

INTRODUCTORY SOCIOLOGY for MAJORS

SC 001.01
BOSTON COLLEGE
Sept. 8, 2009

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Office Hours: Thursdays, Noon-2:00 and by appointment.

Office: McGuinn 420

Class meeting times and location: T/Th 10:30-11:45 am in Carney 103

COURSE DESCRIPTION

As a core course, Introductory Sociology is expected to accomplish certain goals. These include:

1) to pursue perennial questions of human existence. We will read a variety of authors who formulate a sociological perspective upon such topics as: do humans have free will or are they "controlled" by society? why are there "haves" and "have-nots" in society and must there always be? what are the sources of order and conflict? and so on.

2) to explore the diversity of human cultures. We will study the perspectives and experiences of members of various cultural groups. In this way, students can broaden their ideas and discover misperceptions and stereotypes. Some of the topics we discuss are very controversial. This means that students who are uncomfortable with hearing ideas very different from their own, or with reflecting on their own place in the systems of power and domination that affect the experiences of the world's diverse social groups, may wish to choose another course.

3) to examine sociological methodology. Our readings examine the various means that sociologists use to explore the world around them, including various qualitative and quantitative methods. Assignments require students to begin to practice some of these methods.

4) to refine skills in written expression and analysis. Students will hand in three well-written, carefully argued, 5-page papers.

5) to encourage the formation of a personal philosophy. This class attempts to impart a clear understanding of the special way that sociologists view the world. This unusual perspective frequently requires the student to question very fundamental and "common sense" assumptions--about self, others, relationships, government, spirituality, gender, family, social class, and many other things. Accordingly, it can help students to formulate entirely different ways of thinking about the meaning of every aspect of human life.

REQUIRED COURSE MATERIALS

William C. Levin, *Sociological Ideas*, 4th ed.

J. Macionis and N. Benokraitis, *Seeing Ourselves*, 7th ed.

Eva Garroutte, *Real Indians*

Readings on reserve at O'Neill Library.

A classroom "clicker" device on sale at bookstore. (Note: be sure to label your clicker with your name in permanent ink. Also record the number of your clicker and put this number safely away.)

COURSE REQUIREMENTS AND GRADING

Quizzes: There are 2 scheduled quizzes, each consisting of objective questions. The first quiz is cumulative to the beginning of the year; the second quiz is cumulative only to the first quiz. Each quiz is worth 10% of your final grade (total 20%).

Exams: There are 2 exams, a midterm and final, *each of which is cumulative to the beginning of the year*. The exams are mostly or entirely essays that require students intelligently to summarize, discuss and apply major themes in the readings, lectures, and class discussions. For both quizzes and exams, students are responsible for all parts of all readings, even those we do not expressly discuss in class. Each exam is worth 20% of the final grade (total 40%).

Papers: There are three 5-page papers assigned for this class. All papers are to be submitted at the BEGINNING of the class day on which they are due. Anything handed in after the start of class is considered to be one day late. Papers *will* be accepted late, but they drop one letter grade for each day that they are late. The 3 papers are each worth 10% of the final grade (total 30%).

Class Participation: Class participation encompasses attendance and quality of interaction with the class. High quality participation includes listening carefully and responding thoughtfully and respectfully to others' ideas, as well as expressing your own ideas about course materials in class and (on specified days) in journal entries of about 1 typed page. Students will further interact with the class by answering reading quiz questions and opinion questions using their clicker devices. Attendance is registered daily when students use the clickers; note that you must respond to *all* the day's clicker questions in order for your attendance to be counted. Reading quiz questions receive one point for each correct answer; opinion questions receive one point for *any* answer. Journal entries receive up to 5 points each, depending on their quality of thought. Class participation is worth 10% of your final grade.

DEFINITION OF LETTER GRADES

A=95; A- = 90; B+ = 88; B = 85; B- 80; C+ = 78; C = 75; C- = 70; D+ = 68; D = 65;
D- = 60; F = 59 and below

Important Notes on...

1) Clicker Devices: Be sure that you *bring your clickers to class each day*. You will use them to register attendance and your answers to quiz and participation questions. If you should forget your clicker, you *cannot* borrow someone else's because your grade points will not register to you. Similarly, if you are not in the room when a question is administered, you will *miss* your chance to earn participation points. *Adjustments to students' grades cannot be made for those who fail to bring their clickers to class or miss answering a question.*

2) Make-up Exams: The university requires that make-up exams be given only in exceptional circumstances. They may be negotiated **ONLY** in the event of an excused absence constituted by: (1) an EMERGENCY, defined as a death in the family or a contagious/ incapacitating illness, or (2) an out-of-town sports event for players. In such cases, you will need to produce a note from University Health Services, your dean, or your coach. *If you believe you may have influenza, you are especially encouraged to seek an excused absence as verified by University Health Services.*

3) Attendance: Attendance is expected. Students who, for *any* reason, miss at least 1/3 of class meetings (8 or more absences) will receive an automatic failure.

