be addressed privately.
3. No form of sexual harassment will be tolerated.
4. ***Sideline conversations are disruptive and disrespectful. One warning will suffice.***
5. ***Cellular telephones and handheld electronic devices such as iPods are to be turned off during class time.*** If a student is expecting an important telephone call, he or she must speak with the professor before class. Under these circumstances, the "silent" selection is to be utilized as the ringing option.

### **Attendance Confirmation**

All students are required to complete the online Attendance Confirmation through WebAdvisor at the start of the spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not completed by **Wednesday, January 21, 2015.**

Tuition and fees must be paid in full by **Thursday, January 22, 2015.**

### **Grading Scale**

90-100=A

80-89=B  
70-79=C  
60-69=D  
Below 60=F

### **American Disabilities Act**

Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs.

The mission of the ODS is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact the ODS:  
Ms. Doris Stusiak  
Student Center Room 240 – 2<sup>nd</sup> Floor  
Phone: 605-626-2371  
Fax: 605-626-3399

### **Diversity Statement**

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respect environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

### **Academic Integrity**

The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. All student work must be done in a manner consistent with this policy. Students who violate the policy will be subject to failure of the assignment, test, or course, depending on gravity of the offense and the circumstances of the particular case.

### **A Final Note**

I would like this course to become something very special for students, to be something they enjoy, look forward to, and will remember long after leaving Northern State University. For this goal to be achieved, we must all work together to create a unique educational experience. This means students must be active, not passive, learners. Therefore, students must contribute their curiosity, unique experience, time, effort, and concern in order to get the most out of the course. This, coupled with the professor's willingness to invest time, energy, and enthusiasm into the course, will provide the tools necessary for a rewarding experience for all involved.

### **Tentative Schedule of Classes (Topics and Required Readings from the Course Textbook)**

**\*NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE. I WILL ALERT YOU IN ADVANCE TO ANY CHANGES.**

### Week 1

Introduction and overview of the course  
Measuring and understanding violence

*Required Reading:*  
Chapter 1

### Week 2

Measuring and understanding violence (cont.)  
Victimization theory

*Required Reading:*  
Chapter 2  
Schreck & Fisher reading on D2L

### Week 3

Victimization theory (cont.)

### Week 4

Familiar violence

*Required Reading:*  
Chapter 3  
Fischer & Rose reading on D2L

### Week 5

Nonfamilial violence

*Required Reading:*  
Chapter 4

### Week 6

Workplace violence and harassment

*Required Reading:*  
Chapter 5

### Week 7

Wrap-up/Review

**EXAM 1**

### Week 8

School violence and victimization

*Required Reading:*

Chapter 6  
Dobbs et al. reading on D2L

Week 9

School violence and victimization (cont.)

Week 10

Human trafficking

*Required Reading:*  
Chapter 8  
Lebov reading on D2L

Week 11

Responding to criminal victimization

*Required Reading:*  
Chapter 9

Week 12

The fear of crime

*Required Reading:*  
Jackson & Gray reading on D2L

Week 13

Wrap-up/Review

**EXAM 2**

Week 14

**Presentations**

Week 15

**Presentations**

**Culminating Experience**

**From:** Emery, Mary  
**Sent:** Wednesday, August 19, 2015 11:18 AM  
**To:** Stallings, Teresa <[Teresa.Stallings@northern.edu](mailto:Teresa.Stallings@northern.edu)>  
**Subject:** RE: permission to teach soc courses at NSU

We are fine with you teaching those courses. We can also share syllabi if that would be useful to you.

Mary Emery, Department Head Sociology and Rural Studies  
<http://www.sdstate.edu/soc/about/index.cfm>  
605 6884889; cell 402 304 1531

**From:** Stallings, Teresa [<mailto:Teresa.Stallings@northern.edu>]  
**Sent:** Wednesday, August 19, 2015 11:17 AM  
**To:** Emery, Mary  
**Subject:** permission to teach soc courses at NSU

Hello,

We are revamping our sociology curriculum and would like permission to teach the following courses:  
SOC 456 – Community Corrections  
SOC 354 – Victimology

Thank you and I look forward to hearing from you.  
Dr. Teresa Stallings  
NSU Dept. of Sociology



**SOUTH DAKOTA BOARD OF REGENTS**  
**New Course Request**

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

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**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
SOC 395	Sport and Society	3

Course Description: This course will serve as an investigation into the institution of organized sport from a sociological perspective. The course follows a common approach to the sociology of sports by not only viewing sport as a microcosm of society, but also as a vehicle where society is created, reproduced, and changed, as sports are social constructions and thus arenas for the study of sociological processes. Thus, the focus of the course will be upon "the structure, processes, and problems of sport as an institutionalized social system." Common sociological concepts such as stratification, norms, mobility, violence, and social structure that are evidenced in athletics will be examined.

---

**Section 2. Review of Course**

Will this be a common or unique course? (select the appropriate option below)

  x   This course will be a unique course. (Go to Section 3.)

       This course will be a common course. (Complete below, then go to Section 3.)

