

# LONG SIGNATURE SHEET

**RECEIVED**  
10/25/10



Proposal Number: SOCY 2-12-10 **UNC CHARLOTTE**  
 Proposal Title: Creation of Concentrations Within  
the Sociology B.A.  
 Originating Department: Sociology

TYPE OF PROPOSAL: UNDERGRADUATE  GRADUATE \_\_\_\_\_ UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
2/12/10	10/1/10	10/25/10	Approved	<u>DEPARTMENT CHAIR</u> Lisa Walker
	1/14/11	2/11/2011	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Cheryl L. Brown
		2/11/11	Approved	<u>COLLEGE FACULTY CHAIR</u> Joseph B. Kuhns
		2/11/11	Approved	<u>COLLEGE DEAN</u> Charles J. Brody
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

CREATION OF CONCENTRATIONS WITHIN THE SOCIOLOGY B.A.

University of North Carolina at Charlotte

Undergraduate

Course and Curriculum Proposal from: Sociology

**PROPOSAL SUMMARY AND CATALOG COPY.**

1. **SUMMARY.** The Department of Sociology would like to create three (3) optional concentrations within the major of sociology to begin in Fall 2011: Sociological Social Psychology; Social Problems; and Organizations, Occupations and Work.

Each concentration will require a total of four (4) courses, in which one is a required course for the specific concentration and the other three courses are selected from the approved list of electives for the specific concentration. A grade of "C" or higher must be earned in the required course and a GPA of 2.5 must be earned in the concentration. These courses will not add to the total number of hours required for the major, but will count toward the elective hours already required for the major.

The Sociological Social Psychology Concentration will require a new 2000 level course "Sociological Social Psychology" (SOCY 2161) as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 2112 Popular Culture; SOCY 3261 Human Sexuality; SOCY 3267 Dying, Death, and Bereavement; SOCY 4150 Older Individual and Society; SOCY 4263(W, O) Sociology of Small Groups; SOCY 4265 (W) (new course) Sociology of Law; and other courses which the Department deems appropriate. Syllabi for the new courses (which have each been offered once or twice previously as topics courses) are attached.

The Social Problems and Policy Concentration will require SOCY 2171 as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 2100 Aging and the Lifecourse; SOCY 3143 Social Movements; SOCY 3173 Criminology; SOCY 3250/3251(O) Political Sociology; SOCY 4111 Social Inequality; SOCY 4125 Urban Sociology; SOCY 4130 Sociology of Health and Illness; SOCY 4168 Sociology of Mental Health and Illness; SOCY 4172/4173(W) Sociology of Deviant Behavior; SOCY 4480 Internship in Sociology; and other courses upon which the Department deems appropriate. None of these are new courses.

The Organizations Concentration will require a new course SOCY 2115 "Introduction to Organizations" as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 4111 Social Inequality; SOCY 4112 Sociology of Work; SOCY 4115 (new course) Organizational Sociology; and other courses upon which the Department deems appropriate. Syllabi are attached for SOCY 2115 and for SOCY 4115; both have previously been taught as topics courses.

## **2. PROPOSED CATALOG COPY.**

### **FOR CONCENTRATIONS:**

A major in Sociology leading to the B.A. degree consists of: (1) a minimum of 32 semester hours of sociology courses; including (2) a core curriculum of SOCY 1101, 3153 or 3154, 4155, and 4156; with a grade of "C" or better for each core course; (3) at least 23 hours at the 3000 level or above; (4) at least three hours designated W in the major; and (5) a minimum of 18 semester hours of related work or a minor.

Students can, if desired complete a concentration in one of three substantive areas as part of the B.A. degree. The three areas are Sociological Social Psychology; Social Problems and Policy; and Organizations, Occupations, and Work. Each concentration will require a total of four (4) courses, in which one is a required course for the specific concentration and the other three courses are selected from an approved list of electives for the specific concentration. A grade of "C" or higher must be earned in the required course and a GPA of 2.5 must be earned in the concentration. These courses will not add to the total number of hours required for the major, but will count toward the elective hours already required for the major.

The Sociological Social Psychology Concentration will require SOCY 2161 as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 2112; SOCY 3261; SOCY 3267; SOCY 4150; SOCY 4263(W, O); SOCY 4265 (W); and other courses with advisor approval.

The Social Problems and Policy Concentration will require SOCY 2171 as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 2100; SOCY 3143; SOCY 3173; SOCY 3250/3251(O); SOCY 4111; SOCY 4125; SOCY 4130; SOCY 4168; SOCY 4172/4173(W); SOCY 4480; and other courses with advisor approval.

The Organizations Concentration will require a SOCY 2115 as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 4111; SOCY 4112; SOCY 4115; and other courses with advisor approval.

### **FOR COURSES:**

SOCY 2115. Introduction to Organizations. (3) Prerequisite: SOCY 1101 or permission of the instructor. The ubiquity of formal organizations is a distinctively modern phenomenon. Today, organizations not only dictate activities at the workplace, but also exert profound impacts on nearly all aspects of modern life. As one of the most vibrant and fast growing branches of the discipline, organizational sociology provides the conceptual tools to understand a variety of organizational processes. In this course, you will be introduced to some of the basic concepts and topics in organizational sociology. Special emphases will be placed on the social impacts of organizations.

SOCY 2161. Sociological Social Psychology. (3) Prerequisite: SOCY 1101 or permission of instructor. How the actual, imagined or implied presence of other people influences a person's thoughts, feelings and behavior. Socialization, self and identity, attitudes, social perception, language, and group processes.

