Teaching Portfolio

Riku Kawaguchi

Ph.D. Candidate
North Carolina State University

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Overview and Teaching Experience

This teaching portfolio documents my success and effectiveness as a sociology and criminology instructor. This portfolio includes my teaching statement, official student evaluations, informal student feedback, and sample syllabi and samples of assignments from my courses.

I have a long record of teaching experience. My teaching career started in 2010. Between the time I graduated from high school in Japan and before I started attending a community college in the United States, I was an instructor at a private "cram school" in Japan. In this position, I provided individual tutoring and small group lectures, teaching English and social sciences. My students were able to understand the materials better, which helped their grades in school from C level to B+ and A- level. In addition, I was invited by my high school to be a consultant for a student club, English Speaking Society, where I also taught students English and speech writing. Seeing students succeed was a rewarding experience. This is when I found my passion for teaching.

I actively sought opportunities to be involved in teaching while I was an undergraduate student. As a student at Seattle Central Community College, I became a teaching assistant for an Introduction to Sociology course. I was also selected as an undergraduate teaching assistant for an Introduction to Criminal Behavior and Social Control course when I was a student at the University of Minnesota Twin Cities. These experiences reinforced my interest in teaching and prepared me to continue my training as a teaching assistant in graduate school.

As a graduate student at North Carolina State University (henceforth NC State), I was a teaching assistant under multiple award-winning professors. I have observed and discussed different effective teaching techniques and assignments. These experiences have taught me that there is no one right way to be an effective teacher, and that a successful and inspiring teaching requires passion and that it is important to recognize my unique social position and experiences and incorporate my positionality in teaching.

Drawing from and extending on my experience, I have designed and taught face-to-face Social Deviance for four semesters at NC State. My success in teaching Social Deviance was recognized and I received a competitive, campus-wide teaching award for graduate instructors, given by the Graduate Student Association at NC State. Due to my excellent student evaluations and my methodological versatility, I was also invited to be a part of the team to design a first online version of Social Research Methods course at NC State. Because of my significant contribution to the development of this course, I was invited by the Head of the Department to teach the online version of Social Research Methods solo in Summer 2018. With my success in teaching the online version of this course, I have also thought face-to-face Social Research Methods, which is the first time for a graduate student to teach this course in 14 years in my department.

A List of Teaching Experiences

Awards

- SAGE Publishing Keith Roberts Teaching Innovations Award for 2019 ($800), SAGE Publications and American Sociological Association Section Teaching and Learning
- Award for Excellence in Classroom Teaching for 2017, North Carolina State University, Graduate Student Association

Instructor of Record

- Social Deviance (SOC206; Face-to-face), Department of Sociology and Anthropology, North Carolina State University
    - Spring 2017, Fall 2017, Spring 2018, Fall 2018
- Social Research Methods (SOC300; Online), Department of Sociology and Anthropology, North Carolina State University
    - Summer 2018, Summer 2019
- Social Research Methods (SOC300; Face-to-face), Department of Sociology and Anthropology, North Carolina State University
    - Spring 2019

Lab Instructorship

- Online Lab Instructor for Social Research Methods (SOC300; Online Distance Education) under the supervision of Margaret Stiffler, Department of Sociology and Anthropology, North Carolina State University
    - Spring 2016, Summer 2016, Summer 2017
- Lab Instructor for Social Research Methods (SOC300; 2 lab sections) under the supervision of Toby Parcel (Instructor of Record), Department of Sociology and Anthropology, North Carolina State University
    - Fall 2015

Pedagogical and Relevant Training

- Trans101 Workshop (workshop on trans issues and resources on campus)
    - Spring 2019, GLBT Center, North Carolina State University.
- Green Zone Training (workshop on veterans/military issues and resources on campus)
    - Spring 2018, Military and Veteran's Resource Center, North Carolina State University.
- Project SAFE Workshop (workshop on LGBTQ issues and resources on campus)
    - Spring 2017, GLBT Center, North Carolina State University.
- Teaching Sociology (SOC710; pedagogical training for teaching sociology)
    - Fall 2016, North Carolina State University.

Teaching Statement

The lauded sociologist C. Wright Mills once said, "*What ordinary men are directly aware of and what they try to do are bounded by the private orbits in which they live; their visions and their powers are limited*." To help people see beyond their personal lives and experiences, Mills developed a deceptively simple concept known as the sociological imagination. This concept urges us to consider how our personal experiences are shaped and influenced by social forces and social contexts in order to understand our social world. This concept has informed my teaching philosophy and approach that focus on the development and application of the sociological imagination, as well as the critical analysis of social issues using sociological theories and empirical evidence. Understanding that social dynamics guide our lives is an important skill that helps students make sense of the world they live. This is what I want my students to learn and take away from my classes.

To help students develop their sociological imagination, I utilize a pedagogical style of making teaching and learning personally relevant by connecting course materials and real-life experiences. I believe that this helps students (1) understand abstract sociological theories, and the roles that social institutions and relations play in people's lives, in a concrete and relatable manner, (2) develop critical thinking by using life experiences as sociological case studies, (3) challenge their preconceived notions and biased opinions by encouraging them to think sociologically, and (4) improve their understanding of and promote sympathies toward others from various social backgrounds.

For example, in my Social Deviance course, I introduce students to various patterns of attitudes, conditions, and behaviors that are deemed deviant in society in relation to various topics such as crime, delinquency, mental illnesses, sexual diversity, gender deviance, and sexual violence. These topics are often controversial, uncomfortable, and emotionally-charged. Teaching at more personal level helps students better understand these contentious topics that they may be unaccustomed to exploring and discussing.

To make students feel comfortable in sharing their views and experiences, I set an example by sharing my own experiences in different topics of deviance with my students. I use my personal accounts as case studies in order to demonstrate that social forces and contexts shape these experiences. This, in turn, helps students understand sociological theories and concepts substantively. For example, I share my involvement in shoplifting as a concrete example to illustrate theories of deviance, particularly to compare and contrast Hirschi's social control theory, differential association theory, and routine activity theory. Doing so helps explain abstract mechanisms in which social factors and contexts influence delinquency.

Sharing my experiences has also proven to be useful in introducing emotionally-charged subjects such as sexual assault and rape. I begin by sharing my experience as a victim of sexual assault. My story helps students view sexual assault from the viewpoint of the victim, which in turn makes them understand that anybody can be a victim depending on

the situation. It also provides an example to examine the social biases that generate the victim-blaming culture. By openly sharing my experiences, students gain a safe space to share their own stories, ideas, and opinions without fear of judgment. A remarkable sense of mutual respect and trust is then established, which enables us to discuss these topics within this space. In one of the assignments for Social Deviance, my students are asked to illustrate their involvement or non-involvement in deviance in order to practice applying sociological theories. Because I routinely share my experience, students are generally comfortable to share their stories, helping them to examine their own life experiences critically. As the semester progresses, I encourage my students to come to realize that their journey through sociology has provided them with profound insights into their own life experiences. This also helps them develop the ability to critically assess how social institutions, social relations, and social contexts create deviant labels and influence individual outcomes.

I also practice this approach in my Social Research Methods course. I provide students with opportunities to discuss methods-related materials in relation to various research as well as their daily lives. For example, students discuss the importance of sampling and its implications by relating it to poll data from the 2016 presidential election. Students are asked to critically consider how the poll data, which predicted that then-candidate Hillary Clinton would win by a landslide, was wrong. This helps students consider the implications of data collection strategies and responder biases that may influence the results crucial for our daily lives. They also discuss the importance of having quality measurements about various social issues such as same-sex relations. This encourages them to consider the limit of measurements, and what we could do to improve our understanding of various contentious social topics, particularly in regard to the underrepresented populations. Also discussed is the issue of fake news. Students consider how sound empirical research and findings may counter the spread of fake news. These discussions help students realize the substantial value of having high-quality social research.

My personality makes me relatable to students and aids in using a personal approach to teaching and learning. I bring in my infectious enthusiasm, passion, and energy to invigorate their intellectual curiosities. My students routinely comment on my personality traits as my strength in student evaluations as well as in informal student feedback surveys that I conduct each semester. Keywords regarding my personality that frequently appear in students comments include: relatable, approachable, honest/candid, open/open-minded, passionate/enthusiastic, humor/funny, and interesting. My personality makes me relatable to students and aids in using a personal approach to teaching and learning.

My social position as a gay asian man also shapes my teaching and my passion and commitment to supporting underrepresented students and students with diverse backgrounds. As a first-generation college student from Japan and a gay Asian man, I recognize that students come with various backgrounds. I routinely discuss my standpoint and positionality to encourage students to consider their social position. This also encourages students to recognize that others in various social positions may interpret social events and experiences differently. This, in turn, helps to create an inclusive

classroom, making each student's contributions valuable in my classroom. I also routinely attend workshops designed to foster understanding of various student populations such as Project Safe (LGBTQ students) and Green Zone Training (military and veteran students) to better recognize the needs of students and to provide resources for students.

I also emphasize that sociology is rigorous and empirical. As activities, I routinely use statistical data and incorporate tables from sociological research so that students can learn how to read and interpret statistics, figures, and regression tables. Over the course of the semester, students become more comfortable reviewing empirical and quantitative studies. These activities also prepare them for using evidence-based arguments. The ability to read data and interpret results also helps them become effective consumers of social scientific research, which I believe is essential to be informed citizens. Moreover, using statistics and empirical data aids students to recognize that their personal experiences are a part of social patterns.

To aid students' learning, I assign exciting and stimulating readings such as journal articles and blog posts to cultivate their intellectual curiosity. I also make an effort to incorporate readings that reflect a diverse set of standpoints and experiences. To promote active learning, I utilize various techniques in the classroom such as lectures, small group and class discussions, and videos. I continuously make an effort to keep my materials current by incorporating popular culture and current news/events so that students can relate to materials.

Assessment tools are geared toward developing useful skills. One skill development that I particularly emphasize is writing. Students have multiple opportunities to practice and improve writing with my generous feedback. The ability to summarize ideas, abstract theories, and empirical findings in a plain language benefits students as a versatile skill that helps them craft better emails, proposals, theses, business plans and other tasks that they will undoubtedly encounter in their future courses and careers.

I also use informal student feedback surveys in my courses to include students in shaping how the classroom operates. I typically conduct the survey twice a semester to gage what students like or do not like in regard to various aspects of my course and teaching (such as the balance between lecture and discussions). The surveys also helps me gage what students thought about the assignments (such as whether assignments were helpful to their learning). Because the student dynamics are different each semester, these feedback helps me reevaluate how I approach the classroom to better the learning experiences of my students. Students also have the option to leave comments, and many students have left constructive feedback that I have used to further develop my courses.

My teaching and mentoring go beyond the classroom environment. Specifically, I am committed to including students in my research endeavor. For example, I have had several undergraduate students volunteer to be my research assistants, and I have worked with a total of 8 undergraduate students. I currently have 3 volunteer undergraduate research assistants who work with me on a qualitative research project that analyzes "My Coming

Out Story" videos on YouTube. This opportunity helps me mentor and train students in research ethics, data collection/management, and qualitative and quantitative data analysis while offering them hands-on experience to explore their interests, hone their skills, and build their resumes. While my undergraduate research assistants have become essential parts of my research pursuits, they have allowed me to further hone my skills as both a teacher and a mentor to work toward becoming the best teacher I can be.