4) Academic Misconduct: This university considers cheating to be a very serious infraction. If I observe a student cheating on any work, an automatic failure will result. Use of clicker technology to enter responses or register attendance for another person is form of cheating and will be treated as such. If I have any reason even to suspect that a student has cheated, I reserve the right to retest that student in any form, oral or written. If retest indicates that the student has not mastered material well enough to have achieved the grade on the first test or assignment, disciplinary action will follow. Penalties range from failure in the course to dismissal from the university. (Refer to university handbook.) University penalties for plagiarism are similarly severe. (Refer to last page of syllabus.)

ASSIGNMENTS

We will discuss the following readings on the days they appear below. Please read them *before* the class day for which they are listed. **Bring readings to class each day** because we will refer to them in our discussions.

THE SOCIOLOGICAL PERSPECTIVE: SOME EXAMPLES

Week One

Sept. 8--review syllabus

Sept. 10--Levin, Concept 1 ("The Sociological Perspective"); Macionis and Benokraitis (M and B), Readings 1 and 35 (Mills, "The Sociological Imagination"; Michael et al., "Sex in America")

NOTE: Each "concept" in Levin includes a "definition," "illustration," and "application" section. You must ALWAYS read each section unless expressly instructed otherwise. However, you need not fill out and hand in the "application" section unless expressly instructed to do so for an assignment.

central ideas: sociological perspective, "troubles" vs. "issues," social facts

Week Two

Sept. 15—Levin, Concept 20 ("Deviance"), pp. 367-77 only; M and B, readings 79 and 3 (Durkheim, "Anomie and Modern Life" and Gaines, "Teenage Wasteland")

central ideas: anomie, alienation, rate, tendency

Sept. 17-- M and B, Reading 2 and 31 (Berger, "Invitation to Sociology"; Rosenhans, "On Being Sane in Insane Places")

central ideas: debunking, deviance, labeling theory, social construction of reality

SOCIOLOGICAL RESEARCH METHODS: SURVEYS

Week Three

Sept. 22--Levin, Concept 3 ("The Scientific Perspective and Quantitative Research"), and pp. 400-403. (These readings will be the basis for your first paper, which we will discuss in class.)

central ideas: scientific perspective, variables, operationalization, hypotheses, correlation, survey research, quantitative research, reliability, validity, measurement

Sept. 24--*A Guide to Writing Sociology Papers*, 4th edition, Ch. 4, ("Acknowledging Sources") and pp. 98-107 ("Locating Specialized Sociological References"). [O'Neill Library Reserve]

NOTE: Our regular class will meet today in O'Neill Library, where library staff will offer a special seminar on how to use the library resources (computerized data bases, etc.) that you will need to complete your 3 research papers. We will meet at the Reference Desk and attendance will be taken. After reading today's assignment, sign the "Plagiarism Declaration," which appears at the end of your syllabus. You will detach one copy and hand it in to me at the end of class next period. You will retain the extra copy for yourself.

Central ideas: Sociological Abstracts; Social Science Index, sociological journals; literature review; plagiarism; proper citation format

SOCIAL ORDER and DISORDER

Week Four

Sept. 29--Levin, Concept 5 ("Function and Dysfunction"); M and B readings 10, 12 (Merton, "Manifest and Latent Functions"; Harris, "India's Sacred Cow")

PAPER ONE DUE!! (at BEGINNING of class)

central ideas: functionalist perspective, function and dysfunction, manifest and latent functions

Week Five

Oct. 1-- Levin, Concept 6, pp. 101-107 only ("Conflict"); M and B, readings 13, 28 (Marx and Engels, "Manifesto of the Communist Party" and Ritzer, "McJobs: McDonaldization and the Workplace")
central ideas: conflict perspective, class conflict, bourgeoisie, proletariat, communism, capitalism, rationalization, "McDonaldization"

Oct. 6--M and B, readings 63, 64, and 6 (Bowles and Gintis, "Education and Inequality," Kozol, "Savage Inequalities" and Weber, "The Case for Value-Free Sociology")
central ideas: educational stratification; value freedom

Week Six

Oct 8—**QUIZ ONE!!** Objective questions on material since the beginning of the year.