SOCY 4265. Sociology of Law (W). (3) Prerequisite: SOCY 1101 or permission of instructor. The social structure and process of deviant behavior-- why and how society and social relations work, especially when violations of major rules take place. How societal definitions create and perpetuate deviance.

SOCY 4115. Organizational Sociology. (3) Prerequisite: SOCY 1101 or permission of instructor. The sociological analysis of formal organizations. Organizational structures, practices, internal processes, and their relationships with the external environment. Organizations as rational instruments designed to achieve predetermined goals, as human groups where spontaneous social interactions take place, and as organisms situated in broader social, cultural, and economic contexts.

## **B. JUSTIFICATION.**

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

We believe that the addition of optional concentrations will attract students to the major with particular interests (social psychology, social policy, organizational behavior) who might not otherwise think of majoring in Sociology. In addition, we believe that current majors will also benefit from the additional credential that a concentration will offer them.

2. Discuss prerequisites/corequisites for course(s) including class-standing.

All elective courses that will be part of the concentrations will have SOCY 1101 as a pre-requisite. The first course of each concentration will be a pre- or co-requisite with subsequent courses in the concentration.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.  
The first course in each concentration is numbered at the 2xxx level. Additional courses are numbered on the 3XXX and 4XXX levels.
4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?  
As noted above, we believe this makes our major more useful and attractive to current and potential majors. We also believe that the existence of these concentrations will communicate a better sense of what the discipline is about, even for those students who do not elect to choose a concentration.

### C. IMPACT.

1. What group(s) of students will be served by this proposal?  
Undergraduate majors. We currently have just over 300 majors and expect that the concentrations will attract a small number of additional majors. We expect that about 30 majors will choose a concentration in the first year, and that eventually about 25% of our majors will complete a concentration..
2. What effect will this proposal have on existing courses and curricula?
  - a. When and how often will added course(s) be taught?  
The first course in each concentration will be offered every semester (2171 already is being offered on that schedule). Other courses will be offered on a rotating basis at the same frequency as already described in the catalog.
  - b. How will the content and/or frequency of offering of other courses be affected?  
It will not to any noticeable degree. Some other electives may be offered slightly less often.
  - c. What is the anticipated enrollment in course(s) added (for credit and auditors)?  
2115: 50 per semester; 2161: 50 per semester; 4265: 25 per year; 4115: 50 per year.
  - d. How will enrollment in other courses be affected? How did you determine this?  
Not noticeable. We are already booked in our elective classes and do not expect that to change.
  - e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.  
2115 has been taught once before as SOCY 2090 (50 students)  
2161 was taught once before as 2090 (25 students)  
4265 has been taught once before as SOCY 4090 (50 students)

4115 has been taught twice as 4090 (about 60 students each time)

f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.  
None other than noted above.

#### **D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.**

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

1. Personnel
  - a. None. The Department will alter its elective course offerings to accommodate the concentrations.
  - b. List by name qualified faculty members interested in teaching the course(s). 2115: Zhao, Cao, Rubin. 2161: Webster, Walker, McKenzie; 4265: McKenzie, Walker; 4115: Zhao, Cao, Rubin.
2. Physical Facility - None
3. Equipment and Supplies - None
4. Computer - None
5. Audio-Visual - None
6. Other Resources – None
7. Indicate source(s) of funding for new/additional resources required to support this proposal. – None needed.

#### **E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

1. Library Consultation  
Attached.
2. Consultation with other departments or units  
We have consulted with the Department of Psychology regarding the concentration of Sociological Social Psychology and agreed on naming conventions to avoid confusion with their courses. They had no objections in principle. An email from Fary Cachelin, Department Chair, is attached.  
We also consulted with Political Science over the possible overlap in content for the Sociology of Law course. As noted in the attached email from Bob Kravchk, Political Science supports the proposed course.

## **F. INITIATION AND CONSIDERATION OF THE PROPOSAL**

### **1. Originating Unit**

The Undergraduate Committee discussed and approved this idea at its meeting in January 2010, after lengthy consideration.

### **2. Other Considering Units**

The proposal was discussed and approved by consensus at a meeting of the full Sociology Faculty on February 12, 2010.

## **G. ATTACHMENTS**

1. Syllabi attached for 2115, 2161, 4265, and 4115.

2. Library consultation attached.

**From:** Cachelin, Fary  
**Sent:** Tuesday, November 30, 2010 11:16 AM  
**To:** Walker, Lisa  
**Subject:** RE: consultation

Hi Lisa,

Per our conversation, Psychology has an objection to the label "Psychology" being used in the track and two new course titles, as this could cause a lot of confusion between social psychology taught in Psychology and that in Sociology for students. To those not familiar with social psychology in Sociology, it also can imply an overlap or merge between the two departments/disciplines, which would not be accurate.

We would have no objection if the titles were changed, for example to the following:

Social Psychology track to Sociological Social Psychology track  
Social Psychology course to Society and the Individual or Sociological Social Psychology (we have a course by the same name, Social Psychology)  
Social Psychology of Law course to Sociology of Law

I thank you for this opportunity to consult and am happy to discuss further if you wish.

Many regards,  
Fary



**Brody, Charles**

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**Subject:** FW: consultation on proposed course

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**From:** Kravchuk, Bob  
**Sent:** Tuesday, February 08, 2011 1:35 PM  
**To:** Walker, Lisa  
**Subject:** RE: consultation on proposed course

Dear Lisa:

I apologize for the delayed reply. Yes, the Political Science Department enthusiastically endorses the proposal. Please let me know if you need anything else.