Official Student Evaluations

Both quantitative and qualitative official student evaluations show that I am an effective and passionate teacher. I have consistently received positive evaluations from students that go above the department mean in all measures of teaching effectiveness with an average of 4.76 (out of 5.0) in Social Deviance and an average of 4.79 for Social Research Methods at NC State. Below, you will find detailed quantitative evaluations for all semesters I taught as an instructor of record.

Evaluation Items (1-5 Scale)	Social Deviance				Social Research Methods	
	Face-to-Face				Online	Face-to-Face
	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Summer II 2018	Spring 2019
The instructors teaching aligned with the courses learning objectives/outcomes.	4.7*	4.6*	4.9*	4.8*	4.8*	4.8*
The instructor was receptive to students outside the classroom.	4.8*	4.7*	4.8*	5.0*	5.0*	5.0*
The instructor explained material well.	4.8*	4.6*	4.8*	4.7*	4.6*	4.9*
The instructor was enthusiastic about teaching the course.	4.8*	4.7*	5.0*	5.0*	4.6*	4.9*
The instructor was prepared for class.	4.7*	4.6*	5.0*	4.8*	4.5*	4.8*
The instructor gave useful feedback.	4.8*	4.6*	4.8*	4.8*	4.9*	4.9*
The instructor consistently treated students with respect.	4.9*	4.8*	5.0*	4.9*	5.0*	4.9*
Overall, the instructor was an effective teacher.	4.8*	4.7*	5.0*	4.8*	4.9*	4.9*
The course materials (e.g., readings, videos, class notes, course packs, FAQs, websites, course webpage, and blogs) were valuable aids to learning.	4.8*	4.5*	4.8*	4.7*	4.9*	4.6*
The course assignments (e.g., homework, exams, quizzes, lab reports, papers, presentations, projects, portfolios, artistic impressions, critiques, blogs, and videos) were valuable aids to learning.	4.7*	4.3*	4.7*	4.6*	4.8*	4.6*
This course improved my knowledge of the subject.	4.7*	4.6*	4.8*	4.8*	4.9*	4.7*
Overall, this course was excellent.	4.7*	4.4*	4.9*	4.7*	4.5*	4.6*
Average Rating	4.77	4.60	4.86	4.80	4.78	4.80
Response Rate	90.5%	92.3%	82.1%	86.5%	66.7%	86.5
Number of Students Enrolled	26	21	28	37	15	37

Note: * denotes a mean score equals to or higher than the department mean.

I note that these scores represent a significant improvement from when I first taught Social Research Methods as a lab instructor under the direction of Dr. Toby Parcel for the first

time in Fall 2015 (the detailed quantitative evaluations for my time as a lab instructor is reported below as a reference). I took the constructive criticisms from students seriously and worked on improving my teaching skills by taking sociology teaching pedagogy class at NC State and attending teaching-related workshops, which led to my current success.

Evaluation Items (1-5 Scale)	Social Research Methods (Lab Instructor)	
	Face-to-Face	
	Fall 2015 (1)	Fall 2015 (2)
The instructors teaching aligned with the courses learning objectives/outcomes.	4.4*	4.2
The instructor was receptive to students outside the classroom.	4.6*	4.6*
The instructor explained material well.	4.0	3.2
The instructor was enthusiastic about teaching the course.	4.3	3.8
The instructor was prepared for class.	4.8*	3.8
The instructor gave useful feedback.	4.4*	3.8
The instructor consistently treated students with respect.	4.8*	4.2
Overall, the instructor was an effective teacher.	4.4*	4.0
The course materials (e.g., readings, videos, class notes, course packs, FAQs, websites, course webpage, and blogs) were valuable aids to learning.	4.1	4.0
The course assignments (e.g., homework, exams, quizzes, lab reports, papers, presentations, projects, portfolios, artistic impressions, critiques, blogs, and videos) were valuable aids to learning.	4.1*	3.4
This course improved my knowledge of the subject.	4.3*	4.0
Overall, this course was excellent.	4.1*	3.0
Average Rating	4.36	3.83
Response Rate	53.30%	41.70%
Number of Students Enrolled	15	12

Note: * denotes a mean score equals to or higher than the department mean.

In addition to the quantitative evaluations above, the qualitative portion of the teaching evaluations also speaks to my success as a teacher and the effectiveness of my pedagogical approaches at NC State. For the sake of brevity, I selected students' comments that represent various aspects of my strengths as a teacher for Social Deviance and Social Research Methods separately.

Social Deviance

This is by far my favorite professor at NC State. Very friendly, intelligent and caring. He presented useful lectures, and made them relevant to today. He gave me

inspiration to further my education and aid the community. Riku would make an excellent addition to our school as a full-time professor. (Social Deviance, Spring 2017)

Just an overall amazing professor and person. Riku is someone who is actively involved in the material, and it shows. He knows what he's talking about and conveys it in a way that makes sense to anyone listening. In addition, some of the way he teaches things is memorable, aiding in the learning of the information. (Social Deviance, Fall 2018)

Passion and Enthusiasm to Teach

The instructor is amazing, very exciting, enthusiastic, knows material, very open to class to discuss connection to past life, very happy, very understanding. (Social Deviance, Spring 2018)

Riku related to his students exceptionally well, and made such a great effort to make sure that we understood the material. I really appreciate this class and the environment that we were able to learn in. (Social Deviance, Spring 2017)

Creating Safe and Active Learning Environment via Learning/Teaching Personal

Great instructor. Riku was always engaging and brought humor to otherwise difficult or boring subjects. Enjoyed coming to class and was always very comfortable, he made it a very safe environment by him himself being vulnerable with the class about his experiences. Always sent reminders for assignments which was very helpful. Made the class feel very supported and like he was on the side of our success. (Social Deviance, Spring 2018)

Riku was a great, professional instructor who gave his absolute full effort into teaching and really cared about the material. He used personal experiences to further the classroom understanding and was much more involved in active teaching and classroom interaction which meant a lot. (Social Deviance, Spring 2018)

He was very enthusiastic and knowledgable about the subject. He provided a comfortable and safe environment to talk about sensitive issues of social deviance. He used many videos, and activities to make the class interesting. (Social Deviance, Spring 2017)

Variety of Materials

Riku was fantastic. He kept the class very interesting and engaging while still covering what needed to be covered. He frequently used media like videos and

interesting news stories that related to the class to draw connections and help students have a better understanding of the material. I've recommended this class to several of my friends because of the instructor's great performance. (Social Deviance, Fall 2017)

The course was great and very engaging, and the readings were a variety of blog articles, research articles, and chapters from books which kept them interesting. The papers were very different and helped greatly in the understanding and application of the material. (Social Deviance, Spring 2017)

I think the course was amazing and will definitely recommend it to other people. I really liked that the graded assignments were essays since it gave us room for improvement and made the material more personalized. I would not change anything from the course. I loved it! (Social Deviance, Fall 2017)

Quality Feedback on Assignments

He always provided the best feedback and reception for papers out of any educator I've had previously (Social Deviance, Fall 2018)

Social Research Methods

The best professor I have ever had through an online-course. I can only imagine how much time he took to prepare for each lecture, discussion and assignment. Could not think of even one weakness. (Social Research Methods, Summer II 2018)

Really improved my knowledge of research overall. Much more than other research courses I have taken. (Social Research Methods, Summer II 2018)

Responsiveness to Students' Needs

Riku always responded to all messages very quickly, was relatable, and was always willing to go above and beyond. (Social Research Methods, Summer II 2018)

Professor replied to emails very fast and was very understanding of situations. He explained things extremely well when needed and even provided videos to help students know what to do. He went above and beyond to help when I needed it and I'm sure he did so with other students. There was a lot of material I would not have understood had he not taken extra steps to explain it in his own words and show us how to do it (specifically with the projects). (Social Research Methods, Summer II 2018)

Riku was extremely receptive and helpful to students, enduring and answering a whirlwind of emails and questions from me. He clearly put a great deal of effort into

evaluating submissions and giving feedback in a timely manner. (Social Research Methods, Fall 2015 as Lab Instructor)

He enjoys his area of expertise and is knowledgable of it, was available to help students during and after class. (Social Research Methods, Fall 2015 as Lab Instructor)

<u>Active Learning and Deeper Understanding of Methods</u>

I think one of the strengths of the course was that the discussion board questions always expanded on what he had read about in class and really helped us remember it. Some of the questions required an in-depth analysis of the material and therefore I learned it better. (Social Research Methods, Summer II 2018)

<u>Helping Statistics</u>

He went into a lot more depth about statistics which is something that was extremely helpful. (Social Research Methods, Summer II 2018)

Great instructor and very helpful with his statistics background! (Social Research Methods, Fall 2015 as Lab Instructor)

Riku was great in helping give feedback for our group projects, especially the statistics involved. (Social Research Methods, Fall 2015 as Lab Instructor)

Informal Student Feedback

In addition to the official university student evaluations, I also conduct my own surveys to elicit specific feedback related to my courses from my students each semester. Generally, I conduct informal surveys twice each semester. The student feedbacks allow me to assess my pedagogical approaches and teaching effectiveness. Moreover, these survey results allow me to adjust the course contents and the balance between lecture and discussions. This is important to better the learning experiences of students as classroom dynamics are different each semester. Conducting these surveys are also helpful in giving students the voice to be included in deciding how we approach the course materials. Another advantage of using surveys is that these surveys help to build mutual respect between my students and myself.

First, in the midterm feedback survey, I ask students about the balance between lecture, small group discussions, class discussions, and some in-class activities. Since the student dynamics are different each semester, students' feedback helps me adjust the balance to better fit their needs and the dynamics of the classroom to enhance the learning experiences.

Second, in each survey, I ask students what they thought about assignments in terms of the clarity of the assignment instructions and the effectiveness of these assignments to their learning. For example, in my Social Deviance course, I assign students a midterm paper that asks students to critically reflect on their involvement or non-involvement in deviance by applying sociological theories. Students usually comment that this assignment helped them think more about theories and that they appreciated the opportunities to share their stories and critically reflect on their lives. This assignment helps them see clearly that their lives are largely influenced by social processes. Students have also provided constructive feedback on what I can do to improve the assignments, particularly in regard to the clarity of the assignment instructions. I always try to incorporate their comments to improve the clarity of assignments and the helpfulness of assignments to their learning experiences.

At the end of the semester, students are also asked to provide an informal feedback on what they thought about the course and the effectiveness of my teaching. Overall, I consistently receive positive evaluations. A sample of evaluation items and an average of student responses is provided below.

	Social Deviance			Social Research Methods
	Face-To-Face			Online
Informal Evaluation Items (1-5 Scale)	Spring 2017	Fall 2017	Spring 2018	Summer 2018
The instructor provided a sufficient variety of topics	4.4	4.8	4.85	4.4

The instructor made the subject matter interesting	4.4	4.6	5	4.5
The course was well organized	4.4	4.7	4.9	4.3
Lecture provided essential material that was not in the required readings	4.4	4.5	4.6	4.7

Moreover, I routinely receive personal notes from my students that demonstrate my approachability and my effectiveness as a teacher. I have attached several examples of personal notes that I received via email below.

