Sociology 4984: Senior Capstone
Fall 2014
M/W 2-3:20 p
Humanities Bldg 231

Professor Jennifer Beggs Weber
219 Pafford Hall
Phone: 678-839-4896
Email: jbweber@westga.edu

Office Hours: Monday/Wednesday 12-2p and By Appointment

REQUIRED BOOKS
Arnold, Edwin T. 2009. What Virtue There Is in Fire: Cultural Memory and the Lynching of Sam Hose

King, Thomas. 2005. The Truth about Stories: A Native Narrative


COURSE DESCRIPTION
This capstone seminar is designed exclusively for sociology majors who are completing their undergraduate studies. In this course we will review what it means to have a sociological perspective. We will consider the ways in which sociological knowledge can be applied in occupations, civic action, and in private life. This course also provides preparation for entering the job market and/or graduate school including the construction of cover letters, resumes, and graduate applications.

In addition, we will explore the role of sociology in your world, so to speak. In thinking about how you will take sociology with you, we will investigate the role of stories and narratives in the construction of reality.

COURSE EXPECTATIONS
I expect that you come to class prepared. Thus, I will assume that you are current with the assigned reading(s) and have completed any out-of-class work as requested. Additionally, I expect that you will participate fully in the course by speaking up, being an active listener, and by attending class regularly.

ANALYTIC RESPONSE PAPERS (150 pts) You will complete THREE analytical response papers on each of the assigned books: What Virtue There Is in Fire, The Truth About Stories, and Reality Bites Back. These responses are due in class on the date noted below. They should be approximately 2 pages (single spaced – or the equivalent double-spaced). Please organize your reading schedule accordingly.
The analytical response should concisely summarize the main argument/contribution of the reading, should raise sociological questions about the reading, and should connect the reading to broader course issues. How does the book advance your sociological thinking? How does the book challenge your assumptions? Does it inspire you to think differently about your own life? The goal of these papers is to have you think critically about the text and sociology, generally.

**FUNDRAISER (250 pts)** As a class, you are going to organize, plan, conduct a fundraiser. As a class, you will choose an organization/cause to be the recipient of your efforts. There are **FIVE** components of this assignment (each worth 50 points):

1. The Fundraiser
2. Student Portfolio
3. Peer Evaluation
4. My Evaluation
5. Strategic Plan

Additional details will be provided on a separate handout.

**ATTENDANCE/PARTICIPATION (50 pts)** Class participation includes consistent attendance, thoughtful and respectful contributions to class discussions, and active involvement in group/class work. Participation should reflect your knowledge of lecture and reading material.

**CAREER PREPARATION MATERIALS (50 pts)** You will a complete a resume and cover letter. You will locate a job posting (a real one, that you would actually apply to) and submit the letters to me for credit/feedback.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>50</td>
</tr>
<tr>
<td>Career Prep Materials</td>
<td>50</td>
</tr>
<tr>
<td>Analytical Responses (3 x 50)</td>
<td>150</td>
</tr>
<tr>
<td>Fundraiser</td>
<td>250</td>
</tr>
</tbody>
</table>

**Total** 500

450-500 = A  
400-449 = B  
350-399 = C  
300-349 = D  
000-300 = F
COURSE POLICIES

You are expected to be respectful of the instructor, your classmates, and any guests who come to class.

No late assignments will be accepted. I will not give incompletes except under amply documented (and amply dire) circumstances.

THE UNIVERSITY OF WEST GEORGIA HONOR CODE At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

ACADEMIC DISHONESTY Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. I take academic dishonesty very seriously. Academic dishonesty can result in probation or expulsion, even if the act was not intentionally dishonest. If you are unclear about plagiarism, paraphrasing, quoting, or collaboration, please consult me.
STUDENTS WITH DISABILITIES  Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services.  *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

UWG EMAIL POLICY University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

SEXUAL HARASSMENT POLICY The University of West Georgia is committed to providing a positive discrimination-free environment. Hence, it is the policy of the University of the University of West Georgia, in accord with federal and state law, Board of Regents’ policy, and Title IX, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

For additional information on these and other University policies, go to: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
COURSE SCHEDULE
***NOTE: I RESERVE THE RIGHT TO CHANGE THE GUIDELINES SET FORTH IN THIS SYLLABUS.

8/25 (Mon)  Introduction

1: Stories and the Construction of Identity

9/1 – 9/23

READINGS:
The Truth About Stories, by Thomas King

9/22 (MON): Analytical Response #1 Due

2: Culture, Memory, and History

9/29 – 10/22

READINGS:
What Virtue There Is in Fire, by Edwin T. Arnold

10/8(WED): Strategic Plan, Part 1 Due

10/20 (MON): Analytical Response #2 Due

3: Media, Stories, and Reality

10/27 – 11/19

READINGS:
Reality Bites Back, by Jennifer L. Pozner

11/17 (MON): Analytical Response #3

THANKSGIVING BREAK
11/24 – 11/28 No Class!
4: Work, School, Graduation

12/3 (WED): Resume/Cover Letter Drafts Due

12/8 (MON): Strategic Plan, Part 2 Due