Collegial regards,

-Bob

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**From:** Walker, Lisa  
**Sent:** Tuesday, February 08, 2011 1:33 PM  
**To:** Kravchuk, Bob  
**Subject:** FW: consultation on proposed course

Hi Bob –

You had previously indicated that you were going to run this by some of your faculty and let me know what they said. I hate to be pushy, but we are hoping to get this through the curriculum procedure in time for Fall implementation, so I was wondering how that's going. Any update would be appreciated.

Thanks,

Lisa

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Lisa Slattery Walker, Ph.D. | Chair and Professor of Sociology  
Professor of Organizational Science

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**From:** Walker, Lisa  
**Sent:** Wednesday, January 19, 2011 11:19 AM  
**To:** Kravchuk, Bob  
**Subject:** consultation on proposed course

Hi Bob –

Sociology is proposing a new course and the College C&C Committee has asked us to consult with Poli Sci on it before approval. The course is Sociology of Law and I've attached a syllabus. Please consult with your faculty as appropriate and let us know what you think.

Thanks,

Lisa

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Lisa Slattery Walker, Ph.D. | Chair and Professor of Sociology  
Professor of Organizational Science  
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9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-2288 | Fax: 704-687-3091  
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Professor Yang Cao  
Office Hours: Wednesday 10am–12pm  
Office Location: 490-D Fretwell

Fall 2007  
Phone: (704) 687-2403  
Email: [yangcao@uncc.edu](mailto:yangcao@uncc.edu)

## SOCY 2115: Introduction to Organizations

### COURSE DESCRIPTION:

The ubiquity of formal organizations is a distinctively modern phenomenon. Today, organizations not only dictate activities at the workplace, but also exert profound impacts on nearly all aspects of modern life. As one of the most vibrant and fast growing branches of the discipline, organizational sociology provides the conceptual tools to understand a variety of organizational processes. In this course, you will be introduced to some of the basic concepts and topics in organizational sociology. Special emphases will be placed on the social impacts of organizations.

### TEXTS:

Electronic Reserve. Available soon through the university library's website.

George Ritzer. 2004. *The McDonaldization of Society: Revised New Century Edition*.

### REQUIREMENTS:

Attendance and Quizzes: All students are expected to attend class on a regular basis. To encourage attendance, I will give a total of five pop quizzes. Each quiz is worth 2 points (out of 100). Your lowest quiz score will be dropped. The other four will be counted toward your final grade.

You will not be allowed to make up for any missed quiz. However, if you have acceptable proof (e.g., a doctor's note) that you could not attend the class for legitimate reasons, you will be exempted from that particular requirement. In other words, your final grade will be based on the percentage of points you earn out of a total of 98, instead of 100.

Reading Assignments: You must complete the reading before each class. All reading assignments from sources other than the textbook will be available through the university library's electronic reserve. Please visit the library's website to make sure you know how to access it. To help you focus on the key concepts and issues, I will use the Blackboard Vista system to provide a few questions at least five days in advance (i.e., no later than the Friday of the week before). Keep these questions in mind when you do the reading and see if you can answer them.

Writing Assignments: You will be asked to write two essays. Each is 2-3 pages long (double-spaced, ~600 words) and is worth 12 points. The purpose of these essays is to help you relate what you learn in class to your own experiences. Topics and detailed instructions will be distributed later. Late essays will be penalized by one point for each day they are overdue.

Midterm and Final Exams: There are two exams, a midterm in Week 7 and a final. Both are close-book. The questions will be true-or-false, multiple choices, and short-answers. The midterm exam accounts for 30% of your grade, and the final accounts for 38%. In case you cannot take the exam at the scheduled time, please be sure to get in touch with me as early as possible so that we have enough time to make proper arrangements.

## GRADING SCHEME:

<u>Requirements:</u>	<u>Points</u>	<u>Grade Assignment:</u>
4 Quizzes	8	90 – 100 = A
2 Essays	24	80 – 89 = B
Midterm Exam	30	70 – 79 = C
Final Exam	38	60 – 69 = D
Total:	100	0 – 59 = F

## ACADEMIC INTEGRITY:

“The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

**A. Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

**B. Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

**C. Multiple Submission.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

**D. Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

**E. Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material

**F. Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of The UNC Charlotte Code of Student Academic Integrity.” (Source: UNC Charlotte Undergraduate Catalog 2007-2009, pp.22-23.)

## ADDITIONAL INFORMATION AND CLASS POLICIES:

Requirements and Class Schedule: I do not expect any change to the requirements. Minor adjustments to the class schedule and reading assignments are possible, although I will keep them at the minimum.

Blackboard/WebCT Vista: I will use the Blackboard (a.k.a. WebCT Vista) to post grades, questions for reading assignments, and ad hoc announcements. Please make sure you know how to access this service. If you notice any inaccuracy in your grade record, please inform me as soon as possible.

Extra-credits: There will not be any opportunity for extra credits.