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Personal Notes from Students

> *I just wanted to thank you for a great semester. Your class was honestly the most intriguing and thought-provoking class I have ever taken in my life. It was also very eye-opening to me and changed my views on certain sociological topics. Good luck on your future academic endeavors! And thank you once again.*

> *Just wanted to say thank you for your help this week wouldn't have been able to figure it all out without you! Also feel like I learned a lot which I can't say for every class I have taken I appreciate it!!!*

> *Your dedication to making the topics relevant to our lives and interesting really shows you interest and knowledge on the subject.*

> *I also wanted to thank you again, I really enjoyed this class and I'm sad that it is over. If you ever teach any more classes I would love to take them. Thank you also for sharing so much and being so honest…I learned a lot that I have already applied to other classes, so thank you.*

Sample Syllabi and Course Assignments

I have attached a syllabus for Social Deviance (face-to-face) and a syllabus for Social Research Methods (online) that I have developed and taught. Since I believe that teaching does not happen in a vacuum, I would like to acknowledge the sources of inspirations that helped me developed these courses. My Social Deviance course was initially inspired by the reading list from the Deviant Behavior course by Dr. Christopher Uggen that I took when I was an undergraduate student at the University of Minnesota. The online Social Research Methods was developed based on my experience in a number of research methods courses as both an undergraduate and a graduate student. I started with consulting the Methods of Sociology by Dr. Kyle Green (then-graduate student) that I took when I was an undergraduate student at the University of Minnesota. I also consulted the materials used in the undergraduate Social Research Methods course by Dr. Toby Parcel with whom I had the great pleasure to work as her lab instructor. Madison Boden who was my predecessor a lab instructor for Dr. Parcel also provided me with materials that I still consult today.

I have also attached a sample of course assignments for each of these courses. Students have rated these assignments favorably. Deviant Career and Theory Application paper that I use in my Social Deviance is adopted and elaborated from Dr. Uggen's assignment. In this paper, students are asked to describe and analyze their own involvement or non-involvement in deviance by applying sociological theories. This assignment particularly reflects my pedagogical approach of teaching and learning personally relevant. My previous students have candidly shared their experiences in various types of deviance, which also reflects that students come to see me as somebody whom they can share their experiences without fear of being judged. Qualitative Data Analysis Mini Project that I use in my Social Research Methods is designed to help students practice content analysis and open coding using Atlas.ti software. Many students have told me that they have enjoyed working on this assignment, and that it helped them understand what entails qualitative research better. They also appreciated the opportunity to practice their sociological imagination in analyzing these data and to articulate their findings sociologically in writing. Copies of other assignments are also available upon request.

Sociology 206: Social Deviance
Fall 2018

Section 004—Tuesdays and Thursdays: 8:30 a.m. to 9:45 a.m.
Tompkins Hall: 0G112

Instructor: Riku Kawaguchi, M.S.
Office: Room 340, 1911 Building
Email: rkawagu@ncsu.edu
Office Phone Number: (919) 515-0443

Office Hours: Tuesdays 10-11 a.m., Thursdays 2-3 p.m., or by appointment
Course Website: http://wolfware.ncsu.edu/
Syllabus Updated: 22 August 2018

Sociology is a perspective, a framework in which the study of both rare or unusual events as well as the everyday and commonplace are rendered meaningful.

—Kai T. Erikson

All social groups make rules and attempt, at some times and under some circumstances, to enforce them. Social rules define situations and the kinds of behavior appropriate to them, specifying some actions as "right" and forbidding others as "wrong."

—Howard Becker

Course Description and Objectives

This course is an introduction to the general phenomenon of social deviance. Using sociological perspectives, we consider (1) why and how certain behaviors and attributes are defined as deviant, (2) how norms, values, and rules are created and enforced, and (3) the consequences of being labelled as deviant. Over the course of the semester, we focus on a wide range of criminal and non-criminal deviance. This course includes lectures, class discussions, in-class activities, films, and other assignments to encourage active learning.
This class should actually be called "Deviance and Social Control."

The main objectives of this course are to:
• Explain how deviance is defined, produced, and socially constructed
• Differentiate and apply the essential sociological theories of deviance
• Demonstrate institutional responses to deviance and control
• Illustrate the consequences of deviant labels
• Evaluate social scientific studies and evidence
• Develop public speaking and writing skills (for sociology)

Everyone Welcome Here

PROJECT SAFE

GREEN ZONE
Veteran and Military Friendly Space

Riku Kawaguchi
…has completed Green Zone training and is identified as someone who knows something about the issues and concerns faced by military-affiliated students. They are available to assist these students and direct them to the appropriate resources.

Course Materials

Required Texts:
* All readings are available online on the course website in PDF format or links to websites. The readings may include chapters from books, review articles, academic empirical articles, and newspaper/magazine articles.
* Some other supplemental materials such as video clips are available online on our Moodle site.
* Some readings, particularly academic journal articles, can be challenging. One purpose of reading difficult materials is to have you practice reading for upper level courses, which generally assign academic journal articles.
* Unless otherwise noted, you are expected to have read all the materials by the beginning of the first class of the week.

Course Requirements

Throughout the semester, I assign different activities to assess your learning. Your course grade is assigned according to the following scale based on the total possible points of 100 (see also *Definitions of Grades* available on Moodle):

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59% and below
A 93-96%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Overall grades are calculated based on the following (ordered by points low to high):
A. Syllabus Quiz: 2%
B. Theory Activities: 3%
C. Film Reflection: 5%
D. Give Methods a Chance: 5%
E. Group Work and Presentation: 5%
F. Attendance and Participation: 15%
G. Quizzes: 15% + Potential for 1.5% extra credit
H. Deviant Career and Theory Application: 23%
I. Moral Panic and Construction of Deviance: 27%
Total: 100%

* **Format Policy:** Unless otherwise noted, all assignments must use the following format: Times New Roman, 12 point size font, and double-spaced using ASA Style in-text and reference citations. The margins of the paper must be 1 inch. Not following this format will be penalized by losing one whole letter grade. See *Writing Sample* on Moodle for an example.
* **Submission Policy:** Unless otherwise noted, all assignments must be submitted online to the course website and feedbacks will be posted on the course website. Students have the responsibility to make sure that everything is submitted correctly and on time. Make sure to double check your submission to ensure that you have submitted the right file(s) and that all the submission materials are actually uploaded on the course website. If the course website has issues or seems glitchy, make sure to email the instructor your assignments to ensure that you have submitted everything on time.
* **Late Submission Policy:** I accept late assignments but all assignments turned in late are penalized. If submitting late, you have to attach one page letter at the top of the late submission explaining why you are submitting the assignment late and acknowledging that you accept penalty

for late submission. Make sure to sign the letter. Late submissions without this letter automatically receives zero point, but I still provide comments so that you get my feedback on the content. Note that the late submission policy does not apply to the final course exam. University official excuses are accepted but you need to inform me before the deadline to receive appropriate accommodations.

* **Grade Disputing Policy:** You are welcome to talk to me if you have any concern over your grade. If your concern is over a grade that you think should be changed, you need to follow these steps: (1) Wait for at least 24 hours before contacting me. (2) Prepare one page explanation of why your grade should be changed (you need to be specific). (3) Make an appointment to meet with me in person and bring the one-page memo. Note that there is a possibility of downgrading upon my review of your assignment. No grade change will be granted over email or phone communication.

* **Extra Credit Assignment Notice:** May or may not be assigned throughout the semester at the discretion of the instructor. No make-up is allowed. Extra credit opportunities, if assigned, are on the "take it or leave it" basis.

Attendance and Participation:

As student, you are expected to attend and participate in all class sessions, class activities, and Piazza forum throughout the semester. Registration to Piazza forum (https://piazza.com/) is mandatory. Piazza forum is used for communications, polls, and Q&A. Attendance and participation are worth 15% of your course grade. Attendance is measured based on your presence in a classroom using attendance sheet or submission of in-class assignments. Note that the university policy requires instructors to keep a record of attendance for 200-level class. Participation is measured based on your active contribution, which includes but not limited to asking questions in class or on Piazza forum, participating in the group/class discussions in class, working on in-class activities, and participating in Piazza forum. Because most class sessions will consist of lecture, in-class activity, and discussion, it is essential that you attend all sessions and participate (note that Piazza participation is supplemental to the participation grade). You will not receive full credit for attendance and participation if you are tardy or unprepared for our class. If you need to arrive late or leave early, you need to let me know before class starts so that you will not be penalized. Valid official documentation is required for any excused absences. If you anticipate any absence, you must let me know **BEFOREHAND** and the absence must be approved by me unless the absence was due to emergency (e.g., getting into an accident while you are coming to the class). Refer to the following link to see details on attendance policy and university approved absences: http://policies.ncsu.edu/regulation/reg-02-20-03.

Syllabus Quiz:

The syllabus spells out the basic expectations for and rules of this course. To ensure that you have carefully read it, you are required to take a quiz on syllabus on Moodle. You can take as many times as you wish until you get everything right. By completing the syllabus quiz, you acknowledge that you understand and consent to follow what is outlined in the syllabus. The syllabus quiz is worth 2% of your course grade.

Quizzes:

There are quizzes throughout the semester. These quizzes are assigned randomly. Generally, you can expect one quiz a week. These quizzes ask questions regarding required readings and/or lectures. Quizzes include various formats, which include but not limited to multiple choice questions, true-false, fill-in-the-bank, and short answer. Quizzes may be administered in class or outside of the class time (due date/time are to be noted on the Moodle and to be reminded in class). **All quizzes are done electronically on the Moodle. This means that you must bring electronics with an internet access to our class (e.g., laptops, tablets, and smart phones).** However, you may opt out to take in-class quizzes on paper. If you would like to opt out, you must let me know so that I can bring printed version of quizzes. The lowest 3 quiz grades will be dropped when calculating the final grade. Because I drop your 3 lowest quiz grades, you are not allowed to make up for missed

quizzes unless you have university official excuses and documentations. This is worth 15% of your course grade. Note that there is an incentive to complete all quizzes. If you complete all of the quizzes, you will receive 1.5% extra credits in addition to the 3 lowest grades drop.

Film Reflection:
You are asked to summarize a film that we watch in class and apply theories to the film. This is worth 5% of your course grade. Detailed instructions are available on the course Moodle.

Give Methods a Chance:
You are asked to listen to a podcast about a sociological method (Give Methods a Chance) and are asked to summarize the podcast regarding the method and the research. You also apply the method to your own interest. This is worth 5% of your course grade. Detailed instructions are available on the course Moodle.

Theory Activities:
In a series of in-class and online activities, you are asked to summarize or engage with theories that we cover in this course. This is worth 3% of your course grade.

Deviant Career and Theory Application:
You are asked to write a paper to describe your own history of deviant behavior (or lack thereof) and to apply theories to explain your deviance (or non-deviance). This assignment serves as a midterm exam and is worth 23% of your course grade. Detailed instructions are available on the course Moodle.