*Indicate universities that are proposing this common course:*

       BHSU        DSU        NSU        SDSMT        SDSU        USD

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**Section 3. Other Course Information**

1. Are there instructional staffing impacts?

\_\_\_\_\_ No. Replacement of \_\_\_\_\_ which is  
(prefix, number, name of course, credits)  
being deleted. Effective date of deletion: \_\_\_\_\_

  x   No, schedule management. Explain: This course will be part of the Sociology  
electives and can be taught by current faculty once a year.

\_\_\_\_\_ Yes. Specify: \_\_\_\_\_

2. Existing program in which course will be offered: \_\_\_\_\_ Sociology \_\_\_\_\_

3. Proposed instructional method:   Lecture    
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

Provide a brief justification: Face-to-face instruction in a lecture format allows for greater emphasis on both discussion and analysis, with a particular emphasis on beginning sociological research. A lecture course also allows for more intensive interaction between faculty and student and will allow for a great chance at recruitment into the major.

4. Proposed primary delivery:   Face-to-face    
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

5. Term in which change will be effective:   Fall 2016  

6. Can this course be repeated for addition  
credit?

\_\_\_\_\_ Yes, total credit limit: \_\_\_\_\_   x   No.

7. Will the grade for this course be limited to S/U (pass/fail) \_\_\_\_\_ Yes   x   No

8. Will section enrollments be capped?

  x   Yes, maximum per section   30   \_\_\_\_\_ No

9. Will this course be equated (i.e. considered the same course for degree completion) with any  
other unique or common course in the course database? \_\_\_\_\_ Yes   x   No

If yes, indicate the course(s) to which it will be equated. \_\_\_\_\_

10. Is this prefix already approved for your university?   X   Yes \_\_\_\_\_ No

If no, provide a brief justification: \_\_\_\_\_

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**Section 4. To be completed by Academic Affairs**

1. University department code: \_\_\_\_\_

2. Proposed CIP code: \_\_\_\_\_

Is this a new CIP code for this university? \_\_\_\_\_ Yes \_\_\_\_\_ No

**NEW COURSE REQUEST**  
**Supporting Justification for On-Campus Review**

Courtney A. Waid-Lindberg		
Request Originator	Signature	Date
Department Chair	Signature	Date
School/College Dean	Signature	Date

---

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Courses focusing on sports sociology have historically have high enrollments from multiple disciplines (i.e., sociology, exercise science, and athletic training). This course would offer students a unique experience of understanding the role of sport in society and the use of sport as a microcosm of society. This course would provide an additional elective for majors and allow non-majors the exposure to key sociological concepts.

2. Note whether this course is: \_\_\_\_\_ Required \_\_\_\_\_   x   Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

No other majors or programs will be affected by this addition (will not be part of the degree requirements as a required course)

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

5. Desired section size   30  

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Courtney A. Waid-Lindberg, Assistant Professor, PhD

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

The course may be taught with current facilities and equipment.

8. Note whether adequate library and media support are available for the course.

There are adequate materials available for the course and the course is being taught in Fall 2015 as a special topic within Sociology.

9. Will the new course duplicate courses currently being offered on this campus?

\_\_\_\_\_ Yes \_\_\_\_\_   x   No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.

This course is an attempt to bring the Sociology program into the 21<sup>st</sup> century with a topic relevant to our students. Sports have made an enduring impact on the social world in which we all live. It is a taken for granted aspect of our everyday lives, as we notice multiple sports television networks and talk shows, and that every single major newspaper contains a “Sports” section that is as long if not longer than any other section. However, there is more to sport than just what we see on a daily basis. The organization of the sports we play and the sports we love is a reflection of the organization of society, thus by critically studying sports we will gain a greater understanding of society. Hence, the goal of this class is to apply a sociological lens to the world of sports and athletics through the incorporation of academic writing, popular media, and personal experiences and observations.

**Sport and Society  
SOC 395, Section N01  
Fall 2016  
Tue and Thu, 11:00AM-12:15PM, MJ 307**

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**Professor:** Courtney A. Waid-Lindberg, Ph.D.

**Office:** Technology Center 349

**Office Hours:** Monday 4:30PM-5:30PM, Tuesday 2:00PM-4:00PM, Wednesday 1:00PM-3:00PM, Thursday 2:00PM-3:00PM, and by appointment

**Office Phone:** 605-626-2355

**E-mail:** [c.waidlindberg@northern.edu](mailto:c.waidlindberg@northern.edu)

***\*NOTE: E-MAIL IS THE MOST EFFICIENT WAY OF INITIATING CONTACT WITH THE PROFESSOR***

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**Course Description**

This course will serve as an investigation into the institution of organized sport from a sociological perspective. The course follows a common approach to the sociology of sports by not only viewing sport as a microcosm of society, but also as a vehicle where society is created, reproduced, and changed, as sports are social constructions and thus arenas for the study of sociological processes. Thus, the focus of the course will be upon "the structure, processes, and problems of sport as an institutionalized social system." Common sociological concepts such as stratification, norms, mobility, violence, and social structure that are evidenced in athletics will be examined.