In preparation for the Oct. 15 lecture, each student should arrange to view EITHER the video "Still Killing Us Softly" (about images of women in advertising) OR "Stale Roles and Tight Buns" (about images of men in advertising) at the O'Neill Library Viewing Room. The video and these readings are the basis for Paper Two, which we will discuss at the next class meeting on Oct. 15. They are on reserve beginning *today* through Oct. 20. You may go to the library and view one of them at your convenience.

SOCIOLOGICAL RESEARCH METHODS: CONTENT ANALYSIS

Oct. 13—Special in-class research presentation.

There are no readings for today. Instead, guest lecturer Professor Susan Legere will present a special lecture and offer students the opportunity to participate in an ongoing, sociological research project during class. This is a required lecture and attendance will be taken.

Oct 15--Levin, pp. 227-31; M and B, reading 19 (Kilbourne, "Socialization and the Power of Advertising"), and Levin, pp. 112-119 ("Application" on content analysis). We will discuss Paper Two in class today.
central ideas: socialization, social role, social status, achieved versus ascribed status, content analysis

INSTITUTIONS and POWER

Week Seven

Oct. 20--Levin, Concept 9 "Socialization," pp. 157-64 only and Concept 16 ("Institutions"), pp. 281-90 only; M and B, reading 59 (Ingoldsby, "Mate Selection and Marriage around the World").

PAPER TWO DUE!! (at BEGINNING of class)

central ideas: institutions

Oct. 22— Levin, Concept 11 ("Power and Legitimacy"), pp. 193-203 only; M and B, readings 54 and 55 (Mills, "The Power Elite" and Hacker, "Who's Running America?")

central ideas: power, legitimacy, authority, experimental method

Week eight

Oct. 27—**MIDTERM** (covers all material from beginning of the semester)

SOCIOLOGICAL RESEARCH METHODS: PARTICIPANT OBSERVATION

Oct. 29--Levin, Concept 4 ("Symbolic Interaction and Qualitative Research"); M and B reading 8 ("Arab Women in the Field"). These readings are the basis of Paper Three, which we will discuss in class. Pay special attention to the "Application" section in Levin. Paper Two will be handed back.

central ideas: symbolic interactionism, participant observation, verstehen

Week Nine

SELF, SOCIETY, CULTURE

Nov. 3—Levin, Concept 8 ("Norms: Folkways and Mores"; M and B, reading 21 and 22 (Simmel, "The Dyad and the Triad"; Goffman, "The Presentation of Self")
central ideas: folkways, mores, group structures, dyad, triad

Nov. 5—Levin, Concept 7 ("Culture"); M and B, reading 24 (Tannen, "You Just Don't Understand"). The midterm will be handed back and discussed. We will also talk more about Paper Three.
central ideas: culture, subcultures, ethnocentrism, cultural relativism

INEQUALITY

Week Ten

Nov. 10—No class. **PAPER THREE DUE!!** (Deliver my mailbox in McGuinn 426 before 5 pm today.)

Nov. 12—Levin, Concept 17 ("Stratification and Social Class"), pp. 301-15 only; M and B, reading 38 (Hacker, "Who Has How Much and Why?")
central ideas: stratification, social class, inequality

Week Eleven

Nov. 17--Levin, Concept 18, pp. 323-26 only ("Discrimination and Prejudice"); Mark Snyder, "Self-fulfilling Stereotypes" (O'Neill reserve)
central ideas: discrimination, prejudice, stereotyping, self-fulfilling stereotypes

APPLYING SOCIOLOGICAL CONCEPTS: THE CASE OF RACE

Nov. 19--Garrouette, *Real Indians*, "Introduction," pp. 1-10 only; Omi and Winant, "Racial Formation," pp. 371-73 only (O'Neill Library Reserve)
In class video: *Real Indian*

Week twelve

Nov. 24—Garrouette, *Real Indians*, Ch. 1 **Due: journal entry**

Beginning today, journal entries will be due in class on each day for which we have an assigned reading. The point of the journal entry is to choose a sociological concept that we have discussed during the semester and illustrate it with a different example from readings assigned earlier in this class (e.g., "rationalization," "presentation of self," "racial formation," etc.) By the end of class, you will have handed in 4 journal entries, and each one should take up a *different* concept. Type and print out your journal entry and bring it to class each day, as a basis for discussion. A good entry will likely be about a page long--but you can certainly write more. Journal entries each earn up to 5 points toward your class participation grade, depending on their quality of thought.