Moral Panic and Construction of Deviance:
You are asked to write a paper on one topic and explain how the behaviors related to the topic became to be defined as deviance by using moral panic and social constructionist perspective. This assignment serves as a final exam and is worth 27% of your course grade. Detailed instructions are available on the course Moodle. Note that this assignment is linked to group work and presentation.

Group Work and Presentation:
As a part of your *Moral Panic and Construction of Deviance* assignment, you work in a small group to do research on the topic and do a presentation on the topic in class. The grade is based on your performance in your group and presentation. Your group performance is graded based on peer assessment and self assessment. Your presentation is graded based on your powerpoint slides and presentation, which includes the structure and organization of your slides and the way you articulate your presentation. This is worth 5% of your course grade. Note that this grade is NOT part of your grade for the Moral Panic and Deviance Paper. Detailed instructions are available on the course Moodle.

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Notes on Contacting the Instructor/Email Rules

Email is the best way to reach me. However, note that you should generally use the Piazza Forum to ask questions about assignments and other course materials. Please use your NC State email account when you communicate with me through emails. In order for me to respond to you promptly, I ask you to title email in the following manner and your email title should include the following components:

"Your first name, SOC206, The reason why you are emailing me."
For example, you title should be: **"Riku, SOC206, question about final paper."**

Generally, I respond to your email within 24 hours (except weekends). If you have some urgent questions or requests, please put "urgent" in the title (e.g., "Riku, SOC206, URGENT, question about the final project."). Please be advised that I generally do not check emails after 9 p.m. until the following morning. If I failed to respond to you within 24 hours, please send me a reminder email. **Note that I will NOT respond to emails with questions regarding information available in the syllabus and you will lose participation points for doing so.** Also, see this link for writing email concisely and effectively: **https://hbr.org/2016/11/how-to-write-email-with-military-precision** (also available on Moodle, *How to Write Emails with Military Precision*, posted under Resources).

In addition to email, I have office hours noted on the first page of the syllabus. You are always welcome to drop by during the office hours. You may also make an appointment with me if you cannot make it to the office hours.

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Classroom Conduct and Academic Integrity

Class Expectation:
Because class participation and discussion are important to learning, I expect all of you to come to class prepared by having read all required readings for the day/week. If it is clear that you have not read the required materials before the class period, you may be penalized by losing participation points.

Respectful Behavior in the Classroom:
The classroom should be a safe and respectful environment for all students. This is important to keep in mind because some course materials, class discussions, and film segments may include uncomfortable and/or emotionally charged subjects. I do not tolerate discrimination and harassment. Name calling, bullying, insensitive comments, disrespectful/threatening language will not be tolerated in my class and doing so is a ground for dismissal from the classroom. Please inform me or other administrators if you feel someone is spoiling this respectful and safe environment or if you feel you are discriminated against or harassed by others in the class.

You should be aware that texting/messaging/non-class-related-internet-surfing are not permitted in this class. Texting/messaging and your phone ringing are distracting to you, to your classmates, and to me. If you are caught texting, using your phone, laptops, tablets, and other electronics in any capacity that is not relevant to the class, you will be penalized by losing participation points or will be asked to leave the classroom. The university policy regards these as disorderly conduct. You must turn off your phone or put it on silent and put it away in your bag.

The following points are the basic rules to better the classroom experience for all of us:
- Show respect to each other and to our class time. This means to come to class on time, to turn off cell phones and other electronic devices (or silence them) before coming to the class. Do not work for other classes while you are in our classroom
- Come prepared to listen, discuss, engage, and interact in class. Go over required materials before our class. Bring completed work to the class when required.
- When someone is talking, the rest of us listen. We also need to listen carefully and with respect for the person. This applies even if you disagree with what your classmates are expressing. We should try to understand what the person is saying. We should ask questions to clarify and make sure that we understand what the person is saying if we do not understand or confused. This should be done with respect.

- If you would like to use electronics such as a laptop and an iPad for taking notes, use them for our class activities or our coursework only (e.g., do not work on reading or writing essays for other classes). I may ban the use of electronics if you start using electronics for purposes not related to our class.

Academic Integrity:

Scholarly activity is marked by honesty, fairness and hard work. Keep these in mind as you are now a member of the academic community. As you may know, each community has its own rules and regulations that each member is expected to follow. Academic integrity is one important rule in our community. The basic principles of the academic integrity are that a scholar does not take credit for someone else's work, does not misrepresent or falsify the work, do not take advantage of others, and do not behave in such a manner to frustrate others.

The most serious violation of academic standards and values is plagiarism. The rule is simple: Do not plagiarize! Do not copy-and-paste from texts, from your fellow students, from websites, etc. Using the work, ideas, writing, or knowledge of other people as your own is plagiarism. You must use a proper citation when you borrow from the work of others, which includes but not limited to textbooks, books, articles, and websites. Students who violate the academic integrity do not receive a passing grade and may be reported to the Office of Student Conduct following the standard procedure (https://studentconduct.dasa.ncsu.edu/faculty/confronting-academic-misconduct/).

University and Other Relevant Policies

Student Rights and Responsibilities:

Students are responsible for reviewing the University's Policies, Regulations, and Rules (PRR), which pertain to their course rights and responsibilities. The University's PRRs can be found here: http://oucc.ncsu.edu/course-rights-and-responsibilities. You should also consult the Code of Student Conduct (https://studentconduct.dasa.ncsu.edu/code/).

Academic Integrity:

Any acts that violate these principles are academic dishonesty, and will be handled according to the procedures outlines in the NCSU Code of Student Conduct (https://studentconduct.dasa.ncsu.edu/code/). North Carolina State University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not acceptable and will not be condoned by the University.

The NCSU Code of Academic Integrity is exemplified in the Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." You are to work individually on all tests, homework assignments, and papers. You are to avoid any form of cheating including plagiarism. The minimum penalty for a student found guilty of academic misconduct will be a zero on the assignment and Academic Integrity Probation. Serious cases may result in automatically failing this course, or expulsion from the university. Please refer to the Code of Student Conduct policy (NCSU POL11.35.1) and Pack Pledge.

If you have any questions about what constitutes plagiarism, or unsure of what you are doing may violate these academic integrity principles, please see me and ask me. Do not give me any reason to suspect you of academic dishonesty. Ignorance is not an excuse for these behaviors. For more information, you may check The Overview of Academic Integrity (http://studentconduct.ncsu.edu/academic-integrity-an-overview), Office of Student Conduct (http://studentconduct.ncsu.edu/), and NCSU's Code of Student Conduct (http://policies.ncsu.edu/policy/pol-11-35-01).

Excused Absence/Make-Up Policy:
Absences in class may be excused and you may be able to make-up in-class activities only if you have documentation, and the situations meet university requirements for excusable absences (http://policies.ncsu.edu/regulation/reg-02-20-03). Anticipated excused absences to class must be reported to me before the class. You may be excused for university duties or trips certified by an appropriate faculty or staff member, as well as required court attendance certified by the Clerk of Court. For emergency absences, you must contact me as soon as possible in order to request an excused absence. Excuses for health will be provided in situations where the illness/injury is documented by a medical specialist and only when it meets the university requirements for excusable emergency illnesses/injuries. Requests for excuses due to death or serious illness in the family will be referred to the Division of Undergraduate Academic Programs, who will attempt to verify these situations. Extension of deadlines for homework may be negotiable only in serious situations. It should also be noted that it is your responsibility to secure computer and internet access to submit assignments (if applicable). Crashed computers, lost flash drives, and flat tires do not fit the university criteria for excused absences.

Anti-Discrimination and Harassment:
NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://policies.ncsu.edu/policy/pol-04-25-05.

Inclusivity:
In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Students with Disabilities and Other Needs:
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

Electronic Course Components:
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Class Evaluation:
Online class evaluations will be available for students to complete during the last 2 weeks of the term. At this time, students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors

will never know how any one student responded to any question, and students will never know the ratings for any particular instructor. Should you have any questions, ask Student Help Desk at classeval@ncsu.edu. More information about class evaluation is available at ClassEval (http://www.ncsu.edu/UPA/classeval/).

Adverse Weather Policy:
If class is cancelled due to adverse whether, I will contact all of you through email and/or the course website/Piazza. You should also check university website and/or email to obtain up-to-date information. Should you have any question about class cancellation, please email me.

Other Resources:
There are external sources available for help. If you are struggling or having issues, it is important that you seek help. For personal, academic, or vocational problems that are interfering with your coursework, contact the Counseling Center (http://www.ncsu.edu/student_affairs/counseling_center/). Other resources are also available at the Women's Center (http://www.ncsu.edu/womens_center/), the Student Health Center (http://www.ncsu.edu/student_health/), the Career Center (http://careers.ncsu.edu/), GLBT Center (https://oied.ncsu.edu/glbt/), and Military and Veteran Services Center (https://mavrc.dasa.ncsu.edu/).

Class Schedule

* This schedule is subject to change at the discretion of the instructor. Readings and topics may change and additional readings and assignments may be assigned. You are responsible, not only for the deadlines and course work specified in the syllabus and schedule, but also for any changes announced in class and course website. When changes are made, I will notify you ahead of time so that you have enough time to adjust to these changes.

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Part I: Introduction to the Sociology of Deviance and Social Control
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Week 1 (Aug 23): Introduction to the Course
* **READ**: Wade, Lisa. 2017. "10 Things Every College Professor Hates." Business Insider UK. Retrieved January 5, 2018 (**http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8**).

Week 2 (Aug 28, 30): Basics of Sociology and Deviance
* **READ**: "The Promise (P1-11)" from Mills, C. Wright. 1959[2000]. *The Sociological Imagination*. New York: Oxford University Press.
* **READ**: "Images of Deviance and Social Control: An Introduction"(P1-6) from Pfohl, Stephen. 2009. *Images of Deviance & Social Control: A Sociological History*. Long Grove, IL: Waveland Press, Inc.
* **READ**: "Defining Deviance (P11-15)" from Adler, Patricia A. and Peter Adler. 2012. *Constructions of Deviance: Social Power, Context, and Interaction*. Belmont, CA: Wadsworth/Cengage Learning.
* **READ**: Erikson, Kai T. 1962. "Notes on the Sociology of Deviance." *Social Problems* 9(4):307-314.

Syllabus Quiz: DUE at 11:55 p.m. on 30 August 2018.

Week 3 (Sept 4, 6): Basics of Sociological Methods and Studying Deviance
* **READ**: Wikibook. *Sociological Methods* (https://en.wikibooks.org/wiki/Introduction_to_Sociology/Sociological_Methods).
* **READ**: "Measuring Criminal Events (P24-33)" from Sacco, Vincent F. and Leslie W. Kennedy. 2002. *The Criminal Event: Perspectives in Space and Time*. Belmont, CA: Wadsworth/Thomson Learning.

Give Methods a Chance: DUE at 11:55 p.m. on 10 September 2018.