**Course Objectives**

Upon completing this course, students should be able to:

- Develop a working knowledge of core sociological concepts and theories associated with the study of sports from a sociological perspective
- Develop and apply tools needed to think sociologically, using sports in society (and other aspects of society) as a focus of inquiry
- Understand how sports and sports participation impact the lives of individuals and groups in society
- Understand the role that gender, race, and social class play in our understanding of sports and how sports is shaped by these core aspects of our identity

**Method of Instruction**

This class is scheduled to meet on Tuesdays and Thursdays from 11:00AM to 12:15PM during the Fall 2015 semester. The class will consist predominantly of lecture; however, small-group discussion, video examples, and guest speakers will be incorporated when and where appropriate.

**Required Textbooks/Readings**

There is no assigned, uniform textbook for this course. Students will be choosing their own readings and media (see descriptions of various assignments below; details for assignments are forthcoming), and relevant handouts such as articles from newspapers, news magazines, or selections from edited textbooks/popular press will be posted on the class D2L website.

**\*NOTE: PLEASE BRING ALL COURSE MATERIALS TO EACH CLASS MEETING**

### **Evaluation**

Exam 1 (October 8<sup>th</sup>)—25%  
Exam 2 (December 11<sup>th</sup>)—25%

Film review (due October 1<sup>st</sup>)—15%

Book review (due December 8<sup>th</sup>)—15%

In-class activities—20% (10 at 2% each)

***A SPECIAL NOTE ABOUT EXTRA CREDIT: Each student will start out with three points extra credit that will be added to their lowest exam score at the end of the semester. When one student's cellular phone/handheld device rings/beeps and disrupts class, one point will be deducted from the set of points FOR THE ENTIRE CLASS. Conversely, if the professor's cellular phone/handheld device rings/beeps and disrupts class, one additional point will be added to the set of points. Aside from this policy, there will be no extra credit.***

### **Exams**

There are two in-class exams for this course, each comprised of multiple choice, true or false, short answer, and short essay questions. Each exam will specifically address areas covered as outlined in the **Schedule of Classes**; therefore, ***Exam 2 is not cumulative***. However, students should be made aware that the subject matter of sports sociology is somewhat cumulative in nature; thus, areas covered early in the course will become additionally relevant in the end.

***NOTE: Students are expected to take the in-class exams when they are scheduled/due. Failure to take an exam at the scheduled time will result in a grade of "zero" for the exam unless there are exceptional, excused circumstances. The professor will require written documentation of these circumstances. ALL MAKE-UP EXAMS, WHICH ARE COMPRISED OF SHORT AND LONG ESSAY QUESTIONS, WILL BE ADMINISTERED ON THE DAY OF EXAM 2 UPON STUDENT COMPLETION OF EXAM 2. If the student fails to take the make-up exam at this time, an exam grade of "zero" for the missed exam will result.***

### **In-Class Activities**

There will be ten in-class activities to be completed by students during the semester. The format of these activities will vary. As an example, students may be asked to critically assess an issue discussed during a given class period, with guiding questions provided by the professor. The purpose of these activities is to facilitate the comprehension of global ideas and tools that are necessary to understand sport and society. To this end, activities will facilitate global understanding of material as well as aid the student in preparing for exams.

***The activities will be given at random. Students who miss class for unexcused reasons on the days that activities are given will be assigned a grade of "zero."***

### **Panel**

Given the size of the class (about 20 students), this is a course in which learning can, and will, take place through formal discussions that stem from panel presentations. Panel teams will be formed, and students will choose a topic of interest to present as a team. Students are required to work together, outline key issues related to their chosen topic, and raise relevant questions for the class that relate to their topic. Each student will formally participate in one panel. Detailed instructions and suggestions for panel topics will be distributed at a later date.

### **Book and Film Reviews**

Each student will complete one film review and one book review during the term. Students will be afforded the opportunity to apply course concepts to a sports-themed movie and a sports-themed book (i.e., biography) of their choice. Detailed instructions and film/book recommendations will be distributed at a later date.

### **Attendance and Participation**

Each student will be responsible for contributing to class discussions throughout the term. Participation means actively contributing to the discussion and listening respectfully when the professor and other students are talking.

Each student's participation is determined by (a) class attendance, (b) participation in class discussions, (c) listening attentively and not interrupting others while they are speaking, and (d) demonstrating respect for the professor as well as other students. Attendance will be taken and recorded by the professor throughout the semester. ***Note: If a student should miss class for unexcused reasons, he or she should not ask the professor for any handouts distributed during the class missed, nor should he or she expect special out-of-class attention.***

It is the intention that this class will be a comfortable and safe forum for individuals to share thoughts and opinions. In order to provide a ***safe classroom environment***, the following guidelines should be followed:

1. ***Arrive to class early or on time.*** Once the doors to the classroom have been closed, you will be considered absent. ***Please do not come in late and disrupt the class.***
2. Class time will not be used to address individual concerns or issues, such as test grades. Such inquiries will be addressed privately.
3. No form of sexual harassment will be tolerated.
4. ***Sideline conversations are disruptive and disrespectful. One warning will suffice.***
5. ***Cellular telephones and handheld electronic devices such as iPods are to be turned off during class time.*** If a student is expecting an important telephone call, he or she must speak with the professor before class. Under these circumstances, the "silent" selection is to be utilized as the ringing option.