THANKSGIVING HOLIDAY (Nov. 25-27)

Week Thirteen

Dec. 1—Garrouette, *Real Indians*, Ch. 2
Due: journal entry

Week Fourteen

Dec. 3—Garrouette, *Real Indians*, Ch. 3
Due: journal entry

Week Fifteen

Dec. 8—**Quiz Two!!** Objective questions on material covered since Quiz #1.

Dec. 10--Garrouette, *Real Indians*, Ch. 4. We will also discuss the final exam.

Due: journal entry

Dec. 17 (Thursday)--FINAL EXAM. 10:30 a.m., regular room. In-class essay exam covering everything from the beginning of the semester.

THE RESEARCH PAPERS

Since you are learning to write academic papers, your grade will reflect your use of appropriate grammar, style, and organization. You will also need to use proper citation and quotation practices, using the format described in *A Guide to Writing Sociology Papers*, Chapter 4 (O'Neill Library reserve).

Most importantly, while you are required, on written assignments, to *show familiarity* with readings assigned for this class, you must do so in ways that properly acknowledge ideas and phrasing that did not originate with you. Proper acknowledgement that avoids plagiarism requires you either to (1) substantially rephrase and rewrite arguments obtained from others, or (2) directly quote from your source. In the first cases, you should provide the author and date in the text (e.g., Smith, 2004). In the second case, you should enclose the borrowed material in quotation marks *and* provide author, date, and page number in the text (e.g., Smith, 2004, p. 10). It is necessary to acknowledge not only published documents, but also material appearing on web sites and in unpublished sources. The three papers assigned for this class are described below.

PAPER ONE: THE SURVEY

Working from Levin, Concepts 21 and 3, conduct an exercise in survey research. First, reread Levin, pp. 400-403. Then go to the library and find at least TWO scholarly sources (i.e., books or professional journals, such as the resources described in the *Guide to Writing Sociology Papers*). Use these sources to get some ideas about circumstances or events that could affect people's perception that world is anomic (that is, their experience of alienation). On the basis of this research, define an independent variable and a dependent variable that you will study, as well as the relevant population for your research. (One of your variables must be subjects' level of alienation; the other is open to your own choice.)

Formulate a sociological causal hypothesis that describes HOW your two variables might be related, and (even more importantly) explains WHY you think they SHOULD be related, based on the research you have done. Describe how you will operationalize your two variables, and whether they are to be measured by nominal, ordinal, or interval measures.

Next, administer the survey that appears in Levin, pp. 402-403 to at least TWENTY people. About half of these people should belong to your "Group One" and half to your "Group two." Discuss your results. In particular, state what correlation of variables you discovered, and whether your hypothesis is likely to be supported by this correlation (or not). Still drawing on Levin, discuss whether or not you can depend upon your results to be accurate.

Your paper must be well written and well organized, and it must explicitly define each of the terms underlined above. Be sure to answer ALL parts of the assigned question.

PAPER ONE GRADING CRITERIA

This 5-page paper can earn a total of 100 points. The number of possible points assigned to each part of the assignment will give you a good idea of the amount of space you will want to devote to each part. A paper which gets full credit must:

**define each of the 8 underlined terms (i.e., tells me what a dependent variable is, in general)--5 points each term (total of up to 40 points)

**explain the way that each of 6 underlined term functions in YOUR survey (i.e., tells me what YOUR and dependent and independent variables were, what correlation YOU found, how YOU operationalized YOUR variables, what YOUR hypothesis is, etc.)--5 points each term (total of up to 30 points) [NOTE: There are only 6 terms you must explain, even though there are 8 that you must define above. This is because you must define three different types of variables--nominal, ordinal, and interval variables--but you must use and explain only ONE of these 3 types of variables in your survey.]

**specify WHAT relationship you expect to find between the dependent variable and the independent variable and WHY you hypothesize that it should exist. What LOGIC suggests a relationship between these variables? In this part of the paper, you will need to show familiarity with at least two scholarly studies and show they way they have shaped your hypothesis. (up to 15 points)

**discuss the findings from your survey. Did you discover a correlation of variables? Do your results tend to support your hypothesis or not? Are there *other* variables that might be important to the relationship you examined? (up to 5 points)

**discuss the likely accuracy of the results of your survey (up to 10 points)

Papers will LOSE points if they:

**fail to use appropriate citation and quotation format, as described in the Guide to Writing Sociology

Papers

**plagiarize (automatic failure)

**fail to conform to standards of good organization, style, grammar, etc. (lose up to 10 points)

**do not arrive by the beginning of class on the date they are due (lose 10 points for every day late.)

Papers that arrive any time after the beginning of class on the due date are one day late.)