## CLASS SCHEDULE AND READING ASSIGNMENTS

Week 1, 8/22	Review Syllabus
Week 2, 8/29	Classical Theories Read: Max Weber, "Bureaucracy" Frederick Taylor, "The principles of scientific management"
Week 3, 9/5	Why Bureaucracy? Read: Charles Perrow, "Why bureaucracy?" Harry Braverman, "The degradation of work in the twentieth century"
Week 4, 9/12	Movie and Discussion: <i>Office Space</i>
Week 5, 9/19	McDonaldization Read: George Ritzer, <i>The McDonaldization of Society</i> , Chapter 1, 2, 3, and 4
Week 6, 9/26	McDonaldization (cont'd) Read: George Ritzer, <i>The McDonaldization of Society</i> , Chapter 5, 6, 7, and 9
Week 7, 10/3	Midterm Exam * First essay assignment distributed
Week 8, 10/10	From Control to Motivation to Commitment Read: Douglas McGregor, "The human side of enterprise" Saul Rubinstein, "A different kind of company" Laurie Graham, "Inside a Japanese transplant"
Week 9, 10/17	Informal Processes Read: Robert Jackall, "The social structure of managerial work" Rosabeth Moss Kanter, "Some effects of proportions on group life"
Week 10, 10/24	Movie and Discussion: <i>Startup.com</i> * First essay due
Week 11, 10/31	The Continuing Battle for Control Read: Robert Sutton, "Maintaining norms about expressed emotions" James Evans et al., "Beach time, bridge time, and billable hours"

- Week 12, 11/7      Work and Family  
Read:  
Leslie Perlow, "Boundary control: The social ordering of work and family time in a high-tech corporation"  
Jerry Goodstein, "Institutional pressures and strategic responsiveness: Employer involvement in work-family issues"
- Week 13, 11/14      Organizational Deviance  
Read:  
Charles Perrow, "Normal accidents: Living with high-risk technologies"  
Cybelle Fox and David Harding. "School shootings as organizational deviance"  
\* Second essay assignment distributed
- Week 14, 11/21      Thanksgiving Break. No Class.
- Week 15, 11/28      Organizations and Inequality  
Read:  
Charles Perrow, "Organizing America"  
Bennet Harrison, "Lean and mean"  
Movie and Discussion: *Roger and Me*
- Week 16, 12/5      Review  
\* Second essay due
- Week 17, 12/12      Final Exam, Time TBD



UNC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Lisa Walker

From: Bridgette Sanders

Date: October 20, 2010

Subject: SOCY 2115 – Introduction to Organizations

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: October 20, 2010

Please Check One:

- Holdings are superior \_\_\_\_\_
- Holdings are adequate XX
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

Comments:

The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are *Sociological Abstracts*, *ASSIA: Applied Social Sciences Index and Abstracts*, *Academic Search Premier*, *Project Muse*, *JSTOR*, and *Web of Science*.

The Library has an excellent collection of journals, both print and electronic, that can support this course.

The library also has adequate monographs to support the proposed course. A cursory search in the library's catalog, searching "Organizational Sociology" produced over 200 items.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

10-20-10  
Date

Sociology 2161 (Sociological Social Psychology)

Professor Lisa Walker

Office: Fretwell, Room 476F

Office Phone: 704-687-2288

E-mail: [lrashott@uncc.edu](mailto:lrashott@uncc.edu)

This syllabus contains the policies and expectations I have established for Sociological Social Psychology. *Please read the entire syllabus carefully before continuing in this course.* These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of changes will be made by announcement in class.

**Course Description:** This course is about social psychology, which traditionally has been an area of both sociology and psychology. This branch of social science systematically examines how the actual, imagined or the implied presence of other people influences a person's thoughts, feelings and behavior. Social psychology examines social interaction: human behavior and cognitive processes occurring when people are in groups. This course will touch upon several topics in social psychology including theories in social psychology, socialization, self and identity, attitudes and attitude change, social perception, language, social communication and group processes. When you have completed this course, you will better understand how social scientists conduct research, the social problems addressed by social science, and the content of specific theories and scientific studies. You will also be asked to apply practical and critical thinking skills, working alone and in groups.

**Course goals:**

- Students will have a basic understanding of research methods used by social psychologists.
- Students will have a basic understanding of major concepts and theories in the areas of social cognition, social influence, and social interaction.
- Students will learn to evaluate theories.
- Students will learn the major research findings of important studies.
- Students will reflect upon the social aspects of themselves.

**Text:** *Social Psychology: Sociological Perspectives* (2<sup>nd</sup> edition), by Rohall, Milkie, and Lucas.

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

**All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>**

The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in pre-approved emergencies, those using such devices must leave the classroom for the remainder of the class period.



Sociology <sup>2161</sup>~~2090~~  
Professor Lisa Walker  
Office Phone: 704-687-2288  
E-mail: lrashott@uncc.edu

**Examinations/Assignments:** For this course there will be three examinations, ten short written assignments, and a paper. There are a total of 400 points for the class. The point breakdown is as follows:

Three exams@100 points	=	300 points
Five short written assignments@10 points	=	50 points
Group project	=	50 points

**Exams.** The exams will not be cumulative. Exams will be administered in Moodle and will be open-book and open-note. The exam format will be 40 multiple-choice questions (worth two points each) and two short essay questions (worth 10 points each). Potential essay questions will be given out in advance of the exam. Make-up exams (which may differ in format) will only be given in *verifiable* emergency situations. DO NOT just show up the next day and expect to be able to make up an exam. You must contact me prior to the scheduled exam time in order to schedule a make-up exam.

**Short Written Assignments.** The five short written assignments are not announced in advance. There are no make-ups for these assignments. These assignments will cover material from lectures and readings. Some of the assignments will be completed in class and some will be done on Moodle.