### **Attendance Confirmation**

All students are required to complete the online Attendance Confirmation through WebAdvisor at the start of the spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not completed by Friday, September 4<sup>th</sup>, 2015.

Tuition and fees must be paid in full by Friday, September 4<sup>th</sup>, 2015.

Please contact the Finance Office in the Krikac Administration Building – via telephone at (605) 626-2566 or email at [nsustudentaccounts@northern.edu](mailto:nsustudentaccounts@northern.edu) – if you have any questions.

### **Grading Scale**

90-100=A



80-89=B  
70-79=C  
60-69=D  
Below 60=F

### **American Disabilities Act**

Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs.

The mission of the ODS is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact the ODS:  
Ms. Doris Stusiak  
Student Center Room 240 – 2<sup>nd</sup> Floor  
Phone: 605-626-2371  
Fax: 605-626-3399

### **Diversity Statement**

Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

### **Academic Integrity**

The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. All student work must be done in a manner consistent with this policy. Students who violate the policy will be subject to failure of the assignment, test, or course, depending on gravity of the offense and the circumstances of the particular case.

### **A Final Note**

I would like this course to become something very special for students, to be something they enjoy, look forward to, and will remember long after leaving Northern State University. For this goal to be achieved, we must all work together to create a unique educational experience. This means students must be active, not passive, learners. Therefore, students must contribute their curiosity, unique experience, time, effort, and concern in order to get the most out of the course. This, coupled with the professor's willingness to invest time, energy, and enthusiasm into the course, will provide the tools necessary for a rewarding experience for all involved.

### **Tentative Schedule of Classes** (Fall 2015)

**\*NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE. I WILL ALERT YOU IN ADVANCE TO ANY CHANGES.**

August 25<sup>th</sup> and 27<sup>th</sup>

Introduction and overview of the course  
What is sport?  
What is the sociology of sport?

Sept. 1<sup>st</sup> and 3<sup>rd</sup>

Social theory and sport  
Sport and culture

Sept 8<sup>th</sup> and 10<sup>th</sup>

Socialization and sport

Sept. 15<sup>th</sup> and 17<sup>th</sup>

Youth sports  
High school sports

Sept. 22<sup>nd</sup> and 24<sup>th</sup>

College sports

Sept. 29<sup>th</sup>

Race and ethnicity in sport

**Oct. 1**

**Film review due/discussion of reviews**

Race and ethnicity in sport, cont.

Oct. 6<sup>th</sup>

Review for Exam 1

**Oct. 8<sup>th</sup>**

**Exam 1**

Oct. 13<sup>th</sup> and 15<sup>th</sup>

Gender and sport

Oct. 20<sup>th</sup> and 22<sup>nd</sup>

Economics and sport

Oct. 27<sup>th</sup> and 29<sup>th</sup>

Politics and sport  
Religion and sport

**Nov. 3<sup>rd</sup>**

**NO CLASS – Assessment Day**

**Nov. 5<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup>**

Deviance in sport  
Violence in sport

**Nov. 17<sup>th</sup> and 19<sup>th</sup>**

**NO CLASS – ASC Conference**

**Nov. 24<sup>th</sup>**

The media and sport

**Nov. 26<sup>th</sup>**

**NO CLASS – THANKSGIVING**

**Dec. 1<sup>st</sup> and 3<sup>rd</sup>**

**Panels**

**Dec. 8<sup>th</sup>**

**Book review due/discussion of reviews**

Review for Exam 2

**Dec. 11<sup>th</sup> (Friday)**

**EXAM 2 (12:00-2:00; MJ 307)**

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

Prefix & No.	Course Title	Credits
SOC 456	Community Corrections	3

This course is an introduction to the field of **community corrections** (broadly speaking, the offender in the community). The different forms of community supervision (i.e., probation, parole, and various intermediate sanctions) will be examined. Students will also explore and understand the historical development of community corrections as well as relevant theoretical traditions that have, and continue to, influence the development and use of such sanctions. Key questions and issues regarding community sanctions (i.e., net-widening, the implications of the offender in the community, and the future of community corrections) will be addressed and assessed.

X	BHSU	DSU	NSU	SDSMT	X	SDSU	X	USD
---	------	-----	-----	-------	---	------	---	-----

\_\_\_\_\_ **No. Replacement of** \_\_\_\_\_, which is being deleted  
(prefix, number, name of course, credits)

X	No. Schedule Management, explain:	This course will be part of the Sociology electives and can be taught by current faculty every other year.
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*Updated AAC 03/2007*

4. Existing program in which course will be offered: Sociology
5. CIP code for the common course \_\_\_\_\_
6. Proposed Instructional Method by this university: Face-to-face
7. Proposed delivery method by this university: Face-to-face
8. University Dept. Code \_\_\_\_\_
9. Authority to offer effective beginning in what term? Spring 2018
10. Section Restriction: \_\_\_\_\_

**Community Corrections**  
**SOC 456, Section N01**  
**Spring 2018**  
**Tue & Thu, 11:00AM-12:15PM, JFAC 106**

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**Professor:** Courtney A. Waid-Lindberg, Ph.D.