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Part II: Theories of Deviance and Social Control
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Week 4 (Sept 11, 13): Theories of Deviance I: Structural Theories
* **READ**: "Rules for the Distinction of the Normal from the Pathological, Part III (P60-66)" from Durkheim, Emile.1982. *The Rules of Sociological Method and Selected Texts on Sociology and Its Method*. New York, NY: Free Press.
* **READ**: Dentler, Robert A. and Kai T. Erikson. 1959. "The Functions of Deviance in Groups." *Social Problems* 7(2):98-107.
* **READ**: Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 3(5):672-682.
* **READ**: "The Social Reality of Crime (P37-41)" from Quinney, Richard. 1975. *Criminology.* Boston, MA: Little & Brown.

Week 5 (Sept 18, 20): Theories of Deviance II: Micro-Level Theories
* **READ**: "Deviant Careers and Career Deviance (P218-219)" from Inderbitzin, Michelle, Kristin A. Bates, and Randy Gainey. 2015. *Perspectives on Deviance and Social Control*. Thousand Oaks, CA: Sage Publications, Inc.
* **READ**: "A Control Theory of Delinquency (P16-34)" from Hirschi, Travis. 1969[2002]. *Causes of Delinquency*. New Brunswick, NJ: Transaction Publishers.
* **READ**: "A Sociological Theory of Criminal Behavior (P77-83)" from Sutherland, Edwin H. and Donald R. Cressey. 1966. *Principles of Criminology 7th Edition*. Philadelphia, PA: J.P. Lippincott.
* **READ**: "Routine Activity Theory: Opportunities and Crime (P329-335)" from Lilly, J James Robert, Francis T. Cullen, and Richard A. Ball. 2011. *Criminological Theory: Context and Consequences*. Thousand Oaks, CA: Sage Publications, Inc.

Week 6 (Sept 25, 27): Theories of Deviance III: Social Reaction Theories
* **READ**: "Enter the Moral Panic (P20-33)" from Goode, Erich and Nachman Ben-Yehuda. 2009. *Moral Panics: The Social Construction of Deviance*. Malden, MA: Wiley-Blackwell.
* **READ**: "The Moral Panic: An Introduction (P34-50)" from Goode, Erich and Nachman Ben-Yehuda. 2009. *Moral Panics: The Social Construction of Deviance*. Malden, MA: Wiley-Blackwell.
* **READ**: "Moral Entrepreneurs (P147-163)" from Becker, Howard S. 1963. *Outsiders: Studies in the Sociology of Deviance*.New York: Free Press.

Week 7 (Oct 2, 4): Theory Application and Delinquency & Fall Break
* **READ**: Chambliss, William J. 1973. "The Saints and the Roughnecks." *Society* 11(1): 24-31.
* **OPTIONAL**: Demuth, Stephen and Susan L. Brown. 2004. "Family Structure, Family Processes, and Adolescent Delinquency: The Significance of Parental Absence Versus Parental Gender." *Journal of Research in Crime and Delinquency* 41(1):58-81.
* As for the fall break…Enjoy and stay away from deviance

Week 8 (Oct 9, 11): Film

Film Reflection: DUE at 8:30 a.m. on 15 October 2018.

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Part III: Different Forms of Deviance and Consequences
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Week 9 (Oct 16, 18): Crime and Desistance
* **READ**: "Deciding to Commit a Burglary (P35-61)" from Wright, Richard and Scott H. Decker. 1994. *Burglars on the Job: Streetlife and Residential Break-Ins*. Boston, MA: Northeastern University Press.
* **READ**: "Committing the Offense (P95-115)" from Wright, Richard and Scott H. Decker. 1997. *Armed Robbers in Action: Stickups and Street Culture*. Boston, MA: Northeastern University Press.
* **READ**: Sampson, Robert J. and John H. Laub. 1990. "Crime and Deviance over the Life Course: The Salience of Adult Social Bonds." *American Sociological Review* 55(5): 609-627.

Deviant Career Paper: DUE at 11:55 p.m. on 22 October 2018.

Week 10 (Oct 23, 25): Medicalization, Mental Disorder, and Stigma
* **READ**: "Discovery of Hyperkinesis (P155-161)" from Conrad, Peter and Joseph W. Schneider. 1980[1992]. *Deviance and Medicalization: From Badness to Sickness*.

Philadelphia, PA: Temple University Press.
* **READ**: Corrigan, Patrick W. and Amy C. Watson. 2002. "Understanding the Impact of Stigma on People with Mental Illness." *World Psychiatry* 1(1):16-20.
* **READ**: Smith, R. Tyson and Owen Whooley. 2015. "Dropping the Disorder in PTSD." *Contexts* 14(4):38-43.
* **READ**: McLorg, Penelope A. and Diane E. Taub. 1987. "Anorexia Nervosa and Bulimia: The Development of Deviant Identities." *Deviant Behavior* 8(2):177-189.

Week 11 (Oct 30, Nov 1): Drug and Substance Use
* **READ**: Reinarman, Craig. 2012. "The Social Construction of Drug Scares." Pp 159-170 in *Constructions of Deviance: Social Power, Context, and Interaction,* Edited by P. A. Adler and P. Adler. Belmont, CA: Wadsworth/Cengage Learning.
* **READ**: "Two Women Who Used Cocaine Too Much: Race, Gender, Crack, and Coke (P98-110)" from Reinarman, Craig, and Harry G. Levine. 1997. *Crack in America: Demon Drugs and Social Justice*. Berkeley, CA: University of California Press.
* **READ**: "Everyday Addicts (P241-270)" from Bourgois, Philippe, and Jeff Schonberg. 2009. *Righteous Dopefiend*. Berkeley, CA: University of California Press.

Week 12 (Oct 6, 8): Sexual Diversity
* **READ**: Meston, Cindy M., and David M. Buss. 2007. "Why Humans Have Sex." *Archives of Sexual Behavior* 36(4):477–507.
* **READ**: Wignall, Liam and Mark McCormack. 2015. "An Exploratory Study of a New Kink Activity: 'Pup Play.'" *Archives of Sexual Behavior* 46(3):1-11.
* **READ**: Blinde, Elaine M. and Diane E. Taub. 1992. "Homophobia and Women's Sport: The Disempowerment of Athletes." *Sociological Focus* 25(2):151-166.
* **READ**: Silva, Tony. 2017. "Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex With Men." *Gender & Society* 31(1):51–73.
* **READ**: "Becoming Bisexual (P26-38)" from Weinberg, Martin S., Colin J. Williams, and Douglas W. Pryor. 1995. *Dual Attraction: Understanding Bisexuality*. New York: Oxford University Press.

Week 13 (Nov 13, 15): Gender Deviance & Group Work
* **READ**: Bemiller, Michelle. 2005. "Men Who Cheer." *Sociological Forces* 38(3):205-222.

Week 14 (Nov 13, 15): Sexual Violence & Thanksgiving Break
* **READ**: Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53(4):483–499.
* **READ**: Travis in Nebraska. 2016. "I Was Male Raped In Military College By A Gang of Cadets." *Gay Pop Buzz: A Blog for Gay Dudes*. (http://www.gaypopbuzz.com/male-rape-college-football-team/).

Part IV: Student Presentations and Wrap Up

Week 15 (Nov 27, 29): Special Topic & Student Presentations
* **Potential Topic**: Organizational/Occupational Deviance
  * Vandivier, Kermit T. 2002. "Why Should My Conscience Bother Me? Hiding Aircraft Brake Hazards." Pp 146-166 in *Corporate and Governmental Deviance: Problems of Organizational Behavior in Contemporary Society, Sixth Edition*, Edited by M. D. Ermann and R. J. Lundman. New York: Oxford University Press.

Week 16 (Dec 4, 6): Student Presentations & Final Wrap Up

Final Paper: DUE at 11:00 a.m. on 18 December 2018.

Deviant Career and Theory Application

Objective:
In this paper, you analyze your own histories of deviant behavior by applying the deviant career perspective and other theories. You may write about any types of deviant behavior that you have done in the past. Look back to our discussions for examples of deviance. It can be negative or positive deviance, or even lack of deviance. However, the deviant behavior(s) that you discuss should be something you have engaged in multiple times (remember that it is about deviant "career"). This paper serves as a midterm exam for this course. The grade will be based on the letter (see *Definitions of Grades* for details).

Paper Format:
This paper should be about 5–7 pages (Reference page NOT included in this page limit). You must use Times New Roman, 12 point size, double-spaced (see *Writing Sample* on Moodle for details). You must use the ASA Style to format paper and for citation. Make sure to use in-text citations appropriately throughout the paper. Your paper must include the following components:

1. Introduction (No longer than a paragraph or two)
   - Summarize your entire paper including the type of deviance that you discuss and your sociological arguments about the deviance.
2. Describe the "social facts" of the Deviant Behavior (1–2 pages)
   - Summarize the sociological/social scientific knowledge about the particular form of deviance that you are writing. Throughout the paper, you must use course materials as well as other sources and statistics (must have at least 6 sources from any of these sources; see the *Reference* subsection below for details).
   - If you are writing about, say, shoplifting, you could (1) provide statistics about shoplifting (e.g., arrest statistics, self-reported surveys), (2) mention what people steal, (3) provide the demographic information about who are likely to be shoplifters, (4) discuss what kind of deviance shoplifting is (normative, statistical, etc.), and so on.
3. Your Deviance and Theory Application (2–4 pages)
   - Establish the timeline of your involvement in deviance and getting out of it while applying theories and concepts. You must use general concepts from the course materials in illustrating your deviant careers (e.g., entry/onset, management, exit/desistance, cultures/subcultures, informal social controls, social bonds). You must use at least two theories that we have covered in class to explain your experience of being deviant and getting out of it (e.g., social control, differential association/social learning, routine activity/opportunity, strain, labeling).
4. Conclusion (No longer than 1.5 pages)
   - Connect theories, "social facts," and your own experience. In other words, try to place your own deviance experience in a larger social context. You also need to point out where future research is needed (e.g., gaps/disconnect between theories, data, and your experience).
5. Reference

- At least 3 citations from course materials (i.e., readings, citations used in lectures, and lectures). Note that when you cite theories in text, you should be citing the readings instead of my lectures, unless my lectures have more information than the readings. If you want to be on the safe side, you can cite both the reading and my lectures
- At least 3 citations from other sources and statistics. These need to be legitimate sources such as government statistics, mainstream surveys/polls (e.g., Pew Research Center, Gallup, newspaper polls), and peer reviewed articles. Specialized/specialist websites are permitted (e.g., https://www.nationaleatingdisorders.org/) but do not give me obscure websites.
- This must be in ASA style.