Paper will get EXTRA points, which can make up for points lost elsewhere, IF they:

**show citations and quotations from library research beyond what was required

**add relevant ideas that I did not require you to cover (add up to 10 points, depending on quality of discussion)

PAPER TWO: THE CONTENT ANALYSIS

Jean Kilbourne argues that advertisers target children as a very profitable market segment. Paper Two invites you to expand on this claim. First, use library research to find at least *two scholarly sources* (social science journal articles or book chapters) that suggest an issue or issues that may be developed in advertising messages to children under the age of 18: consumer values; gender stereotyping; sexuality and intimacy; alcohol or tobacco abuse; food choices and dieting; prejudices or misconceptions related to race, sex, social class, or mental/physical handicap; political or moral attitudes; etc.

Next, identify a source of magazine ads targeted at children (e.g., *Seventeen* magazine) OR search for ads on the internet that are clear intended for this audience. Develop a coding scheme that describe at least 5 themes, activities, images, etc. that appear in your ads and relate to the issue you will study. Make a coding sheet, using Levin, p. 115 as a model. Examine at least twenty ads, entering your observations on your coding sheet. For example, if you wanted to understand the characteristics that ads depict as "natural" or "normal" for boys' or girls' gender roles, your coding sheet might include categories such as "child shown in gender-stereotypical activities," "child receiving approval for gender-stereotypical performances," etc. You will likely have more than one entry on your coding sheet for each ad.

Lastly, analyze and discuss results. What ideas and values do these ads encourage children (and perhaps their parents) to have? Are there both "explicit" and "implicit" messages in some ads, and do these agree with or contradict each other? What might be the intended and unintended consequences of the advertising messages that you observe and for whom? What is the relationship of these messages to sociological ideas about social status and social roles? Do your observations support or contradict class readings and the two research articles from which you began your analysis? (This last question is the most important part of the paper, so be sure not to skimp on it.) Hand in your coding sheet and your sample of ads (original, photocopied or printed out) along with your 5-page paper.

PAPER TWO GRADING CRITERIA

This 5-page paper can earn a total of 100 points. The number of possible points assigned to each part of the assignment will give you a good idea of the amount of space you will want to devote to each part.

A paper which gets full credit must:

**Use library research (at least 2 scholarly sources) to help you formulate the issue you wish to investigate. You can choose ANY issue, but make sure it is sociologically interesting AND that you have located it within the context of existing sociological research (20 points).

**describe your sample--what magazines, TV shows, books, etc. did you examine and how many? (Include the ads when you hand in your paper (10 points).

**establish and define analytic categories. Name and describe the categories you used for coding purposes, telling exactly what you decided would "count" as an example of each. E.g., you might describe the category of "boys' gender-stereotypical activities" by saying that "this category included depictions of boys playing with traditionally masculine toys (cars, trucks), playing 'rough' sports or wearing clothes associated with such sports (e.g., football uniforms)." (20 points)

**classify observations from your ads onto the categories of the coding sheet and add up all the instances in each category. (10 points)

**summarize your results and draw conclusions. This is the most important part of the paper. Tell me what you discovered by means of this content analysis and what conclusions your analysis supports. Make clear links to both our class readings and your own library research. Answer all questions specified above. (40 points)

Papers will LOSE points if they fail to:

**show appropriate library research from at least 2 sources (lose up to 20 points)

**use appropriate citation and quotation format, as described in the Guide to Writing Sociology Papers (lose up to 10 points)

**plagiarize (automatic failure)

**conform to standards of good organization, style, grammar, etc. (lose up to 10 points)

**arrive by the beginning of class on the date they are due (lose 10 points for every day late. Papers that arrive any time after the beginning of class on the due date are one day late.)

Paper will get EXTRA points, which can make up for points lost elsewhere IF they:

**show citations and quotations from library research beyond what was required (add up to 10 points, depending on the scope of the research and its use in the paper)

PAPER THREE: THE PARTICIPANT OBSERVATION

Complete the "application" section on pp. 77-81 of Levin, Concept 4. Choose to observe one of the social situations he lists, or another one that you would like to understand. (In the past, students have chosen to analyze the behavior of shoppers in a Victoria's Secrets store, of worshippers at a Pentecostal church service, of diners at a Hooters restaurant, of doctors and patients in a hospital emergency room, and of teenagers in a movie theater ticket line.)