**Office:** Technology Center 349

**Office Hours:** Monday 4:30PM-5:30PM, Tuesday and Thursday 12:30PM-2:30PM, Wednesday 1:00PM-2:00PM, and by appointment

**Office Phone:** 605-626-2355

**E-mail:** [c.waidlindberg@northern.edu](mailto:c.waidlindberg@northern.edu)

**\*NOTE: E-MAIL IS THE MOST EFFICIENT WAY OF INITIATING CONTACT WITH THE PROFESSOR**

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**Course Description/Objectives**

This course is an introduction to the field of **community corrections** (broadly speaking, the offender in the community). The different forms of community supervision (i.e., probation, parole, and various intermediate sanctions) will be examined. Students will also explore and understand the historical development of community corrections as well as relevant theoretical traditions that have, and continue to, influence the development and use of such sanctions. Key questions and issues regarding community sanctions (i.e., net-widening, the implications of the offender in the community, and the future of community corrections) will be addressed and assessed.

**Method of Instruction**

This class is scheduled to meet on Tuesdays and Thursdays from 11:00AM to 12:15PM during the Spring 2018 semester. The class will consist predominantly of lecture; however, small-group discussion, video examples, and guest speakers will be incorporated when and where appropriate.

**Required Textbook/Debate Readings**

*Probation, Parole, & Community-Based Corrections: Supervision, Treatment, & Evidence-Based Practices* (Bayens & Smykla, 2013)

\*The above textbook is available at the NSU Bookstore

There are three published debates posted on the course D2L website.

**\*NOTE: PLEASE BRING TEXTBOOK AND COURSE MATERIALS TO EACH CLASS MEETING**

**Evaluation**

Exam 1—20%  
Exam 2—20%  
Exam 3—25%

Debate —10%

In-class activities—20% (4 at 5% each)

Attendance—5% (Taken randomly via quizzes)

***A SPECIAL NOTE ABOUT EXTRA CREDIT: Each student will start out with three points extra credit that will be added to their lowest exam score at the end of the semester. When one student's cellular phone/handheld device rings/beeps and disrupts class, one point will be deducted from the set of points FOR THE ENTIRE CLASS. Conversely, if the professor's cellular phone/handheld device rings/beeps and disrupts class, one additional point will be added to the set of points. Aside from this policy, there will be no extra credit.***

### **Readings**

Students are expected to read all of the assigned, ***required chapters and debates*** before the due date on the **Schedule of Classes**. In addition, students will be expected to discuss the readings in class. This may involve several approaches, such as linking and integrating the readings with relevant lecture topics and applying critical thinking skills to ideas and concepts. Some chapters will be discussed fully in class, while others will be given less in-class attention. It should be noted that regardless of the amount of time devoted to readings from the textbook, they are always subject to being covered on an exam unless otherwise notified.

### **Debates**

Given the size of the class (approximately 15 students), this is a course in which learning can, and will, take place through class discussions. Much discussion will be informal in nature (i.e., question and answer periods throughout various lectures as well as small group work). However, published debates (posted on the class D2L website) will form the framework of three semi-formal, in-class discussions. Debate teams will be formed, and participating students are required to come to class with debate issues outlined and relevant questions relating to the debate prepared for the class. Each student will formally participate in one debate. The professor will serve as the moderator of the debates.

### **In-class Assignments**

There will be four in-class assignments to be completed by students during the semester. The format of these assignments will vary. As an example, students may be asked to critically assess a community correctional policy discussed during a designated class period, with guiding questions provided by the professor. The purpose of these assignments is to aid students in the comprehension of the global ideas and tools that are necessary to understand community correctional policy.

### **Attendance Quizzes**

There will be short quizzes (typically, five questions) administered randomly. Quizzes will cover information from lectures, videos, guest speakers, and readings. Scores on the quizzes are strictly **DIAGNOSTIC**, and **WILL NOT** impact students' final grades. The purpose of these quizzes is not for the professor to "check-up" on students; simply, the purpose is to aid students in their comprehension of the small details in the field of community corrections. The small details of the field must be mastered before extrapolations to broad theoretical perspectives and criticisms of recent research can be made. This step will facilitate global understanding of material as well as aid the student in preparing for exams.

## Exams

There are three exams for this course, each comprised of multiple choice, true or false, short answer, and short essay questions. Each exam will specifically address areas covered as outlined in the **Schedule of Classes**; therefore, **Exam 3 is not cumulative**. However, students should be made aware that the subject matter of community corrections is somewhat cumulative in nature; thus, areas covered early in the course will become additionally relevant in the end.

**NOTE: Students are expected to take the in-class exams when they are scheduled. Failure to take an exam at the scheduled time will result in a grade of "zero" for the exam unless there are exceptional, excused circumstances. The professor will require written documentation of these circumstances. ALL MAKE-UP EXAMS/QUIZZES, WHICH ARE COMPRISED OF SHORT AND LONG ESSAY QUESTIONS, WILL BE ADMINISTERED ON THE DAY OF EXAM 3 UPON STUDENT COMPLETION OF EXAM 3. If the student fails to take the make-up exam at this time, an exam grade of "zero" for the missed exam will result.**

## Participation

Each student will be responsible for contributing to class discussions throughout the term. Participation means actively contributing to the discussion and listening respectfully when the professor and other students are talking.