Basic Grading Criteria (not in a particular order):
- Demonstration of sociological imagination (i.e., connect your individual experience to the larger social structure and social patterns)
- Accurate use and appropriate application of concepts
- Accurate use and appropriate application of theories
- Clear illustration of your experience of deviance
- Claims/arguments backed up by social scientific evidence

In addition to the content, I will also assess your writing (not in a particular order):
- Clear and concise writing
- Introduction should be no longer than two paragraphs (one paragraph recommended)
- Conclusion should not be longer than 1.5 page
- In general, one paragraph should not be longer than a page
- Make sure to proofread multiple times, follow the writing guides, and submit a polished paper (e.g., minimal typos, minimal grammatical errors, minimal unclear sentences)
    - Refer to and reflect my comments about writing in your previous paper assignments
    - See also *Tips for Writing* for things to avoid and do when writing papers
- Use ASA Style and formal English (noncompliance automatically results in one letter grade deduction)

Sociology 300: Social Research Methods
Summer II 2018

Online + Optional In-Person Lab Sessions

Instructor: Riku Kawaguchi, M.S.
Office: Room 340, 1911 Building
Email: rkawagu@ncsu.edu
Office Phone Number: (919) 515-0443

Office Hours: By appointment
Course Website: http://wolfware.ncsu.edu/
Syllabus Updated: 24 June 2018

Sociology is a perspective, a framework in which the study of both rare or unusual events as well as the everyday and commonplace are rendered meaningful.

—Kai T. Erikson

Sociological methods as we practice it rests wholly on the basic principle that social facts must be studied as things, that is, as realities external to the individual. There is no principle for which we have received more criticism; but none is more fundamental. Indubitably for sociology to be possible, it must above all have an object of its own… It is not realized that there can be no sociology unless societies exist, and that societies cannot exist if there are only individuals.

—Emile Durkheim

Course Description and Objectives

This online course is a general introduction to social research methods. Focusing on sociological perspectives and research methodology, we consider (1) how to design research, (2) how to conduct research, (3) how to analyze the data, and (4) how to evaluate research. We also consider the goals and ethical implications of social research. This method course is designed to equip you with the skills to conduct solid research and to critically examine and evaluate data and research. This course includes lectures, discussion forums, short-writing assignments, hands-on methods activities, and other assignments to encourage active learning. While this course is online, there are optional in-person lab sessions designed to assist your learning.

The main objectives of this course are to:
• Explain the relationship between theory and research
• Differentiate qualitative and quantitative methods
• Explain the implications of sampling and research design
• Evaluate social scientific studies and evidence
• Develop research skills and practice research methods
• Develop writing skills (particularly for sociology)

Everyone Welcome Here

PROJECT SAFE

GREEN ZONE

Veteran and Military Friendly Space

Riku Kawaguchi

…has completed Green Zone training and is identified as someone who knows something about the issues and concerns faced by military-affiliated students. They are available to assist these students and direct them to the appropriate resources.

Course Materials

Required Texts:
- All readings are available online on our course website as pdf files or links to websites.
- The main course text is: Blackstone, Amy. 2012. *Principles of Sociological Inquiry: Qualitative and Quantitative Methods*. Nyack, NY: Flat World Knowledge. This text is free and is available as both online and PDF versions at https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=139 and the course website.
- Other reading materials may include chapters from books/textbooks, review articles, academic empirical articles, and newspaper/magazine articles. Some other supplemental materials such as video clips are available online on our course website.
- Unless otherwise noted, you are expected to have read all the materials before participating in the discussion forum for each section.

Course Requirements

Throughout the semester, I assign different activities to assess your learning. Your course grade is assigned according to the standard NC State scale based on the total possible points of 100 (see also *Definitions of Grades* available on Moodle):

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59% and below
A 93-96%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Overall grades are calculated based on the following (ordered by points low to high):
A. Syllabus Quiz: 2%
B. Research Ethics Training: 3%
C. Give Methods a Chance: 5%
D. Research Proposal Paper: 15%
E. Quizzes: 15% + Potential for 1% extra credit
F. Qualitative Data Analysis Mini Project: 17%
G. Quantitative Data Analysis Mini Project: 23%
H. Discussion Forum and Participation: 20% + Potential for 1% extra credit
Total: 100%

* **Format Policy:** Otherwise noted, all writing assignments must use the following format: Times New Roman, 12 point size font, and double-spaced using ASA Style citations/references. The margins of the paper must be 1 inch. Not following this format will be penalized by losing one whole letter grade. See *Writing Sample* on Moodle for an example.
* **Submission Policy:** All assignments must be submitted online on Moodle and feedbacks will be posted on Moodle. Students have the responsibility to make sure that everything is submitted correctly and on time. Make sure to double check your submission to ensure that you have submitted the right file(s) and that all the submission materials are actually uploaded on the Moodle. If the Moodle has issues or seems glitchy, make sure to email the instructor assignments to ensure that you have submitted everything on time.
* **Late Submission Policy:** I accept late assignments but all assignments turned in late are penalized. Note that discussion forum posts/responses are NOT included in this policy. If submitting late, you have to attach one page letter explaining why you are submitting the assignment late and acknowledging that you accept penalty for late submission. Make sure to sign

the letter. Late submissions without this letter automatically receives zero point, but I provide comments/feedbacks on the contents. University official excuses are accepted but you need to inform me before the deadlines for appropriate accommodation.

* **Grade Disputing Policy:** You are welcome to talk to me if you have any concern over your grade. If your concern is over a grade that you think should be changed, you need to follow these steps: (1) Wait for at least 24 hours before contacting me. (2) Prepare one page explanation of why your grade should be changed (you need to be specific). (3) Submit the one-page memo and make an appointment to meet with me either in person or online. Note that there is a possibility of downgrading upon my review of your assignment.

* **Extra Credit Assignment Notice:** May or may not be assigned throughout the semester at the discretion of the instructor. Extra credit opportunities, if assigned, are on the "take it or leave it" basis. No make-up is allowed.

Discussion Forum and Participation:

Since this is an online course, the majority of class activities and interactions occur on the course website (https://wolfware.ncsu.edu), Piazza (https://piazza.com/), and virtual computing lab (https://vcl.ncsu.edu/). One of the challenges of online courses is to find a substitution for the interaction that occurs in a traditional face-to-face classroom. To promote active interactions, we have a number of online activities including discussion forums on Moodle and a Q&A forum on Piazza. As a student, you are expected to participate in all discussion forums, the Q&A forum, and class activities throughout the semester. Discussion forum and participation are worth 20% of your course grade based on your quality of posts/responses on the discussion forums and your participation in the Piazza Q&A forum. We use the discussion forums as a substitution for discussions about the course materials and related substantive issues that happen in face-to-face classrooms. In discussion forums, each of you are expected to make valuable contributions to the discussion for each section of the course by making quality posts and posting quality responses. We use the Piazza Q&A forum as a substitution for asking and answering questions to your fellow classmates and me about course materials and assignments that normally happen in face-to-face classrooms. In Piazza Q&A forum, you are expected to ask questions or seek help on course materials and assignments and you are also expected to answer questions posted by your fellow classmates when you can answer them and to offer your help to your classmates. The grade for discussion forum and participation is determined by the combination of your participation to the discussion forum and Piazza Q&A forum. Note that if you are unable to participate in the discussion forums on time, you need to let me know before the respective due date/time so that you would not be penalized. Valid official documentation is required for any excused absences. If you anticipate any absence, you must let me know **BEFOREHAND** and the absence must be approved by me unless the absence was due to emergency (e.g., getting into an accident while you are coming to class). Refer to the following link to see details on attendance policy and university approved absences: http://policies.ncsu.edu/regulation/reg-02-20-03. Note that there is an incentive to actively participate in discussion forums and Piazza Q&A forum. Active participation that goes beyond the basic expectations may receive extra credit of up to 1% toward your final course grade. The overview of discussion forum and participation and of how discussion forum and participation grade is calculated is available on the course website.

Syllabus Quiz:

The syllabus spells out the basic expectations for and rules of this course. To ensure that you have carefully read it, you are required to take a quiz on syllabus on Moodle. By completing the syllabus quiz, you acknowledge that you understand expectations and that you consent to follow what is outlined in the syllabus. The syllabus quiz is worth 2% of your course grade.

Quizzes:

There are quizzes throughout the semester. Generally, you can expect one quiz a section. These quizzes ask questions regarding required readings and/or lectures. Quizzes include various formats,

which include but not limited to multiple choice questions, true-false, fill-in-the-bank, short answer, and short essay. All quizzes are administered online on the course website. The lowest 2 quiz grades will be dropped when calculating the final grade. Because I drop your 2 lowest quiz grades, you are not allowed to make up for missed quizzes unless you have university official excuses and documentations. This is worth 15% of your course grade. Note that there is an incentive to complete all quizzes. If you complete all of the quizzes, you can receive 1% extra credits in addition to the 2 lowest grades drop.

Research Ethics Training:
You are asked to go over a basic research ethics training online. This is worth 3% of your course grade and you will receive a certificate. Detailed instructions are available on the course website.

Give Methods a Chance:
You are asked to listen to a podcast about a sociological method from the Give Methods a Chance (https://thesocietypages.org/methods/) and are asked to summarize the podcast and discuss the strengths and weaknesses of the method. This is worth 5% of your course grade. Detailed instructions are available on the course website.

Research Proposal Paper:
Based on your research interest, you are asked to formulate a research question, write a literature review, and outline how you might carry out the study using both qualitative and quantitative methods. In the literature review portion of the paper, you are asked to identify several scholarly research articles, read them, and write a short paper summarizing these previous research articles while building your own argument. In the research outline portion of the paper, you are asked to discuss how you could use both quantitative and qualitative methods to collect and analyze data to answer your research question. This paper is worth 15% of your course grade. Detailed instructions are available on the course website.

Qualitative Data Analysis Mini Project:
You are asked to do a short qualitative data analysis project. In this project, you are asked to look at the data, analyze the data using content analysis, and discuss the results. This assignment is worth 17% of your course grade. Detailed instructions are available on the course website.

Quantitative Data Analysis Mini Project:
You are asked to do a short quantitative data analysis project. In this project, you are asked to look at the data, describe the data, and analyze the data by performing basic statistics using Stata. You also discuss the results of your analysis. This is worth 23% of your course grade. Detailed instructions are available on the course website.

Optional In-Person Lab
While this course is entirely online, there are optional weekly in-person lab sessions to assist your learning. In these labs, I can provide face-to-face demonstrations on how to use qualitative and quantitative data analysis software and other course materials. You can also ask questions regarding course materials and assignments. The date, time, and location are available on the course website.

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Notes on Contacting the Instructor/Email Rules

Email is the best way to reach me. However, note that you should generally use the Piazza Q&A Forum for asking questions about assignments and other course materials. In addition to email, you

may also make an appointment with me to either meet in person or on google hangout. Please use your NC State email account when you communicate with me through emails. In order for me to respond to you promptly, I ask you to title emails in the following manner and your email title should include the following components:

"Your first name, SOC300, The reason why you are emailing me."
For example, your title should be: **"Riku, SOC300, Need to Make an Appointment to Discuss Quantitative Data Mini Project."**

Generally, I respond to your email within 12 hours (except weekends). If you have some urgent questions or requests, please put "urgent" in the title (e.g., "Riku, SOC300, URGENT, question about the discussion forum."). Please be advised that I generally do not check emails after 9 p.m. until the following morning. If I failed to respond to you within 12 hours, please send me a reminder email. Note that I do NOT respond to emails with questions regarding information available in the syllabus and you will lose participation points for doing so. Also, see this link for writing email concisely and effectively: https://hbr.org/2016/11/how-to-write-email-with-military-precision (also available on Moodle, *How to Write Emails with Military Precision*, posted under Resources).