**Group Project.** Here's your opportunity to learn more about psychological research, and present your knowledge to your classmates. You will be assigned to a group of 4 or 5 people using the "Team Maker" software. The goal of this project is for you to demonstrate knowledge of a chapter that we discussed, and to develop the concepts in that chapter further. You're going to present this information in oral form. There are three presentation days. Once groups have been formed we will assign presentation days and chapters. Each group will have 15 minutes. You can divide that time up however you want. I will stop the group at 15 minutes, whether you have completed your presentation or not, so I suggest you practice your presentation. (And only using half of those minutes will look bad, too!) Ideas must be submitted in writing to me by 9/30. Part of your final grade will be determined by your teammates, who will rate you using the CATME software.

The way that you develop the concept further is up to you and your group. The only requirement is you MUST include more research – either more that you have developed, or more that you have found in a literature review. You must tie this research in to the chapter in your presentation. *Here's one idea:* Your group might decide to develop a questionnaire to study the phenomenon, and use it with your classmates. You might have one person describe the reading to the class, and have another person create a questionnaire for studying the phenomenon. A third person might distribute the questionnaire and discuss why you created it this particular way, and why you used the questions you did. (It would be cool if you found a problem with the original study and found a way to correct it.) *Here's another idea:* One person might describe the original study, and the other two might describe other studies that were related to the original – for example, research that followed up on the original idea, even by the original author, or research that goes against the original study.

Sociology ~~2090~~ <sup>2161</sup>  
Professor Lisa Walker  
Office Phone: 704-687-2288  
E-mail: lrashott@uncc.edu

**Schedule of lecture/discussion topics (assigned reading):**

- 8/24 & 26: Introduction to the course. Syllabus & policies.  
Introduction to Social Psychology. (Chapter 1)
- 8/31 & 9/2: Theories/perspectives in Social Psychology. (Chapter 2)
- 9/7 & 9: Research methods in Social Psychology. (Chapter 3)
- 9/14 & 16: Self & Identity. (Chapter 5)
- 9/21 & 23: Film Week
- 9/28: **EXAM # 1**
- 9/30 & 10/5: Socialization. (Chapter 6)
- 10/7 & 10/14: Social Psychology of Stratification. (Chapter 4)
- 10/19 & 21: Attitudes, Values and Behaviors. (Chapter 9)
- 10/26 & 28: Sentiments and Emotions. (Chapter 10)
- 11/2 & 4: Collective Behavior. (Chapter 11)
- 11/9: **EXAM # 2**
- 11/11 & 16: Social Influence and Persuasion.
- 11/18 & 23: Group Structure and Cohesion.
- 11/30 & 12/2: Group presentations
- 12/7: Group presentations & Wrap Up
- 12/16: **EXAM # 3** (8:00 – 10:30 a.m.)



UNCC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Lisa Rashotte

From: Bridgette Sanders

Date: April 20, 2010

Subject: SOCY 2161 – <sup>SOCIOLOGICAL</sup> Social Psychology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: April 20, 2010

Please Check One:

- Holdings are superior \_\_\_\_\_
- Holdings are adequate XX
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

Comments:

The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are *Sociological Abstracts*, *ASSIA: Applied Social Sciences Index and Abstracts*, *PsycInfo*, *Academic Search Premier*, *Project Muse*, *JSTOR*, and *Web of Science*.

The Library has an excellent collection of journals, both print and electronic, that can support this course.

The library also has adequate monographs to support the proposed course. A cursory search in the library's catalog, searching the subject "Social Psychology," produced over 600 items.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

April 20, 2010  
Date

Professor Yang Cao  
Office Location: 455A Fretwell  
Office Hours: Monday 2:30–4:30pm

Phone: (704)687-2403  
Email: [yangcao@email.uncc.edu](mailto:yangcao@email.uncc.edu)

## SOCIOLOGY 4115: ORGANIZATIONAL SOCIOLOGY

### COURSE DESCRIPTION:

This course is designed for advanced undergraduate and graduate students who are interested in the sociological analysis of formal organizations. The main objective is to provide you with the conceptual tools to understand organizational structures, practices, internal processes, and their relationships with the external environment. We will examine organizations as rational instruments designed to achieve predetermined goals, as human groups where spontaneous social interactions take place, and as organisms situated in broader social, cultural, and economic contexts.

### TEXTBOOK:

Michael J. Handel (ed.). 2003. *The Sociology of Organizations: Classic, Contemporary, and Critical Readings*.

### MAIN REQUIREMENTS:

Attendance and Quizzes (20 points): The class meets every Monday from 6 to 8:50pm in Fretwell 206. Regular attendance is expected. Starting from Week 2, I will give a quiz at the end of each class unless the session is scheduled for movie and discussion. Each quiz is worth 2.5 points (on a scale of 100) and will consist of 3 multiple-choice questions. You receive 1 point for attending the class and taking the quiz and 0.5 point for every correct answer. There will be a total of 11 quizzes throughout the semester. Your lowest quiz score will be dropped. Your second and third lowest scores will be counted as bonus points. Hence, the *real* maximum you can earn from the quizzes is actually 25.

Reading Assignments: You are expected to complete the reading assignment before each class. This will help you to follow the lecture and to perform well on the quiz. All reading assignments are listed in the second page of this syllabus. If you are an undergraduate enrolled in Socy.4090, you are not required to read those listed as “for graduate students.”

Midterm Exam (30 points): The class on March 20 will be used for midterm exam. Approximately 60 multiple choice questions will be on the test.

Final Exam (25 points): The final exam will be given on Monday, May 8 at 7pm. Approximately 50 multiple-choice questions will be on the test.