Each student's participation is determined by (a) class attendance, (b) participation in class discussions, (c) listening attentively and not interrupting others while they are speaking, and (d) demonstrating respect for the professor as well as other students. Attendance will be taken and recorded by the professor throughout the semester. **Note: If a student should miss class for unexcused reasons, he or she should not ask the professor for any handouts distributed during the class missed, nor should he or she expect special out-of-class attention.**

It is the intention that this class will be a comfortable and safe forum for individuals to share thoughts and opinions. In order to provide a **safe classroom environment**, the following guidelines should be followed:

1. **Arrive to class early or on time.** Once the doors to the classroom have been closed, you will be considered absent. **Please do not come in late and disrupt the class.**
2. Class time will not be used to address individual concerns or issues, such as test grades. Such inquiries will be addressed privately.
3. No form of sexual harassment will be tolerated.
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90-100=A



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Contact the ODS:  
Ms. Doris Stusiak  
Student Center Room 240 – 2<sup>nd</sup> Floor  
Phone: 605-626-2371  
Fax: 605-626-3399

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### **A Final Note**

I would like this course to become something very special for students, to be something they enjoy, look forward to, and will remember long after leaving Northern State University. For this goal to be achieved, we must all work together to create a unique educational experience. This means students must be active, not passive, learners. Therefore, students must contribute their curiosity, unique experience, time, effort, and concern in order to get the most out of the course. This, coupled with the professor's willingness to invest time, energy, and enthusiasm into the course, will provide the tools necessary for a rewarding experience for all involved.

### **Tentative Schedule of Classes (Topics and Required Readings from the Course Textbook)**

**\*NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE. I WILL ALERT YOU IN ADVANCE TO ANY CHANGES.**

### Week 1

Introduction and overview of course  
Introduction to community corrections

*Required reading:*  
Chapters 1 and 2

### Week 2

Introduction to community corrections (continued)  
The history of corrections  
The goals of punishment

### Week 3

Psychological theories of crime  
Sociological theories of crime

*Required reading:*  
Chapter 3

### Week 4

Labeling theory  
Critical theory  
Left realism

#### **Debate #1**

*Required reading:*  
"Is Left Realism a Useful Theory for Addressing the Problems of Crime?"

### Week 5

#### **EXAM 1**

### Week 6

Introduction to probation  
The history of probation

*Required reading:*  
Chapter 7

### Week 7

Current policies/practices of probation  
Probationers

### Week 8

Introduction to parole  
The history of parole

*Required reading:*  
Chapter 8

Week 9

Current policies/practices of parole  
Parolees  
Pardon

**Week 10**

**EXAM 2**

Week 11

Introduction to intermediate punishments  
Intermediate punishment programs  
Current status of intermediate sanctions

*Required reading:*  
Chapters 6, 9, and 10

**Week 12**

**Debate #2**

*Required reading:*  
"Have Community 'Corrections' Become Community Control?"

Week 13

Restorative justice

**Week 14**

**Debate #3 (4/24/14)**

*Required reading:*  
"Are Restorative Justice Processes Too Lenient Toward Offenders?"

Week 15

The future of community corrections

*Required reading:*  
Chapter 11

**From:** Emery, Mary  
**Sent:** Wednesday, August 19, 2015 11:18 AM  
**To:** Stallings, Teresa <[Teresa.Stallings@northern.edu](mailto:Teresa.Stallings@northern.edu)>  
**Subject:** RE: permission to teach soc courses at NSU

We are fine with you teaching those courses. We can also share syllabi if that would be useful to you.

Mary Emery, Department Head Sociology and Rural Studies  
<http://www.sdstate.edu/soc/about/index.cfm>  
605 6884889; cell 402 304 1531

**From:** Stallings, Teresa [<mailto:Teresa.Stallings@northern.edu>]  
**Sent:** Wednesday, August 19, 2015 11:17 AM  
**To:** Emery, Mary  
**Subject:** permission to teach soc courses at NSU

Hello,  
We are revamping our sociology curriculum and would like permission to teach the following courses:  
SOC 456 – Community Corrections  
SOC 354 – Victimology

Thank you and I look forward to hearing from you.  
Dr. Teresa Stallings  
NSU Dept. of Sociology

Dear Courtney,

SOC 354 looks like a unique course at SDSU, so you should check with them about that course. SOC 456 is taught primarily as a crosslisted course based in Criminal Justice (part of our Political Science department), so I will follow up with their program director and chair, and will get back to you.

Thanks,  
John

---

John Dudley  
Associate Dean, College of Arts & Sciences  
Acting Chair, Anthropology and Sociology  
Professor of English  
University of South Dakota  
414 E. Clark St.  
Vermillion, SD 57069  
605-677-5221  
[John.Dudley@usd.edu](mailto:John.Dudley@usd.edu)

**From:** Waid-Lindberg, Courtney A  
**Sent:** Wednesday, September 02, 2015 1:21 PM  
**To:** Dudley, John E <[John.Dudley@usd.edu](mailto:John.Dudley@usd.edu)>  
**Subject:** Seeking permission to teach courses at NSU

Greetings John,

My name is Courtney Waid-Lindberg, and I am an assistant professor in the sociology program at Northern State University. I hope this email finds you well.