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Discussion Forum Conduct and Academic Integrity

Discussion Forum Expectation:
As a substitution for interactions that occur in traditional face-to-face classroom, we have a number of discussion forums throughout the semester as well as the Piazza Q&A forum. Because these forum participations are important to your learning, I expect all of you to be prepared by having read all required materials for each section. If it is clear that you have not read the required materials and that you have not contributed to the discussions, you may be penalized by losing participation points.

Respectful Behavior in the Discussion Forum:
The discussion forums should be a safe and respectful environment for all students. This is important to keep in mind because some class materials, discussions, and other materials may include uncomfortable, controversial, and/or emotionally charged subjects. I do not tolerate discrimination and harassment. Name calling, bullying, insensitive comments, disrespectful/ threatening language will not be tolerated in my class and doing so is a ground for dismissal from the discussion forum/class. Please inform me or other administrators if you feel someone is spoiling this respectful and safe environment or if you feel you are discriminated against or harassed by others in the class.

The following points are the basic rules to better the course experience for all of us:
- Show respect to each other and to our class. This means to participate in each section of the class/discussion forums fully prepared.
- Come prepared to 'listen' (read), discuss, engage, and interact in class/discussion forums. Go over required materials before participating in the discussion forums.
- When someone is sharing their views and opinions, the rest of us 'listen' (read). We need to 'listen' carefully and with respect for the person. This applies even if you disagree with what your classmates are expressing. We should try to understand what the person is 'saying' (writing). We should ask questions to clarify and make sure that we understand what the person is 'saying' if we do not understand or confused.

Academic Integrity:

Scholarly activity is marked by honesty, fairness and hard work. Keep these in mind as you are a member of the academic community. As you may know, each community has its own rules and regulations that each member is expected to follow. Academic integrity is one important rule in our community. The basic principles of the academic integrity are that a scholar does not take credit for someone else's work, does not misrepresent or falsify the work, do not take advantage of others, and do not behave in such a manner to frustrate others.

The most serious violation of academic standards and values is plagiarism. The rule is simple: Do not plagiarize! Do not copy-and-paste from texts, from your fellow students, from websites, etc. Using the work, ideas, writing, or knowledge of other people as your own is plagiarism. You must use a proper citation when you borrow from the work of others, which includes but not limited to textbooks, books, articles, and websites. Students who violate the academic integrity do not receive a passing grade and may be reported to the Office of Student Conduct following the standard procedure (https://studentconduct.dasa.ncsu.edu/faculty/confronting-academic-misconduct/).

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University and Other Relevant Policies

Student Rights and Responsibilities:
Students are responsible for reviewing the University's Policies, Regulations, and Rules (PRR), which pertain to their course rights and responsibilities. The University's PRRs can be found here: http://oucc.ncsu.edu/course-rights-and-responsibilities. You should also consult the Code of Student Conduct (https://studentconduct.dasa.ncsu.edu/code/).

Academic Integrity:
Any acts that violate these principles are academic dishonesty, and will be handled according to the procedures outlines in the NCSU Code of Student Conduct (https://studentconduct.dasa.ncsu.edu/code/). North Carolina State University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not acceptable and will not be condoned by the University.

The NCSU Code of Academic Integrity is exemplified in the Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." You are to work individually on all tests, homework assignments, and papers. You are to avoid any form of cheating including plagiarism. The minimum penalty for a student found guilty of academic misconduct will be a zero on the assignment and Academic Integrity Probation. Serious cases may result in automatically failing this course, or expulsion from the university. Please refer to the Code of Student Conduct policy (NCSU POL11.35.1) and Pack Pledge.

If you have any questions about what constitutes plagiarism, or unsure of what you are doing may violate these academic integrity principles, please see me and ask me. Do not give me any reason to suspect you of academic dishonesty. Ignorance is not an excuse for these behaviors. For more information, you may check The Overview of Academic Integrity (http://studentconduct.ncsu.edu/academic-integrity-an-overview), Office of Student Conduct (http://studentconduct.ncsu.edu/), and NCSU's Code of Student Conduct (http://policies.ncsu.edu/policy/pol-11-35-01).

Excused Absence/Make-Up Policy:
Absences in class may be excused and you may be able to make-up in-class activities only if you have documentation, and the situations meet university requirements for excusable absences (http://policies.ncsu.edu/regulation/reg-02-20-03). Anticipated excused absences to class must be reported to me before the class. You may be excused for university duties or trips certified by an appropriate

faculty or staff member, as well as required court attendance certified by the Clerk of Court. For emergency absences, you must contact me as soon as possible in order to request an excused absence. Excuses for health will be provided in situations where the illness/injury is documented by a medical specialist and only when it meets the university requirements for excusable emergency illnesses/injuries. Requests for excuses due to death or serious illness in the family will be referred to the Division of Undergraduate Academic Programs, who will attempt to verify these situations. Extension of deadlines for homework may be negotiable only in serious situations. It should also be noted that it is your responsibility to secure computer and internet access to submit assignments (if applicable). Crashed computers, lost flash drives, and flat tires do not fit the university criteria for excused absences.

Anti-Discrimination and Harassment:
NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://policies.ncsu.edu/policy/pol-04-25-05.

Inclusivity:
In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Students with Disabilities and Other Needs:
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students (https://dro.dasa.ncsu.edu/). For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01, see https://policies.ncsu.edu/regulation/reg-02-20-01/).

Electronic Course Components:
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Class Evaluation:
Online class evaluations will be available for students to complete during the last 2 weeks of the term before final exams. At this time, students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructor. Should you have any questions, ask Student Help Desk at classeval@ncsu.edu. More information about class evaluation is available at ClassEval (http://www.ncsu.edu/UPA/classeval/).

Adverse Weather Policy:

If class/lab is cancelled due to adverse whether, I will contact all of you through email and/or our Moodle website. You should also check university website and/or email to obtain up-to-date information. Should you have any question about class cancellation, please email me.

Other Resources:
There are external resources available should you need any help. If you are struggling or having issues, it is important that you seek help. For personal, academic, or vocational problems that are interfering with your coursework, contact the Counseling Center (http://www.ncsu.edu/student_affairs/counseling_center/). Other resources are also available at the Women's Center (http://www.ncsu.edu/womens_center/), the Student Health Center (http://www.ncsu.edu/student_health/), the Career Center (http://careers.ncsu.edu/), GLBT Center (https://oied.ncsu.edu/glbt/), and Military and Veteran Services Center (https://mavrc.dasa.ncsu.edu/).

Class Schedule

* This schedule is subject to change at the discretion of the instructor. Readings and topics may change. Additional readings and assignments may be assigned. You are responsible, not only for the deadlines and course work specified in the syllabus and schedule, but also for any changes announced via emails/announcements. When changes are made, I notify you ahead of time so that you have enough time to adjust to the changes.
* "Blackstone text" in the schedule refers to the main course text: Blackstone, Amy. 2012. *Principles of Sociological Inquiry: Qualitative and Quantitative Methods*. Nyack, NY: Flat World Knowledge.

Part I: Introduction to the Sociology and Social Research

Section 1: Introduction to the Course and the Basics of Sociology
* **READ**: Wade, Lisa. 2017. "10 Things Every College Professor Hates." *Business Insider UK*. Retrieved January 5, 2018 (**http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8**).
* **READ**: "The Promise (P1-11)" from Mills, C. Wright. 1959[2000]. *The Sociological Imagination*. New York: Oxford University Press.
* **READ**: Miner, Horace. 1956. "Body Ritual Among the Nacirema." *American Anthropologist* 58(3):503-507

Syllabus Quiz: DUE at 12:00 p.m. on 27 June 2018.

Section 2: The Process and Purpose of Social Research
* **READ**: Blackstone text, Chapter 2: Linking Methods With Theory
* **READ**: King, Colby. 2011. "Behind the Data." *Contexts* 10(1):16–17.
* **READ**: Clarke, Kevin A. and David M. Primo. 2012. "Overcoming 'Physics Envy.'" *The New York Times*. (https://www.nytimes.com/2012/04/01/opinion/sunday/the-social-sciences-physics-envy.html).
* **Optional Reading**: Nyseth, Hollie, Sarah Shannon, Kia Heise, and Suzy Maves Mcelrath. 2012. "Embedded Sociologists." *Contexts* 10(2):44-50.

Section 3: Ethics of Social Research
* **READ**: Blackstone text, Chapter 3: Research Ethics
* **READ**: Irvine, Janice M. 2012. "How Institutional Review Boards Keep Sex in the Closet." *Contexts* 11(2):28–33.
* **READ**: Goel, Vindu. 2014. "Facebook Tinkers With Users' Emotions in News Feed Experiment, Stirring Outcry." *The New York Times*. (https://www.nytimes.com/2014/06/30/technology/facebook-tinkers-with-users-emotions-in-news-feed-experiment-stirring-outcry.html).

Research Ethics Training: DUE at 11:55 p.m. on 2 July 2018.

Section 4: Writing Social Research and Finding Reliable Source
* **READ**: Eastern Washington Writing Center. "Writing the Literature Review." (https://research.ewu.edu/c.php?g=53665).
* **READ**: Best, Joel. 2016. "What Good News Looks Like." *Contexts* 15(2):84.
* **READ**: Rank, Mark. 2017. "Changing the World, One Website at a Time." *Contexts* 16(3): 74–75.
* **READ**: Shane, Scott. 2017. "From Headline to Photograph, a Fake News Masterpiece." *The New York Times*. Retrieved June 22, 2018 (https://www.nytimes.com/2017/01/18/us/fake-news-hillary-clinton-cameron-harris.html?ribbon-ad-idx=3&rref=business/

media&module=Ribbon&version=context&region=Header&action=click&contentCollecti
on=Media&pgtype=oak&_r=0).
* **READ**: Mezzofiore, Gianluca. 2018. "The truth behind this photo of an 'immigrant child'
crying inside a cage." *CNN*. Retrieved June 22, 2018 (https://www.cnn.com/2018/06/18/
us/photo-migrant-child-cage-trnd/index.html).
* **Suggested Reading**: Mitchell, Amy, Jeffrey Gottfried, Jocelyn Kiley, and Katerina Eva
Matsa. 2014. "Political Polarization & Media Habits." *Pew Research Center.* Retreived 21
June 2018 (http://www.journalism.org/2014/10/21/political-polarization-media-habits/).
* **Suggested Reading**: Maheshwari, Sapna. 2016. "How Fake News Goes Viral: A Case
Study." *The New York Times*. Retrieved June 22, 2018 (https://www.nytimes.com/
2016/11/20/business/media/how-fake-news-spreads.html).

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Part II: Research Design and Sampling
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Section 5: Basics of Research Design and Measurements
* **READ**: Blackstone text, Chapter 5: Research Design
* **READ**: Gutting, Gary. 2012. "How Reliable Are the Social Sciences?" *The New York
Times Opinionator.* (https://opinionator.blogs.nytimes.com/2012/05/17/how-reliable-are-
the-social-sciences/?
mtrref=www.google.com&gwh=35446836E59391280C10A9E1356032C2&gwt=pay&ass
etType=opinion)
* **READ**: Blackstone text, Chapter 6: Defining and Measuring Concepts
* **READ**: Bates, Nancy and Theresa J. Demaio. 2013. "Measuring Same-Sex
Relationships." *Contexts* 12(1):66–69.