Term Paper (25 points): If you are an undergraduate, you will be asked to write a 6-page long term paper about an organization that you have worked for and have intimate knowledge of. Graduate students enrolled in Socy.6090 will need to write either a conceptual essay or a research proposal. The length should be around 12-15 pages. Detailed instructions will be given later in the semester.

### GRADING SCHEME:

<u>Total Points:</u>	<u>105</u>	<u>Points to Grades:</u>
Midterm Exam	30	90 – 105 = A
Final Exam	25	80 – 89 = B
Term Paper	25	70 – 79 = C
8 Quizzes (2.5 pts each)	20	60 – 69 = D
2 Bonus Quizzes (2.5 pts each)	5	0 – 59 = F

## CLASS SCHEDULE AND READING ASSIGNMENTS

- Week 1 (1/9) Introduction  
Read: Handel, "Introduction," p.1-4
- Week 2 (1/23) Organizations as Machines  
Read: Handel, Introduction to Part I, #1, #2, Introduction to Part II, #4
- Week 3 (1/30) Movie and Discussion: *Office Space*  
Read: Handel, #3
- Week 4 (2/6) From Control to Commitment  
Read: Handel, Introduction to Part III, #9, #11
- Week 5 (2/13) Critical Views on Motivation and Commitment  
Read: Handel, #12, #27
- Week 6 (2/20) Power and Conflicts  
Read: Handel, Introduction to Part IV, #13, #14, #15
- Week 7 (2/27) Resource Dependence Theory  
Read: Handel, Introduction to Part VII, #18
- Week 8 (3/13) Population Ecology  
Read: Handel, #20  
For Graduate Students: Michael T. Hannan and John Freeman. 1977. "The Population Ecology of Organizations." *American Journal of Sociology* 82(5): 929-964.
- Week 9 (3/20) Midterm Exam
- Week 10 (3/27) Economic Theories of Organizations  
Read: Handel, Introduction to Part VII, #21  
For Graduate Students: Lee Alston and Robert Higgs. 1982. "Contractual Mix in Southern Agriculture since the Civil War." *Journal of Economic History* 42: 327-353.
- Week 11 (4/3) Transaction Cost Economics  
Read: Handel, #22, #23
- Week 12 (4/10) New Institutional Theory  
Read: Handel, #19  
For Graduate Students: John W. Meyer and Brian Rowan. 1977. "Institutionalized Organizations." *American Journal of Sociology* 83(2): 340-363.
- Week 13 (4/17) Network Embeddedness  
Read: Brian Uzzi. 1996. "Embeddedness and Economic Performance." *American Sociological Review* 61(4): 674-698.  
For Graduate Students: Handel, #25; Mark Granovetter. 1985. "Economic Action and Social Structure." *American Journal of Sociology* 91(3): 481-510.
- Week 14 (4/24) Organizations and Society  
Read: Handel, Introduction to Part XI, #26, #28, #31  
For Graduate Students: Matissa N. Hollister. 2004. "Does Firm Size Matter Anymore?" *American Sociological Review* 69(5): 659-676.
- Week 15 (5/1) Movie and Discussion: *Roger and Me*
- Week 16 (5/8) Final Exam (7-10pm)

## **STATEMENT OF ACADEMIC INTEGRITY (FROM FACULTY HANDBOOK):**

“All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of The UNC Charlotte Code of Student Academic Integrity (see the Catalog). This Code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to “F.” If you do not have a copy of the Code, you can obtain one from the Dean of Students Office or access it online at <http://www.legal.uncc.edu/policies/ps-105.html>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.”

## **ADDITIONAL INFORMATION AND CLASS POLICIES:**

Requirements and Class Schedule: I do not expect any changes to the requirements. Minor adjustments to the class schedule are possible, although I will keep them at the minimum.

WebCT Usage: Quiz scores and answer keys will be posted online via WebCT as soon as they become available. Please check regularly and inform me of any inaccuracy. I will also use WebCT to post ad hoc announcements. **DO NOT EMAIL ME THROUGH THE WebCT SYSTEM.** Use my email address on the first page of the syllabus instead.

Missed Quizzes: **YOU WILL NOT BE ALLOWED TO MAKE UP FOR ANY MISSED QUIZZES.** Remember that your lowest quiz score will be dropped and your next two lowest scores will be counted as bonus points. This means that there is no penalty for the first three quizzes that you miss. Missing four or more quizzes is excessive no matter what the causes are.

Midterm and Final Exams: In case you cannot take the exam at the scheduled time and you have legitimate and verifiable reasons, please be sure to contact me as early as possible so that we can make proper arrangements.

Term Paper: The term paper is due by Monday, May 8. I will not accept email submissions. Please print out a hardcopy and hand it in before the final exam starts. Overdue papers will incur a penalty of 2.5 points per day and will not be accepted after Wednesday 5pm.

Extra-credits: There will not be any extra-credit opportunities.

**Consultation on Library Holdings**

**To:** Lisa Rashotte

**From:** Bridgette Sanders

**Date:** April 19, 2010

**Subject:** SOCY 4115 - Organizational Sociology

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**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Bridgette Sanders      **Date:** April 19, 2010

**Please Check One:**

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

\_\_\_\_\_  
XX  
\_\_\_\_\_  
\_\_\_\_\_

**Comments:**

The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are *Sociological Abstracts*, *ASSIA: Applied Social Sciences Index and Abstracts*, *Academic Search Premier*, *Project Muse*, *JSTOR*, and *Web of Science*.