We are revising our sociology program and are looking to add two courses (which your program may or may not currently offer) to our course offerings. These courses are SOC 354 – Victimology and SOC 456 – Community Corrections. Would you, as acting sociology chair at USD, approve of us offering these courses?

We are hoping to send our materials to Academic Affairs here at NSU soon. I look forward to hearing from you!

Courtney

Courtney A. Waid-Lindberg, Ph.D.  
Assistant Professor of Sociology and Criminal Justice  
College of Arts and Sciences Internship Coordinator  
Northern State University  
1200 S. Jay Street  
Aberdeen, SD 57401  
605-626-2355

**From:** Stallings, Teresa [<mailto:Teresa.Stallings@northern.edu>]  
**Sent:** Wednesday, August 19, 2015 11:17 AM  
**To:** Emery, Mary  
**Subject:** permission to teach soc courses at NSU

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SOC 456 – Community Corrections  
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Thank you and I look forward to hearing from you.  
Dr. Teresa Stallings  
NSU Dept. of Sociology

**From:** "Colmenero-Chilberg, Laura" <[Laura.Chilberg@bhsu.edu](mailto:Laura.Chilberg@bhsu.edu)>  
**Subject:** RE: BHSU Sociology Curriculum Changes  
**Date:** August 21, 2015 at 11:46:12 AM CDT  
**To:** "Stallings, Teresa" <[Teresa.Stallings@northern.edu](mailto:Teresa.Stallings@northern.edu)>

I don't see any reason for you to not teach Community Corrections and Medical Sociology on your campus. They're important courses and fit into both of our programs.

Laura Chilberg

**SOUTH DAKOTA BOARD OF REGENTS**  
**New Course Request**

<u>NSU</u>	<u>Sociology</u>		
Institution	Division/Department	Institutional Approval Signature	Date

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**Section 1. Course Title and Description**

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
SOC 489	Capstone	3

Course Description:

This course provides students with an opportunity to culminate their experience as a sociology major. Activities will include a review of major subfields, career planning, and the production of an original research project. The area of specialization of the course instructor (i.e., gender, environment, community development, criminology and deviance) will dictate the focus of the course. This course is for majors only.

---

**Section 2. Review of Course**

Will this be a common or unique course? (select the appropriate option below)

☐ This course will be a unique course. (Go to Section 3.)

☒ This course will be a common course. (Complete below, then go to Section 3.)

*Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☒ SDSU ☐ USD

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**Section 3. Other Course Information**

1. Are there instructional staffing impacts?

☐ No. Replacement of \_\_\_\_\_ which is  
(prefix, number, name of course, credits)

being deleted. Effective date of deletion: \_\_\_\_\_

  x   No, schedule management. Explain: This course will be part of the Sociology core and can be taught by current faculty once an academic year during the spring term.

\_\_\_\_\_ Yes. Specify:

2. Existing program in which course will be offered: \_\_\_\_\_ Sociology \_\_\_\_\_

3. Proposed instructional method:   Lecture and discussion    
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

Provide a brief justification: Face-to-face instruction in a lecture format to review key concepts in the field will be interspersed with both discussion and analysis, with a particular emphasis on a long term project that is in concert with the student's career goals.

4. Proposed primary delivery:   Face-to-face    
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm> )

5. Term in which change will be effective:   Spring 2017  

6. Can this course be repeated for addition credit?

\_\_\_\_\_ Yes, total credit limit: \_\_\_\_\_   x   No.

7. Will the grade for this course be limited to S/U (pass/fail) \_\_\_\_\_ Yes   x   No

8. Will section enrollments be capped?

  x   Yes, maximum per section   20   \_\_\_\_\_ No

9. Will this course be equated (i.e. considered the same course for degree completion) with any other unique or common course in the course database?   X   Yes \_\_\_\_\_ No

If yes, indicate the course(s) to which it will be equated.   SOC 489 at SDSU  

10. Is this prefix already approved for your university?   X   Yes \_\_\_\_\_ No

If no, provide a brief justification:

---

**Section 4. To be completed by Academic Affairs**

1. University department code: \_\_\_\_\_

2. Proposed CIP code: \_\_\_\_\_

Is this a new CIP code for this university? \_\_\_\_\_ Yes \_\_\_\_\_ No



**NEW COURSE REQUEST**  
**Supporting Justification for On-Campus Review**

Courtney A. Waid-Lindberg	_____	_____
Request Originator	Signature	Date
_____	_____	_____
Department Chair	Signature	Date
_____	_____	_____
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course is an attempt to bring the Sociology program into a contemporary focus with an experience for students that will allow them to culminate their experience and hone the skills necessary for employment and post-graduate education in sociology and related fields. Skills for seeking employment, evaluating current research, and the construction of a major project (policy or research) will comprise the majority of course activities.