Now proceed as follows. Use library research to find at least TWO scholarly sources that relate, directly or indirectly, to the situation you wish to study. These sources should suggest some things to attend to as you observe, some ways that others have interpreted similar situations, and so on. Then follow the process of observation which Levin suggests, looking at "central participants," "marginals", etc. Write up what you learned from your observations, discussing the questions Levin presents on page 81. Pay particular attention to Part E. What kinds of things are "going on" in this situation? Is your finding different from what participants might say is going on, if you asked? Do your observations tend to confirm or disconfirm the claims of other researchers? (You will want to devote more than the one paragraph Levin suggests to this part of the paper.)

Remember, you are trying here to discover other "levels of reality" than those that people are necessarily aware of, or willing to admit to, in their everyday activity. For instance, you contribute nothing to sociological understanding of human behavior if you study the interaction of people in a bar and simply conclude that "people come here in order to get drinks." This is certainly true, but it's not very interesting, and it is also true that many other things will be happening there as well. It is your job to try to find out what some of those things are. It is also your job to compare your observations to those that appear in published research. For this purpose, you do not have to find studies specifically of behavior in bars, but you might look at studies, for instance, of how people interact with members of the same or opposite sex, or about how people interact differently with those they consider to be attractive than with those they consider unattractive, how people use body language to suggest they are sexually (un)available, and so on. You could then apply that more general research to your particular observations in the bar. Do not hand in the "sample observation sheet" as part of your paper; it is just a worksheet for your personal use.

PAPER THREE GRADING CRITERIA

This 5-page paper can earn a total of 100 points. The number of possible points assigned to each part of the assignment will give you an idea of the amount of space you should devote to each part.

A paper which gets full credit must:

- **Summarize library research which provides some sociological background for your observations (i.e., some studies which relate to the situation or the type of situation you will observe) (25 points)
- **Describe, in detail, behaviors taking place between participants in the situation observed (15 points)
- **Describe central and marginal participants and what made you classify them this way (10 points)
- **Exercise *verstehen* by discussing the possible meaning(s) of the social interaction from the point of view of the actors. What do the actors think is "going on here"? What actions or circumstances sustain this definition of the situation? (50 points)

Papers will LOSE points if they fail to:

- **use appropriate citation and quotation format (lose up to 10 points)
- **avoid plagiarism (automatic failure)
- **conform to standards of good organization, style, grammar, etc. (lose up to 10 points)
- **arrive by the beginning of class on the date they are due (lose 10 points for every day late. Papers that arrive any time after the beginning of class on the due date are one day late.)

Paper will get EXTRA points, which can make up for points lost elsewhere IF they:

- **show citations and quotations from library research beyond what was required
- **add relevant information that I did not require you to cover (add up to 10 points)

AVOIDING PLAGIARISM

Early in the class, students will sign the following document stating that they fully understand the definitions of plagiarism. Professed ignorance of what qualifies as plagiarism will subsequently NOT be accepted as an excuse for committing it. Students are advised that professors at Boston College no longer retain the right to adjudicate issues of plagiarism without involving the Dean's Office. Penalties for plagiarism range from failure to dismissal from the university; in addition, any plagiarized work is photocopied and placed in the student's permanent file.

The following statement must be signed and turned in to me by each student before any written work will be accepted. Please review it and the reading assignment carefully before submitting the statement to me.

PLAGIARISM DECLARATION

By signing this document, I formally affirm that I have read and fully comprehended Ch. 4 of the *Guide to Writing Sociology Papers*. I understand that plagiarism encompasses any unacknowledged or improperly acknowledged use of another's work (published or unpublished) in any assignment, including material from the internet. This includes not only the use of others' phrases or sentences without quotation marks, but also close paraphrasing and the borrowing of central ideas without proper recognition of source, including published, unpublished, and internet sources. If I require further instruction related to violations of academic integrity I understand that I can consult the university web pages at

<http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity> and

<http://www.bc.edu/schools/cas/polisci/integrity/quiz>

I agree that, at any time, I am found to have plagiarized, I will not use the excuse that I did not understand the nature of the act, and I will be prepared to accept the severe consequences that this university applies.

(Signature)

(Date)

Retain this copy for your records.

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(Signature)

(Date)

**DETACH, SIGN, AND SUBMIT THIS COPY TO ME
ON REQUIRED DATE**