The Library has an excellent collection of journals, both print and electronic, that can support this course.

The library also has adequate monographs to support the proposed course. A cursory search in the library's catalog, searching the subject "Organizational Sociology" produced over 100 items.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

April 19, 2010  
Date

## SOCY 4265 – SOCIOLOGY OF LAW (W)

<b>INSTRUCTOR:</b>	Mary McKenzie	<b>EMAIL:</b>	<a href="mailto:mfmckenz@uncc.edu">mfmckenz@uncc.edu</a>
<b>OFFICE:</b>	Fretwell 460 A	<b>PHONE:</b>	(704) 687-4074
<b>OFFICE HOURS:</b>	TW 12:30-2:00	<b>MOODLE SITE:</b>	<a href="http://moodle.uncc.edu">http://moodle.uncc.edu</a>

### REQUIRED TEXTS

- Barkan, Steven E. Law and Society: An Introduction. First Edition. Pearson Prentice Hall. 2009.

### REQUIRED SUPPLIES

- Interwrite Learning PRS RF Response system – “clicker”

#### COURSE OBJECTIVE

We will investigate the social structure and process of deviant behavior– why and how society and social relations work, especially when violations of major rules take place. We will explore the way in which societal definitions create and perpetuate deviance in society through quick writing assignments, as well as to learn to write more for the academic community.

This course provides a conceptual approach with which to understand deviant behavior and will help you to:

- ❖ Understand briefly the emergence of deviant behavior;
- ❖ Understand theory of deviant behavior;
- ❖ Become acquainted with professional sociological research;
- ❖ Learn to write a literature review.

#### SYLLABUS

01/12/10	Review syllabus; Discuss Moodle
01/13/10	<b>Payment Due Date/Cancellation for non-payment</b>
01/14/10	Social Psychology of Deviance and Law
01/19/10	An Introduction to the Sociology of Law
01/21/10	cont' <b>(Last day to register, add, drop, and change grade type to P/NC or Audit via the web; Deadline to apply for May 2010 graduation; Last day to submit grade replacement form)</b>
01/26/10	Chapter 1 – The Social Nature and Significance of Law [Writing Group 1 must submit summary of chapter to Instructor; Writing Group 2 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
01/28/10	cont'
02/02/10	Chapter 2 –Understanding Law and Society [Writing Group 3 must submit summary of chapter to Instructor; Writing Group 4 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
02/04/10	cont'
02/09/10	Chapter 3 – Families and Types of Law [Writing Group 5 must submit summary of chapter to Instructor; Writing Group 1 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
02/11/10	cont'
02/16/10	<b>EXAM 1 – Class does not meet</b>
02/18/10	Clashing Views writing group
02/23/10	Chapter 4 –Law and Dispute Processing; Exam 1 due; [Writing Group 2 must submit summary of chapter to Instructor; Writing Group 3 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
02/25/10	cont'; Clashing Views wiki posting due
03/02/10	Chapter 5 –Law and Social Control [Writing Group 4 must submit summary of chapter to Instructor; Writing Group 5 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
03/04/10	cont'
03/08/10	<b>Summer and Fall 2010 Schedule of Classes Available on the Web</b>
03/09/10	<b>SPRING BREAK</b>
03/11/10	<b>SPRING BREAK</b>



03/16/10	Chapter 6 –Law and Social Change [Writing Group 1 must submit summary of chapter to Instructor; Writing Group 2 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
03/18/10	cont'; Development of Law Paper Due
03/22/10	<b>Last day to withdraw from a course with a 'W' grade (and retain other courses)</b>
03/23/10	<b>EXAM 2 – Class does not meet</b>
03/25/10	Clashing Views writing group
03/29/10	<b>Summer and Fall Registration Begins</b>
03/30/10	Chapter 7 –Law and Inequality; Exam 2 due; [Writing Group 3 must submit summary of chapter to Instructor; Writing Group 4 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
04/01/10	cont'; Clashing Views wiki posting due
04/06/10	Chapter 8 –The Legal Profession [Writing Group 5 must submit summary of chapter to Instructor; Writing Group 1 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
04/08/10	cont'
04/12/10	<b>Last day to withdraw from all courses with a "W" grade</b>
04/13/10	Chapter 9 –Courts and Juries [Writing Group 2 must submit summary of chapter to Instructor; Writing Group 3 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
04/15/10	cont'
04/20/10	<b>EXAM 3 – Class does not meet</b>
04/22/10	Clashing views writing group
04/27/10	Researching Law and Society; Exam 3 due; [Writing Group 4 must submit summary of chapter to Instructor; Writing Group 5 must submit Clicker Questions to Instructor by 9:00pm the night before class.]
04/29/10	cont'; Clashing Views wiki posting due
05/04/10	<b>Last Day of Class</b>
05/11/10	<b>FINAL EXAM (11:00-1:30)</b>

#### COURSE REQUIREMENTS

3 highest of the 4 Exams @ 15% each	45%
Clicker Questions (written and answered)	10%
Chapter Summaries	10%
Clashing Views wiki	15%
Development of Law Paper	20%
	<hr/>
	100%

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

#### EXAMS

The exams are take-homes. You will receive the questions on the day before the exam and they are due back to me typed on the assigned date. Material from the textbook and discussion of readings will be used to answer the exam questions. The exams will be in the form of detailed comparative essays. This style of writing will be discussed the day the exams are posted to help clarify the writing expectations. Questions during the week of writing are welcome.