2. Note whether this course is:        X   Required                             Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

No other majors or programs will be affected by this addition.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

5. Desired section size        20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Kristi Brownfield, Assistant Professor, Ph.D.

Daryl Kosiak, Instructor, J.D.

Teresa Stallings, Associate Professor, Ph.D.

Courtney A. Waid-Lindberg, Assistant Professor, PhD

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

The course may be taught with current facilities and equipment.

8. Note whether adequate library and media support are available for the course.  
There are adequate materials available for the course.

9. Will the new course duplicate courses currently being offered on this campus?  
                                        Yes                        x   No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.

This course is an attempt to bring the Sociology program into a contemporary focus with an experience for students that will allow them to culminate their experience and hone the skills necessary for employment and post-graduate education in sociology and related fields.

# Capstone SOC 489, Section N01 Spring 2017

## **Course Description/Objectives**

This course provides students with an opportunity to culminate their experience as a sociology major. Activities will include a review of major subfields, career planning, and the production of an original project. Depending on one's plans after graduation, students may choose to create a policy-oriented project or research paper. While the course will provide a review of topics covered in the curriculum, the area of specialization of the course instructor (i.e., criminal justice or human services) will dictate the focus of the course. This course is for majors only.

## **Method of Instruction**

This class will consist predominantly small-group discussion, with some lecture for review purposes and guest speakers incorporated when and where appropriate.

## **Required Readings**

*TBD/Selected by instructor*

## **Evaluation**

*Breakdown TBD*

## **Readings**

Students are expected to read all of the assigned, ***required chapters*** before the due date on the **Schedule of Classes**. In addition, students will be expected to discuss the readings in class. This may involve several approaches, such as linking and integrating the readings with relevant lecture topics and applying critical thinking skills to ideas and concepts. Some chapters will be discussed fully in class, while others will be given less in-class attention. It should be noted that regardless of the amount of time devoted to readings from the textbook, they are always subject to being covered on an exam unless otherwise notified.

## **Project**

Students will be required to complete a project that culminates his or her experience as a sociology major at NSU. Students will choose to either complete a policy-oriented project or a research paper, depending on their goals and directions after graduation.

## **Presentation**

Given the size of the class (20 students), this is a course in which learning can, and will, take place through formal class presentations and discussions that stem from these presentations. Students will be required to make a presentation on their project.

## **Participation and Class Attendance**

Each student will be responsible for contributing to class discussions throughout the term. Participation means actively contributing to the discussion and listening respectfully when the professor and other students are talking.

Each student's participation is determined by (a) class attendance, (b) participation in class discussions, (c) listening attentively and not interrupting others while they are speaking, and (d) demonstrating respect for the professor as well as other students. Attendance will be taken and recorded by the professor throughout the semester. **Note: If a student should miss class for unexcused reasons, he or she should not ask the professor for any handouts distributed during the class missed, nor should he or she expect special out-of-class attention.**

It is the intention that this class will be a comfortable and safe forum for individuals to share thoughts and opinions. In order to provide a **safe classroom environment**, the following guidelines should be followed:

1. **Arrive to class early or on time.** Once the doors to the classroom have been closed, you will be considered absent. **Please do not come in late and disrupt the class.**
2. Class time will not be used to address individual concerns or issues, such as test grades. Such inquiries will be addressed privately.
3. No form of sexual harassment will be tolerated.
4. **Sideline conversations are disruptive and disrespectful. One warning will suffice.**
5. **Cellular telephones and handheld electronic devices such as iPods are to be turned off during class time.** If a student is expecting an important telephone call, he or she must speak with the professor before class. Under these circumstances, the "silent" selection is to be utilized as the ringing option.

### **Attendance Confirmation**

All students are required to complete the online Attendance Confirmation through WebAdvisor at the start of the spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not completed by **TBA**.

Tuition and fees must be paid in full by **TBA**.

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### **Tentative Schedule of Topics**

*TBD*

**From:** Emery, Mary  
**Sent:** Friday, September 04, 2015 4:54 PM  
**To:** Waid-Lindberg, Courtney A  
**Subject:** RE: Seeking permission for yet another course

We have not yet taught it; it was just put in as a requirement this year. Yes, it is fine with us if you offer it as well. It is not a requirement for the college of arts and sciences that students have a capstone experience.

Mary Emery, Department Head Sociology and Rural Studies  
<http://www.sdstate.edu/soc/about/index.cfm>  
605 6884889; cell 402 304 1531

Waid-Lindberg, Courtney A

Sociology Department  
Friday, September 04, 2015 4:18 PM  
Hi Mary,

Hope the beginning of the semester is going well for you guys over in Brookings!

We have decided to propose additional courses for inclusion into our program here at NSU. One of them – SOC 489, Capstone – is taught at SDSU. Can we teach this course here at NSU? If so, would you mind sending a syllabus?

Have a good Labor Day,

Courtney

Courtney A. Waid-Lindberg, Ph.D.  
Assistant Professor of Sociology and Criminal Justice  
College of Arts and Sciences Internship Coordinator  
Northern State University  
1200 S. Jay Street  
Aberdeen, SD 57401  
605-626-2355