Section 6: Basics of Sampling
* **READ**: Blackstone text, Chapter 7: Sampling
* **READ**: Rajasekar, Neeraj. "Polling, Sampling, and Social Conditioning." *The Society
Pages*. Retrieved June 22, 2018 (https://thesocietypages.org/trot/2016/12/06/polling-
sampling-and-social-conditioning/).

Give Methods a Chance: DUE at 11:55 p.m. on 9 July 2018.

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Part III: Qualitative Data and Methods
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Section 7: Collecting Qualitative Data—Talking to People and Going into the Field
* **READ**: Weiss, Robert S. 2004. "In Their Own Words: Making the Most of Qualitative
Interviews." *Contexts* 3(4):44–51.
* **READ**: Katz, Jack. 2018. "On Becoming an Ethnographer." Journal of Contemporary
Ethnography. OnlineFirst.
* **READ**: Neyfakh, Leon. 2015. "The Ethics of Ethnography." *Slate.* Retrieved June 20,
2018 (http://www.slate.com/articles/news_and_politics/crime/2015/06/
alice_goffman_s_on_the_run_is_the_sociologist_to_blame_for_the_inconsistencies.html).

Section 8: Qualitative Data Analysis and Coding
* **READ**: Chapter 1 from Friese, Susanne. 2014. *Qualitative data analysis with ATLAS.ti.*
Thousand Oaks, CA: SAGE Publications.
* **READ**: Lindner, Andrew M. 2012. "An Old Tool with New Promise." *Contexts* 11(1):70–
72.
* **READ**: Schilt, Kristen and Laurel Westbrook. 2009. "Doing Gender, Doing
Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of
Heterosexuality." *Gender & Society* 23(4):440-464.

* **Optional Reading:** Hsieh, Hsiu-Fang and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9):1277–1288.

Qualitative Data Analysis Mini Project: DUE at 11:55 p.m. on 18 July 2018.

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Part IV: Quantitative Data and Methods
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Section 9: Collecting Quantified Data—Surveys and Other Data Sources
* **READ**: Blackstone text, Chapter 8: Survey Research–A Quantitative Technique, skip the section "Analysis of Survey Data"
* **READ**: Schuman, Howard. 2002. "Sense and Nonsense about Surveys." *Contexts* 1(2): 40–47.
* **READ**: Carr, Deborah. 2005. "Political Polls." *Contexts* 4(1):31–32.

Section 10: Quantitative Data Analysis—Describing and Analyzing the Data using Statistics
* **READ**: Demuth, Stephen and Susan L. Brown. 2004. "Family Structure, Family Processes, and Adolescent Delinquency: The Significance of Parental Absence Versus Parental Gender." *Journal of Research in Crime and Delinquency* 41(1):58-81.
* **Optional Reading**: Sampson, Robert J., Jeffrey D. Morenoff, and Stephen Raudenbush. 2005. "Social Anatomy of Racial and Ethnic Disparities in Violence." *American Journal of Public Health* 95(2): 224-232.

Quantitative Data Analysis Mini Project: DUE at 11:55 p.m. on 25 July 2018.

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Part V: Mixed Methods and Data Visualization
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Section 11: Combining Quantitative and Qualitative Methods—Mixed Methods and Qualitative Comparative Analysis
* **Optional Reading**: Grant, Don, Mary Nell Trautner, Liam Downey, and Lisa Thiebaud. 2010. "Bringing the Polluters Back In: Environmental Inequality and the Organization of Chemical Production." *American Sociological Review* 75(4):479-504.

Section 12: Visualizing the Data—Tables, Figures, and Mapping the Information
* **READ**: Cairo, Alberto. 2015. "Graphics Lies, Misleading Visuals: Reflections on the Challenges and Pitfalls of Evidence-Driven Visual Communication." Pp. 103-116 in *New Challenges for Data Design,* edited by D. Bihanic. New York: Springer.
* **READ**: Yglesias, Matthew. 2014. "How Not to Visualize America's Changing Demographics." *Vox*. Retrieved June 22, 2018 (https://www.vox.com/2014/4/14/5612970/how-not-to-visualize-americas-changing-demographics).

Research Proposal Paper: DUE at 11:55 p.m. on 30 July 2018.

Qualitative Data Analysis Mini Project

Objective:
The purpose of this assignment is to provide an opportunity for you to practice qualitative data analysis skills using a qualitative software and to practice writing up a narrative report of qualitative findings. You are required to use the computer-assisted qualitative data analysis software, *Atlas.ti*, which is accessible through VCL (see the course website for instructions) or the university library/lab computers. You are responsible for securing a work space. This assignment is worth 17% toward your final course grade. The grade will be based on the letter (see *Definitions of Grades* on Moodle for details).

Basic Tasks:
Qualitative research may involve (1) collecting primary qualitative data (i.e., researchers collect their own data) and analyzing the data, or (2) finding secondary qualitative data (i.e., researchers look for existing data) and analyzing these data. Since qualitative data collection is time intensive and we unfortunately do not have enough time since this summer semester is only 5 weeks, we are not able to do the option 1. Instead, you use existing data to practice your qualitative data analysis skills. Specifically, you analyze text data (which were collected through different qualitative data collection methods) using content analysis/open coding on 1 of 3 topics for which I have prepared the data from actual research projects (also, for the grading purpose, this is helpful since I am familiar with these data). The 3 topics are:

1. **Analyzing the Narratives of "My Coming Out Story" on YouTube**
   - Coming out is an important process for gay, lesbian, and bisexual (LGB) individuals. Many previous studies have examined the psycho-social mechanisms of coming out processes in the academic literature. However, relatively unknown is how and what LGB identified people would share on a public forum about their coming out experience. Some sociologists have argued that storytelling can provide sociological insights into how people experience their lives and how they share their experiences with others, which can further highlight the importance of social contexts and processes. Storytelling also often includes some elements of advice and messages that stem from people's experiences that may be sociological insightful to understand the social contexts. To this end, analyzing the narratives of "My Coming Out Story" videos may provide important sociological insights into the experiences of LGB youth and their messages to others who are just like them. Here, I have selected several transcripts of "My Coming Out Story" videos by some gay male YouTubers from my on-going project that analyzes the narratives of these videos. Your task here is to identify and analyze salient themes/topics that emerge from these coming out story narratives. Note that I have purposefully included stories by Carson and Nate (who are a gay couple living in Raleigh, and I think both of them grew up in NC) which are currently not in my research sample, but I thought it would be nice to add some local cases where some of you may be familiar with where they come from. Note that these transcripts may include some explicit languages.
2. **Analyzing the Lyrics of "Gangsta" Raps from the 90s**

- Some would argue that rap is one of the salient music genres of our era. In particular, some scholars would argue that "gangsta" rap is an important form of expression among the Black adolescents. These "gangsta" rap focuses on the urban street life, highlighting the issues of identity, culture, and violence that are common in the inner-city black communities. To this end, analyzing the lyrics of "gangsta" raps may provide important sociological insights into the experiences and the lives of urban black youth. Here, I have selected rap songs that were used in a research project by some sociologists. Your task here is to identify and analyze salient themes/topics that emerge from these songs. The song lyrics are taken from http://www.ohhla.com/all.html. Note that the lyrics have explicit language that may be considered offensive.

3. **Analyzing the Focus Group Data on Latino Identities and Communities Issues**
   - In the recent years, the United States have seen an increase in immigration by individuals of Latin/Hispanic origin. Recent immigrants often have unique experiences and issues because of cultural and language differences as well as social marginalization that may stem from social stereotypes. In order to understand the experiences among Latino/Hispanic residents and the experiences among the Latino/Hispanic community in the United States, researchers from multiple universities got together to conduct a large scale survey and interview study called The Latino National Survey (LNS) in 2006. As part of the LNS, the researchers conducted 15 focus group interviews with more than 150 participants in 9 cities across 8 states. These focus group interviews asked the participants (1) what Latino residents think about their identities and experiences in the United States, (2) what issues Latino communities may be facing, (3) discriminations against Latinos, (4) and other relevant issues. Here, I have selected 1 focus group data that was made available as *public-use* from the ICPSR repository (https://www.icpsr.umich.edu/icpsrweb/). This data is a focus group interview of English speaking Latinos living in Miami, FL. Your task here is to identify and analyze salient themes/topics that emerge from these focus group interview data. Note that the names of interviewer and the participants, as well as other identifiable information such as street names are masked (given IDs and pseudonym) to protect the confidentiality of the participants.

Whichever topic you choose, your task is to analyze the data to find the themes that emerge from these data, and write a report following the general format of how qualitative research reports should be written as discussed in the lecture. You should also consult the article by Schilt and Westbrook as a reference for a good example of how to write a narrative report of qualitative data analysis.

Since you use the content analysis and open coding, you are responsible for coming up with your own codes as you analyze the data in order to find the themes. As discussed in the lecture, the process of open coding requires you to look for meanings and patterns in the data. In other word, the process is iterative and requires your sociological thinking. You need to "let the data speak" to you. Themes should emerge naturally as you analyze the data. While your analysis should be thorough, you should not try to find "everything" since this is only a practice. Try to

find what you think are interesting and significant themes/topics that appear in the data of your choice.

Submission Guide

You need to submit two files for this assignment: Atlas.ti file, and the written report of your analysis and findings.

Atlas.ti file

Your Atlas.ti file submission should include your codes and coding of the data. If you used the code network, this should also be saved within your Atlas.ti file submission.

Written report

Your written report should be at least 5 pages (no maximum limit to allow for flexibility). You must use Time New Roman, 12 point size, double-spaced. If you include outside sources in your written report, you must use in-text and reference citations using the ASA Style.

Your written report should follow the general style of what the analysis section of qualitative research scholarly articles looks like. In other words, your report should include your analysis (description of themes that you found, why the themes are important for your topic, and put the themes in the larger social contexts) and supporting evidence (excerpts/quotes from the data that well-illustrate the themes that you found). Supporting evidence should be either enclosed as inline quotes (when the evidence is 1–3 sentences), or as single-space indented block quotes (when the evidence is longer than 3 sentences).

Basic Grading Criteria (not in a particular order):
- Develop appropriate codes for the data
- Thoroughness of your analysis of the data
- Generate appropriate themes from the codes that you developed
- Clear description of the themes found in the data
- Clear discussions of the themes (why the themes are important, and also contextualize the themes)
- Good supporting evidence for the themes (appropriate use and choice of quotes/ excerpts from the data)
- Appropriate use of supporting evidence (i.e., inline quote vs. block quote)

In addition to the content, I will also assess your writing (not in a particular order):
- Clear and concise writing
- Make sure to proofread multiple times, follow the writing guides, and submit a polished paper
  - see also *Tips for Writing* and my lecture slides on writing for things to do and things to avoid when writing papers
  - a poorly written paper results in an automatic one full-letter grade deduction
- Use formal English (and if applicable) use ASA Style
  - noncompliance results in an automatic one full-letter grade deduction