The final, or fourth, exam in the class is also take-home and will involve researching the legal topics in the exam question and writing a well developed academic paper (10-15 pages).

#### CLICKERS

Clickers will be used to answer questions during class about the topics of discussion. Each writing group will submit clicker questions for the class discussion of the readings. These questions should be short multiple choice or true/false type questions. There will be questions every class.

#### CHAPTER SUMMARIES

Each writing group will submit a summary of their assigned chapter by 9:00 pm, the night before the class meets. These chapter summaries will be used to make the class powerpoints, so they should clearly

and concisely summarize the material in the chapters. Each writing group will submit 2 chapter summaries throughout the semester. The summaries are worth 5% each for a total of 10% of your grade.

**Clashing Views Wiki** Class members will meet with their clashing views group to discuss the opposing sides of assigned legal topics 3 times throughout the semester. Group members will discuss the opposing sides and post the group paper to their wiki page. Each paper is worth 5% for a total of 15% of your grade.

**Development of Law Paper** Each class member will choose a legal topic to research. You are to take the approach that law is a human construct and you are investigating what lead to the law being proposed and how the law is written and interpreted. This paper is worth 20% of your grade and should be around 10 pages long.

## CLASS POLICIES

- This syllabus contains the policies and expectations I have established for Deviant Behavior. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.
- I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of **ideas** is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.
- All questions and comments are welcome, but please be considerate of others and do not talk over them, instead listen to them in the way you would want them to listen to you!!! If you feel compelled to talk to your neighbor or friend beside you about things non-course related, please do so OUTSIDE of class. Constant chatters will be asked to leave the class since they are very disruptive and disturbing to other students who are trying to hear my lecture and others' comments!
- If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.
- If you have any questions regarding the computer technology used in the course that are not answered in the classroom demonstration, please call IT Student Help at 704.687.6400.
- Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services at 704.687.4355 and follow the instructions of that office for obtaining accommodations.
- All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

### III. DEFINITIONS OF VIOLATIONS

In this section defining student violations of academic integrity: (a) "Intent" refers only to the intent to commit the dishonest action. Other aspects of the student's motive (e.g., a desire to avoid academic suspension, or to help a friend) are not material in determining whether an act of dishonesty has been performed; and (b) "Authorization" is legitimate only if given by the faculty member responsible for the evaluation of the student's work.

**A. CHEATING. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.**

**Typical Examples:** Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

**B. FABRICATION AND FALSIFICATION. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.**

**Typical Examples:** (Fabrication) inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences; (Falsification) altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking regrading.

**C. MULTIPLE SUBMISSION. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.**

**Typical Examples:** Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work. (Different aspects of the same work may receive separate credit; e.g., a report in History may receive credit for its content in a History course and for the quality of presentation in a Speech course.)

**D. PLAGIARISM. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge. (NOTE: For more information regarding plagiarism, see PLAGIARISM.)**

**Typical Examples:** Submitting as one's own work of a "ghost writer" or commercial writing service; directly quoting from a source without citation; paraphrasing or summarizing another's work without acknowledging the source; using facts, figures, graphs, charts or information without acknowledgement of the source. Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any "information" which belongs to another.

**E. ABUSE OF ACADEMIC MATERIALS. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.**

**Typical Examples:** Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor. (NOTE: The offense of abuse of academic materials shall be dealt with under this Code only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded.)

**F. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.**

**Typical Examples:** Knowingly allowing another to copy from one's paper during an examination or test; knowingly distributing test questions or substantive information about the material to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. *(NOTE: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt.)*

- All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.
- The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
- Students are permitted to use computers during class for note-taking and other class-related work **only**. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
- I do not assign any extra credit work. There are options built into the class to improve your grade.
- I strongly recommend reading the assigned chapters since exam questions, blog information, and "clicker" questions come predominately from the chapters. Also, if the material has been read then we can discuss the material in class instead of me giving a straight lecture.
- In the case of inclement weather, call the University Inclement Weather Line (704) 687-2877 for information. If the university is open, we will have class. Do not call me, or the department, because we have no input regarding the university decision. I do ask that you use your best judgment regarding safety.
- The best way to contact me is by email at [mfmckenz@uncc.edu](mailto:mfmckenz@uncc.edu). I check my email at least once a day and answer emails that ask questions, but do not reply to ones that are only informational. I usually receive about 100 emails a day, so please refer to the syllabus to see if you can answer your own question.
- I prefer that you do not leave voice mail messages.
- I will answer the phone if I am in my office, but never check voice mail when I am not on campus.
- University Center for Academic Excellence provides workshops, consultations, tutorial software and videos for students to enhance study skills, learning strategies, and test taking strategies: <http://www.ucae.uncc.edu/>.



LNC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Lisa Rashotte

From: Bridgette Sanders

Date: April 16, 2010

Subject: SOCY 4265 - Social Psychology of Law

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: April 16, 2010

Please Check One:

- Holdings are superior \_\_\_\_\_
- Holdings are adequate XX
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

Comments:

The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are *Sociological Abstracts*, *ASSIA: Applied Social Sciences Index and Abstracts*, *PsycInfo*, *National Criminal Justice Reference Service*, *Academic Search Premier*, *Project Muse*, *JSTOR*, and *Web of Science*.

The Library has an excellent collection of journals, both print and electronic, that can support this course.

The library also has adequate monographs to support the proposed course. A cursory search in the library's catalog, searching the subject "Deviant Behavior," and "Social Psychology and Law" produced over 300 items.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

April 16, 2010  
Date